



## Year 1 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

### **Reading:**

#### **Word Reading:**

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read phonetically decodable words.
- I can read words that end with 's, - ing, - ed, - est.
- I can read words which start with un -.
- I can add -ing, - ed and - er to verbs (where no change is needed to the root word).
- I can read words of more than one syllable that contain taught GPCs.

#### **Comprehension:**

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well-known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations (beginning to).
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

### **Writing**

#### **Spelling:**

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

#### **Handwriting:**

- I can sit correctly at a table, holding a pencil comfortably and correctly.

- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0 - 9.

**Composition:**

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re - read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

**Sentence structure:**

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

**Text structure:**

- I can sequence sentences to form a narrative.

**Punctuation:**

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use 'I'
- I can use capital letters for names.

# Year 2 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

## **Reading:**

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Comprehension:**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## **Writing:**

### **Spelling:**

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

### **Handwriting:**

- I can form lower-case letters of the correct size.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

### **Composition:**

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.

- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my writing independently, with friends and adults.
- I can proof-read to check for errors in spelling, grammar and punctuation.

**Sentence structure:**

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

**Text structure:**

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

**Punctuation:**

- I use capital letters for proper nouns and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks.
- I can use apostrophes to show where letters are missing.

# Year 3 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

## **Reading:**

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
  - I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Comprehension:**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## **Writing**

### **Spelling:**

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

### **Handwriting:**

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left un joined.

### **Composition:**

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.

- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

**Sentence structure:**

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

**Text structure:**

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

**Punctuation:**

- I can use inverted commas to punctuate direct speech.

# Year 4 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

## **Reading:**

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Comprehension:**

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

## **Writing:**

### **Spelling:**

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

### **Handwriting:**

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### **Composition:**

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.

- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

**Sentence structure:**

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

**Text structure:**

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

**Punctuation:**

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

# Year 5 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

## **Reading:**

### **Word Reading:**

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

### **Comprehension:**

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## **Writing**

### **Spelling:**

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

### **Handwriting:**

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

### **Composition:**

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.

- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

**Sentence structure:**

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

**Text structure:**

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

**Punctuation:**

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

# Year 6 – Age Related Expectations

The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

## Reading:

### Word Reading:

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. ara, ch, no, ph, obia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

### Comprehension:

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

## Writing

### Spelling:

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

### Handwriting:

- I can choose a style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a task.

### Composition:

- I can identify the audience and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.

- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

**Sentence structure:**

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

**Text structure:**

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

**Punctuation:**

- I can use the semi-colon, colon, a hyphen and a dash.
- I can use the colon to introduce a list and semi-colon within lists.