Spoken Language:
End of Year 1 Expectations

Year 1 Expectations: Spoken Language
• Speak clearly and confidently in front of others
• Retell a well-known story, remembering the main characters
• Prepare to use 'new' words when communicating
• Hold attention well when collaborating with others
• Does not stray away from main topic when engaged in collaborative talk
• Prepare to ask relevant questions to extend understanding and knowledge
• Initiate conversation in collaborative situation
• Listen carefully to what others are saying in group talk
• Respond appropriately to what others say in group talk
• Happy to join in with role play

Reading:
End of Year 1 Expectations

Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, eg, pocket, rabbit, carrot, thunder, sunset
- Read compound words, eg, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er , est' endings
- Read words which has the prefix –un added
- Add the endings –ing, –ed and –er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

Year 1 Expectations: Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

Writing:
End of Year 1 Expectations

Year 1 Expectations: Transcription

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters and the digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- Identify known phonemes in unfamiliar words
- Use syllables to divide words when spelling
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Use the spelling rule for adding s or es for verbs in 3rd person singular
- Name the letters of the alphabet in order
- Use letter names to show alternative spellings of the same phoneme

Year 1 Expectations: Composition

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Sequence sentences in chronological order to recount an event or an experience
- Re-read what they have written to check that it makes sense
- Leave spaces between words
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use 'and' to join sentences together
- Know how the prefix 'un' can be added to words to change meaning
- Use the suffixes: s, es, ed, er and ing within their writing

Spoken Language:
End of Year 2 Expectations

Year 2 Expectations: Spoken Language
• Ask questions to gain information and to clarify meaning
• Express themselves using complete sentences when required
• Make more specific vocabulary choices, for example – technical language
• Take turns when talking in pairs or in small groups
• Offer appropriate comments in paired or small group discussion
• Begin to be aware that formal and informal situations require a different role and language
• Retell a familiar story using narrative language and linking words and phrases
• Hold the attention of listeners by adapting the way they talk
• Begin to understand how to speak for different purposes and audiences
• Perform a simple poem from memory

Reading:
End of Year 2 Expectations

Year 2 Expectations: Word Reading

- Decode automatically and fluently
- Read accurately by blending the sounds in words that contain the graphemes taught
- Recognise and read alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same GPCs
- Read words containing common suffixes
- Read further common exception words
- Read and notice unusual correspondence between grapheme and phoneme
- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read books fluently and confidently

Year 2 Expectations: Comprehension

- Talk about and give an opinion on a range of texts
- Discuss the sequence of events in books and how they are related to each other
- Use prior knowledge and context and vocabulary explored to understand texts
- Retell orally some stories, including fairy stories and traditional tales
- Read for meaning, checking that the text makes sense and correcting inaccurate reading
- Know and recognise simple recurring literary language in stories and poetry
- Talk about favourite words and phrases.
- Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Answer and ask appropriate questions and make predictions on the basis of what has been read so far
- Draw simple inferences from illustrations, events and characters' actions and speech.

Writing:
End of Year 2 Expectations

Year 2 Expectations: Transcription

- Segment spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones
- Spell longer words using suffixes such as ment, ness, ful, less, ly
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower-case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Year 2 Expectations: Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters , exclamation and question marks accurately to demarcate sentences and commas for lists
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I
- Use subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*)
- Use present and past tenses correctly and consistently including the progressive form

Spoken Language:
End of Year 3 Expectations

Year 3 Expectations: Spoken Language
• Sequence and communicate ideas in an organised and logical way in complete sentences as required
• Vary the amount of detail and choice of vocabulary dependent on the purpose and audience
• Participate fully in paired and group discussions
• Show understanding of the main points in a discussion
• Start to show awareness of how and when standard English is used
• Retell a story using narrative language and added relevant detail
• Show they have listened carefully through making relevant comments
• Formally present ideas or information to an audience
• Recognise that meaning can be expressed in different ways dependent on the context
• Perform poems from memory adapting expression and tone as appropriate

Reading:
End of Year 3 Expectations

Year 3 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 3 Expectations: Comprehension

- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas
- Ask questions to improve understanding of a text
- Predict what might happen from details stated

Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Use dictionaries to check the meaning of unfamiliar words
- Identify main idea of a text
- Identify how structure, and presentation contribute to the meaning of texts
- Retrieve and record information from non-fiction
- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Writing:
End of Year 3 Expectations

Year 3 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto
- Recognise and spell additional homophones, for example – he'll, heel, heal
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell correctly word families based on common words, for example – solve, solution, solver
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Make analogies from a word already known to apply to an unfamiliar word
- Identify the root in longer words
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting

Year 3 Expectations: Composition

- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary
- Compose sentences using a wider range of structures linked to the grammar objectives
- Write a narrative with a clear structure, setting, characters and plot
- Write a non-narrative using simple organisational devices such as headings and sub-headings
- Suggest improvement to writing through assessing writing with peers and self assess
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*
- Use the perfect form of verbs to mark relationships of time and cause
- Use conjunctions, adverbs and prepositions to express time and cause
- Proof-read to check for errors in spelling and punctuation errors

