

# English Assessment Grid

	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
Reading – Word Recognition	apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		
	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes		
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	read most words quickly and accurately, without over sounding and blending, when they have been frequently encountered		
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	read words containing common suffixes	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <b>English Appendix 1</b> , both to read aloud and to understand the meaning of new words they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <b>English Appendix 1</b> , both to read aloud and to understand the meaning of new words that they meet.
	read other words of more than one syllable that contain taught GPCs	read accurately words of two or more syllables that contain the same graphemes taught so far	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	continue to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
	read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,	<i>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</i>	<i>When teachers are reading with or to pupils, attention should continue to be paid to new vocabulary – both a word’s</i>

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	re-read these books to build up their fluency and confidence in word reading.	automatically and without undue hesitation  re-read these books to build up their fluency and confidence in word reading.		<i>meaning(s) and its correct pronunciation.</i>
	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)			
				<i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</i>

Reading – Comprehension	<b>Year 1</b> <b>Children should be taught to:</b>	<b>Year 2</b> <b>Children should be taught to:</b>	<b>Years 3 and 4</b> <b>Children should be taught to:</b>	<b>Years 5 and 6</b> <b>Children should be taught to:</b>
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they read by:

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listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	discussing the sequence of events in books and how items of information are related  being introduced to non-fiction books that are structured in different ways	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes
becoming very familiar with key stories, fairy stories and traditional tales, retelling them orally and considering their particular characteristics  being encouraged to link what they read or hear read to their own experiences	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales and stories from other cultures and traditions	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <i>Children should continue to be exposed to stories from other cultures and traditions.</i>	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart	recognising simple recurring literary language in stories and poetry  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry]	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing words and phrases that capture the reader's imagination	
	discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	
understand both the books they can already read accurately and	understand both the books that they can already read accurately	understand what they read, in books they can read independently, by:	understand what they read by:

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	fluently and those they listen to by:	and fluently and those that they listen to by:		
	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing
	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
		beginning to use dictionaries to check the meaning of words	using dictionaries to check the meaning of words that they have read	continuing to use dictionaries to check the meaning of words they have read

<b>Reading – Comprehension</b>	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence across texts
	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied across texts
	participate in discussion about what is read to them, taking turns and listening to what others say discussing the significance of the title and events	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	participate in discussion about a range of texts that are read to them and those they can read for themselves, taking turns and listening to what others say.	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
	explain clearly their understanding of what is read to them.	answer and ask questions about a text	ask questions to improve their understanding of a text	ask questions to improve their understanding
		explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	recommend books they have read and give reasons for their choices	recommend books that they have read to their peers and provide reasoned justifications for their views.  make comparisons within and across books

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Writing - Transcription			identify how language, structure, and presentation contribute to meaning	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	retrieve information	retrieve and record information	retrieve and record information from a range of non-fiction	retrieve, record and present information from a wide range of non-fiction (e.g – encyclopaedia, reference books and the internet.)
				summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
				distinguish between statements of fact and opinion
				explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			Identify the main ideas drawn from more than one paragraph and summarising these	
			begin to distinguish between fact and opinion	

Writing - Transcription	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	spell words containing each of the 40+ phonemes already taught	segment spoken words into phonemes and representing these by graphemes, spelling many correctly		
spell common exception words, e.g. <i>the, said, one, two</i>	spell common exception words	spell words that are often misspelt ( <b>English Appendix 1</b> )	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs	

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			to be learnt specifically, as listed in <a href="#">English Appendix 1</a>
spell the days of the week			
name the letters of the alphabet in order			
use letter names to distinguish between alternative spellings of the same sound	learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. <i>two, to, too</i> )	spell further homophones	
use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs use the prefix <i>un</i> use <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i> )	add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i>	use further prefixes and suffixes and understand how to add them ( <a href="#">English Appendix 1</a> )	use further prefixes and suffixes and understand the guidance for adding them
	learn to spell more words with contracted forms, e.g. <i>can't, don't</i>  Learning the possessive apostrophe (singular) for example – <i>the girl's book</i>	place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i> ] and in words with irregular plurals [for example, <i>children's</i> ]	
	distinguish between homophones and near-homophones		continue to distinguish between homophones and other words which are often confused
		use the first two or three letters of a word to check its spelling in a dictionary	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
write from memory simple sentences, dictated by the	write from memory simple sentences, dictated by the teacher,	write from memory simple sentences, dictated by the	.

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	teacher, that include words using the GPCs	that include words and punctuation taught so far.	teacher, that include words and punctuation taught so far.	
				-spell some words with 'silent' letters [for example, knight, psalm, solemn]
	Apply simple spelling rules and guidance as listed in <b>English Appendix 1</b>	Apply simple spelling rules and guidance as listed in <b>English Appendix 1</b>		

Writing - Handwriting	Year 1 Children should be taught to:	Year 2 Children should be taught to:	Years 3 and 4 Children should be taught to:	Years 5 and 6 Children should be taught to:
	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 lower-case letters of the correct size relative to one another		
	form capital letters form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
		use spacing between words that reflects the size of the letters.	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.

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<b>Writing - Composition</b>	write sentences by:	consider what they are going to write before beginning by:	plan their writing by:	plan their writing by:
	saying out loud what they are going to write about composing a sentence orally before writing it	planning or saying out loud what they are going to write about  writing down ideas and/or key words, including new vocabulary  encapsulating what they want to say, sentence by sentence	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  noting and developing initial ideas, drawing on reading and research where necessary  considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Write by:	make simple additions, revisions and corrections to their own writing by:	draft and write by:	draft and write by:
	sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  discussing what they have written with the teacher or other pupils  reading aloud their writing clearly enough to be heard by their peers and the teacher.	evaluating their writing with the teacher and other pupils  re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  develop positive attitudes towards and stamina for writing by:	composing and rehearsing sentences orally (including dialogue)  progressively building a varied and rich vocabulary and an increasing range of sentence structures <b>(English Appendix 2)</b>  organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  précising longer passages  using a wide range of devices to build cohesion within and across paragraphs

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	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>using simple organisational devices [for example, headings and sub-headings]</p>	<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>
	<p>evaluate and edit by:</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-reading for spelling and punctuation errors</p> <p>reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-reading for spelling and punctuation errors</p> <p>performing their own compositions, using appropriate intonation, so that meaning is clear.</p>

<b>Writing - Grammar</b>	<b>Year 1</b> Children should be taught to develop an understanding of:	<b>Year 2</b> Children should be taught to develop an understanding of:	<b>Years 3 and 4</b> Children should be taught to develop an understanding of:	<b>Years 5 and 6</b> Children should be taught to develop an understanding of:
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<p>what a sentence is.</p> <p>how to join words and sentences using <i>and</i></p> <p>leaving finger spaces between words</p> <p>using capital letters for proper nouns and the personal pronoun 'I'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, commas, exclamation marks and question marks.</p> <p>learning the grammar for year 1 in English Appendix 2</p>	<p>subordination (when, if, that, because)</p> <p>coordination (or, and, but)</p> <p>statements, questions, exclamations and commands</p> <p>learning how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, questions marks, commas for lists. See <b>English Appendix 2.</b></p> <p>expanding noun phrases for description and to specify</p> <p>using the progressive form of verbs in the past and present tense.</p> <p>learning the grammar for year 2 in English Appendix 2</p>	<p>paragraphs</p> <p>headings and sub-headings</p> <p>how to organise paragraphs around a theme</p> <p>the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p>	<p>structuring paragraphs</p> <p>how to use adverbials to build cohesion in a paragraph (then, after, than, firstly)</p> <p>how to use layout devices such as headings, sub-headings, bullets, and tables to structure text</p> <p>punctuating bullet points consistently</p> <p>learning the grammar for years 5 and 6 in English Appendix 2 use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>
<p>clauses by:</p>	<p>clauses by:</p>	<p>clauses by:</p>	<p>clauses by:</p>
<p>joining words and sentences using and (main clauses and coordinating clauses)</p>	<p>using subordination (when, if, that, because) (subordinating clauses)</p> <p>using coordination (or, and, but)</p>	<p><i>Term clause is introduced (subject, verb)</i></p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and</p>	<p>using relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>

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		<p>cause (when, so, before, after, while, because)</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p> <p>continuing to use conjunctions to combine clauses</p> <p>using and punctuating direct speech</p>	<p>using semi colon, colon and dash to mark boundary between independent clauses</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list</p>
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		informal/formal style by:	informal/formal style by	informal/formal style by:
		<p>using possessive apostrophes for singular nouns</p> <p>using features of written Standard English</p> <p>using contractions in informal writing</p>	<p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using a wider range of contractions in informal writing (e.g he'll, would've, could've)</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using modal verbs or adverbs to indicate degrees of possibility.</p>