

English

Writing & Spelling, Punctuation and Grammar, Steps 16 to 18 YEAR 1

Theme	Statements	16	17	18	+
Spelling and Vocabulary	Spell words containing each of the 40+ phonemes already taught; common exception words; the days of the week.				
	Name the letters of the alphabet in order and using letter names.				
	Add prefixes and suffixes (s or es; un; ing, ed, er, est).				
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.				
	Apply simple spelling rules and guidance, as listed in English Appendix 1.				
Combining words, phrases and clauses	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 1):</i>				
	•How words can combine to make sentences.				
	•Joining words and joining clauses using 'and'.				
	•Sequencing sentences to form short narratives.				
Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 1):</i>				
	•Separation of words with spaces.				
	•Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.				
	•Using a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.				
Composition	Saying out loud what they are going to write about.				
	Composing a sentence orally before writing it.				
	Write sentences by re-reading what they have written to check that it makes sense.				
	Discuss and read their writing clearly to their peers or teacher.				
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.				
	Form digits 0-9.				
	Understand which letters belong to which 'handwriting families' (letters that are formed in similar ways) and to practise these.				
Terminology	<i>Use the grammatical terminology in English Appendix 2 in discussing their writing:</i>				
	letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark				

NB: In addition to the specific areas of Spelling listed above, teachers should also assess against the Statutory Requirements listed in Appendix 1: Spelling from the Programme of Study for English in the National Curriculum for Key Stages 1 & 2.

Reading, Steps 16 to 18 YEAR 1

Strand	Statements	16	17	18	+
Word Reading	Apply phonic knowledge and skills as the route to decode words.				
	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.				
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				
	Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings.				
	Read other words of more than one syllable that contain taught GPCs.				
	Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).				
	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 accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.				
Re-read these books to build up their fluency and confidence in word reading.					
Comprehension	Develop pleasure in reading, motivation to read and understanding by: <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 				
	<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. 				
	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics. 				
	<ul style="list-style-type: none"> Recognising and joining in with predictable phrases. 				
	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart. 				
	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. 				
	Understand both the books they can already read accurately and fluently and those they listen to by:				
	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. 				
	<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading. 				
	<ul style="list-style-type: none"> Discussing the significance of the title and events. 				
	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. 				
	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 				
	Participate in discussion about what is read to them, taking turns and listening to what others say.				
Explaining clearly their understanding of what is read to them.					

Writing & Spelling, Punctuation and Grammar, Steps 19 to 21 YEAR 2

Theme	Statements	19	20	21	+
Spelling and vocabulary	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.				
	Apply spellings rules and guidance as listed in English Appendix 1.				
	Spell by learning 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.				
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				
	Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Formation of nouns and adjectives using suffixes such as –ness, –er - ful –less and by compounding.				
Grammatical terms / word classes	Develop their understanding of the concepts set out in English Appendix 2 (Year 2): Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.				
Verb forms, tenses and consistency	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 2):</i>				
	• Correct choice and consistent use of present tense and past tense throughout writing.				
	• Use of the progressive form of verbs in the present and past tense to mark actions in progress.				
Combining words, phrases and clauses	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 2):</i>				
	• Subordination (using when, if, that, because) and co-ordination (using or, and, but).				
	• Expanded noun phrases for description and specification.				
Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 2):</i>				
	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.				
	• Commas to separate items in a list.				
Composition	• Apostrophes to mark where letters are missing (contracted forms) in spelling and to mark singular possession in nouns.				
	Consider that they are going to write before beginning by:				
	• 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.				
	Develop positive attitudes towards and stamina for writing by writing for different purposes.				
	Make simple additions, revisions and corrections to their own writing by 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.				
	Proof-read to check for errors in spelling, grammar and punctuation.				
Evaluating their writing with the teacher and other pupils.					
Transcription	Read aloud what they have written with appropriate intonation to make meaning clear.				
	Form lower-case letters of the correct size relative to one another.				
	Use spacing between words that reflects the size of the letters.				
	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
Terminology	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.				
	<i>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing:</i> compound, suffix; tense (past, present); noun, noun phrase; statement, question, exclamation, command; adjective, adverb, verb; apostrophe, comma.				

Reading, Steps 19 to 21 YEAR 2

Theme	Statements	19	20	21	+
Word Reading	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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately words of two or more syllables that contain the same graphemes as above.				
	Read words containing common suffixes.				
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.				
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
	Re-read these books to build up their fluency and confidence in word reading.				
	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.				
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • 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. 				
	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. 				
	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 				
	<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. 				
	<ul style="list-style-type: none"> • Recognising simple recurring literary language in stories and poetry. 				
	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 				
	<ul style="list-style-type: none"> • Discussing their favourite words and phrases. 				
	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 				
	Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. 				
	<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading. 				
	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done. 				
	<ul style="list-style-type: none"> • Answering and asking questions. 				
	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far. 				
	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.				
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				

Writing & Spelling, Punctuation and Grammar, , Steps 22 to 24 YEAR 3

Theme	Statements	22	23	24	+
Spelling and vocabulary	Spell words that are often misspelt.				
	Use further prefixes and suffixes and understand how to add them.				
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				
	Use the first two or three letters of a word to check its spelling in a dictionary.				
Grammatical terms / word classes	Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by expressing time, place and cause using conjunctions, adverbs, or prepositions.				
Verb forms, tenses and consistency	Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by use of the present perfect form of verbs instead of the simple past.				
Combining words, phrases and clauses	Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to paragraphs as a way to group related material.				
	Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.				
Punctuation	Place the possessive apostrophe accurately in words with regular plurals.				
	Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by introduction to inverted commas to punctuate direct speech.				
Composition	Discussing writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar.				
	Composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.				
	Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material.				
	Draft and write by creating settings, characters and plot in narratives.				
	Proof-read for spelling, grammar and punctuation errors and suggest improvements.				
	Assessing the effectiveness of their own and others' writing and suggesting improvements.				
	Read aloud their own writing using appropriate intonation and controlling the tone and volume so that meaning is clear.				
Transcription	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
Terminology	<i>Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading:</i> preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks').				

NB: In addition to the specific areas of Spelling listed above, teachers should also assess against the Statutory Requirements listed in Appendix 1: Spelling from the Programme of Study for English in the National Curriculum for Key Stages 1 & 2.

Reading, Steps 22 to 24 YEAR 3

The statements in the Year 3 and Year 4 grids are identical. Whether pupils are working at age appropriate levels or not will be assessed based on the text types and difficulty, i.e., to assess a pupil as secure on this grid texts should be age appropriate for a pupil at the end of Year 3.

Theme	Statements	22	23	24	+
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.				
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
Comprehension	Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 				
	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. 				
	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read. 				
	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 				
	<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books. 				
	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 				
	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. 				
	<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry]. 				
	Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 				
	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. 				
	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 				
	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. 				
	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these. 				
	<ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. 				
	Retrieve and record information from non-fiction.				
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					

There is no statement in the National Curriculum that is directly linked to 'Listening to & Discussing Text' in Lower Key Stage 2. However please be mindful that this is an extremely important element for the end of Key Stage 2.

Writing & Spelling, Punctuation and Grammar, , Steps 25 to 27 YEAR 4

Theme	Statements	25	26	27	+
Spelling and vocabulary	Spell words that are often misspelt.				
	Use further prefixes and suffixes and understand how to add them.				
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				
	Use the first two or three letters of a word to check its spelling in a dictionary.				
Grammatical terms / word classes	Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				
Combining words, phrases and clauses	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</i>				
	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.				
	• Use of paragraphs to organise ideas around a theme.				
	• Fronted adverbials.				
	Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.				
Standard English and formality	Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Standard English forms for verb inflections instead of local spoken forms.				
Punctuation	Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by: Use of commas after fronted adverbials.				
Composition	Discussing writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar.				
	Composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures.				
	Draft and write by using simple organisational devices [for example, headings and sub-headings] in non-narrative material.				
	Draft and write by creating settings, characters and plot in narratives.				
	Proof-read for spelling, grammar and punctuation errors and suggest improvements.				
	Assessing the effectiveness of their own and others' writing and suggesting improvements.				
	Read aloud their own writing using appropriate intonation and controlling the tone and volume so that meaning is clear.				
Transcription	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
	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.				
Terminology	<i>Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading:</i> determiner; pronoun, possessive pronoun; adverbial.				

NB: In addition to the specific areas of Spelling listed above, teachers should also assess against the Statutory Requirements listed in Appendix 1: Spelling from the Programme of Study for English in the National Curriculum for Key Stages 1 & 2.

Reading, Steps 25 to 27 YEAR 4

The statements in the Year 3 and Year 4 grids are identical. Whether pupils are working at age appropriate levels or not will be assessed based on the text types and difficulty, i.e., to assess a pupil as secure on this grid texts should be age appropriate for a pupil at the end of Year 3.

Theme	Statements	25	26	27	+
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.				
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
Comprehension	Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 				
	<ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. 				
	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read. 				
	<ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 				
	<ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books. 				
	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 				
	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. 				
	<ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry]. 				
	Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 				
	<ul style="list-style-type: none"> • Asking questions to improve their understanding of a text. 				
	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 				
	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. 				
	<ul style="list-style-type: none"> • Identifying main ideas drawn from more than one paragraph and summarising these. 				
	<ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. 				
	Retrieve and record information from non-fiction.				
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					

There is no statement in the National Curriculum that is directly linked to 'Listening to & Discussing Text' in Lower Key Stage 2. However please be mindful that this is an extremely important element for the end of Key Stage 2.

Writing & Spelling, Punctuation and Grammar, Steps 28 to 30 YEAR 5

Theme	Statements	28	29	30	+
Spelling and vocabulary	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.				
	Use further prefixes and suffixes and understand the guidance for adding them.				
	Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by: Converting nouns or adjectives into verbs using suffixes.				
	Continue to distinguish between homophones and other words which are often confused.				
	Use dictionaries to check the spelling and meanings of words.				
	Use a thesaurus.				
Combining words, phrases and clauses	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:</i>				
	• Using expanded noun phrases to convey complicated information concisely.				
	• Devices to build cohesion within a paragraph.				
	• Linking ideas across paragraphs using adverbials of time, place and number.				
	• Indicating degrees of possibility using adverbs or modal verbs.				
	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.				
	Using expanded noun phrases to convey complicated information concisely.				
	Ensuring the consistent and correct use of tense throughout a piece of writing.				
Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:</i>				
	• Use of commas to clarify meaning or avoid ambiguity.				
	• Brackets, dashes or commas to indicate parenthesis.				
Composition	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions.				
	<i>Draft and write by:</i>				
	• In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action.				
	• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].				
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.				
	Proof-read for spelling grammar and punctuation errors and suggest improvements.				
	Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.				
Evaluate and edit by Assessing the effectiveness of their own and others' writing.					
Transcription	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.				
Terminology	<i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity</i>				

NB: In addition to the specific areas of Spelling listed above, teachers should also assess against the Statutory Requirements listed in Appendix 1: Spelling from the Programme of Study for English in the National Curriculum for Key Stages 1 & 2.

Reading, Steps 28 to 30 YEAR 5

The statements in the Year 5 and Year 6 grids are identical. Whether pupils are working at age appropriate levels or not will be assessed based on the text types and difficulty, i.e., to assess a pupil as secure on this grid texts should be age appropriate for a pupil at the end of Year 5.

Theme	Statements	28	29	30	+
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.				
Comprehension	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.				
	Reading books that are structured in different ways and reading for a range of purposes.				
	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.				
	Recommending books that they have read to their peers, giving reasons for their choices.				
	Identifying and discussing themes and conventions in and across a wide range of writing.				
	Making comparisons within and across books.				
	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.				
	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.				
	Asking questions to improve their understanding.				
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.				
	Predicting what might happen from details stated and implied.				
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.				
	Identifying how language, structure and presentation contribute to meaning (Y5 only)				
	Distinguish between statements of fact and opinion.				
	Retrieve, record and present information from non-fiction.				
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 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.					
Provide reasoned justifications for their views.					

Writing & Spelling, Punctuation and Grammar, Steps 31 to 33 YEAR 6

Theme	Statements	31	32	33	+
Spelling and vocabulary	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.				
	Use further prefixes and suffixes and understand the guidance for adding them.				
	Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by how words are related by meaning as synonyms and antonyms.				
	Continue to distinguish between homophones and other words which are often confused.				
	Use dictionaries to check the spelling and meanings of words.				
	Use a thesaurus.				
Verb forms, tenses and consistency	Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by use of the passive to affect the presentation of information in a sentence.				
	Ensuring the consistent and correct use of tense throughout a piece of writing.				
	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.				
	Using the perfect form of verbs to mark relationships of time and cause.				
Combining words, phrases and clauses	Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.				
	Using expanded noun phrases to convey complicated information concisely.				
Standard English and formality	Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by the difference between structures typical of informal speech and structures appropriate for formal speech and writing.				
Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by:</i>				
	<ul style="list-style-type: none"> • Use of the semi-colon colon and dash to mark the boundary between independent clauses. 				
	<ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists. 				
	<ul style="list-style-type: none"> • How hyphens can be used to avoid ambiguity. 				
	<ul style="list-style-type: none"> • Punctuation bullet points consistently. 				
Composition	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions.				
	<i>Draft and write by:</i>				
	<ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action. 				
	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 				
	<ul style="list-style-type: none"> • Précising longer passages. 				
	<ul style="list-style-type: none"> • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining]. 				
	Proof-read for spelling grammar and punctuation errors and suggest improvements.				
	Evaluate and edit by assessing the effectiveness of their own and others' writing.				
	Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.				

Transcription	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.				
Terminology	<i>Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading:</i> subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points.				

Reading, Steps 31 to 33 YEAR 6

The statements in the Year 5 and Year 6 grids are identical. Whether pupils are working at age appropriate levels or not will be assessed based on the text types and difficulty, i.e., to assess a pupil as secure on this grid texts should be age appropriate for a pupil at the end of Year 5.

Theme	Statements	31	32	33	+
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.				
Comprehension	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.				
	Reading books that are structured in different ways and reading for a range of purposes.				
	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.				
	Recommending books that they have read to their peers, giving reasons for their choices.				
	Identifying and discussing themes and conventions in and across a wide range of writing.				
	Making comparisons within and across books.				
	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.				
	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.				
	Asking questions to improve their understanding.				
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.				
	Predicting what might happen from details stated and implied.				
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.				
	Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. (Y6 only).				
	Distinguish between statements of fact and opinion.				
	Retrieve, record and present information from non-fiction.				
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 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.					
Provide reasoned justifications for their views.					