Spoken Language:
End of Year 4 Expectations

Year 4 Expectations: Spoken Language
• Ask questions to clarify or develop understanding
• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required
• Show understanding of the main points and significant details in a discussion
• Increasingly adapt what is said to meet the needs of the audience/listener
• Vary the use and choice of vocabulary dependent on the audience and purpose
• Show understanding of how and why language choices vary in different contexts
• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear
• Justify answers with evidence
• Understand when the context requires the use of Standard English
• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

Reading:
End of Year 4 Expectations

Year 4 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Year 4 Expectations: Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

Year 4 Expectations: Comprehension

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

Writing:
End of Year 4 Expectations

Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Spoken Language
End of Year 5 Objectives

Year 5 Expectations: Spoken Language
• Engage the interest of the listener by varying their expression and vocabulary
• Adapt spoken language to the audience, purpose and context
• Explain the effect of using different language for different purposes
• Develop ideas and opinions with relevant detail
• Express ideas and opinions, justifying a point of view
• Show understanding of the main points, significant details and implied meanings in a discussion
• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
• Begin to use standard English in formal situations
• Begin to use hypothetical language to consider more than one possible outcome or solution
• Perform their own compositions, using appropriate intonation and volume so that meaning is clear
• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
• Understand and begin to select the appropriate register according to the context

Reading
End of Year 5 Objectives

Year 5 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

Year 5 Expectations: Comprehension

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas , events and characters and discuss their significance
- Learn poems by heart. For example, narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

Reading
End of Year 5 Objectives

Year 5 Expectations: Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read
- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. For example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text
- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text
- Make notes from text marking

Writing
End of Year 5 Objectives

Year 5 Expectations: Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight*, *psalm*,
- *Solemn*
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Year 5 Expectations: Composition

- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways
- Use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing. For example – simile, metaphor, personification
- Add well-chosen detail to interest the reader
- Summarise a paragraph or event
- Organise writing into paragraphs to show different information or events

Writing
End of Year 5 Objectives

Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Spoken Language
End of Year 6 Expectations

Year 6 Expectations: Spoken Language
• Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate
• Ask questions to develop ideas and make contributions that take account of others' views
• Explain ideas and opinions giving reasons and evidence
• Take an active part in discussions, taking different roles
• Listen to and consider the views and opinions of others in discussions
• Make contributions to discussions, evaluating others' ideas and responding to them
• Sustain and argue a point of view in a debate, using formal language of persuasion
• Express possibilities using hypothetical and speculative language in science and when discussing reading
• Engage listeners through choice of vocabulary and register according to the context
• Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear
• Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

Reading:
End of Year 6 Expectations

Year 6 Expectations: Word Reading

- Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words
- Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Use combined knowledge of phonemes and word derivations to pronounce words correctly. For example: arachnophobia, audience
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Read fluently, using punctuation to inform meaning

Year 6 Expectations: Comprehension

- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Read books that are structured in different ways
- Recognise texts that contain features from more than one text type
- Consider and evaluate how effectively texts are structured and laid out
- Read non-fiction texts to support other curriculum areas
- Read closely to ensure understanding
- Recommend books that they have read to their peers, giving reasons for their choices
- Identify and discuss themes in a range of writing and across longer texts
- Identify and discuss the conventions of different text types
- Identify key points in an appropriate text
- Learn a range of poetry by heart. For example, narrative verse, sonnet
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

Reading:
End of Year 6 Expectations

Year 6 Expectations: Comprehension

- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts
- Express a personal point of view about a text, giving reasons linked to evidence from texts
- Raise queries about texts
- Make connections between other similar texts, prior knowledge and experience and explain the links
- Compare different versions of texts and explain the differences and similarities
- Listen to others' ideas and opinions about a text
- Build on others' ideas and opinions about a text in discussion
- Explain and comment on explicit and implicit points of view
- Summarise key information from different parts of a text
- Recognise the writer's point of view and discuss it
- Present a personal point of view based on what has been read
- Present a counter-argument in response to others' points of view
- Provide reasoned justifications for their views
- Refer to the text to support opinion
- Distinguish between statements of fact and opinion
- Find information using skimming to establish main idea
- Use scanning to find specific information
- Text mark to make research efficient and fast
- Organise information or evidence appropriately

Writing:
End of Year 6 Expectations

Year 6 Expectations: Transcription

- Convert verbs into nouns by adding suffixes. For example, tion, ure
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Year 6 Expectations: Composition

- Identify the audience for and purpose of the writing
- Choose the appropriate form and register for the audience and purpose of the writing
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect
- Use a range of sentence starters to create specific effects. For example – adverbials, conjunctions, ing, ed
- Use developed noun phrases to add detail to sentences
- Use the passive voice to present information with a different emphasis
- Use commas to mark phrases and clauses
- Sustain and develop main ideas logically in narrative and non-narrative writing
- Use character, dialogue and action to advance events in narrative writing
- Summarise text, conveying key information
- Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event
- Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining

Writing:
End of Year 6 Expectations

Year 6 Expectations: Composition
• Assess the effectiveness of their own and others' writing
• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
• Ensure the consistent and correct use of tense throughout a piece of writing
• Ensure correct subject and verb agreement when using singular and plural
• Distinguish between the language of speech and writing
• Distinguish between the correct subject and verb agreement when using singular and plural
• Distinguish between the language of speech and writing and choose the appropriate register
• Proof-read for spelling and punctuation errors
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear