

Yellow English

Writing

-H1: Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.

--Sentence Structure & Punctuation

---[]Pupil writes own name independently from memory

---[]Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording

--Use of Vocabulary

---[]Pupil uses vocabulary and forms of speech that are increasingly influenced by experience of books

--Phonics & Spelling

---[]Pupil shows awareness of rhyme

---[]Pupil shows awareness of alliteration

---[]Pupil's emergent/unaided writing may illustrate the ability to orally segment words

--Text Structure & Organisation

---[]Pupil can initiate and develop own composition with adult support

--Handwriting

---[]Pupil uses a tripod grip consistently

---[]Pupil is beginning to use correct letter formation for a few letters, sometimes with visual prompts

---[]Pupil writes from left to right

-H2: Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.

--Sentence Structure & Punctuation

---[]Pupil can write own name and other words from memory

---[]Pupil uses appropriate upper and lower case letters when writing their name

---[]Pupil can compose a simple sentence orally

---[]Pupil can relate what own writing 'says'

--Use of Vocabulary

---[]Pupil can use some appropriate vocabulary when composing sentences

--Phonics & Spelling

---[]Pupil is able to orally segment words

---[]Pupil uses phonic knowledge to attempt to write simple CVC words

---[]Emergent/unaided writing may illustrate the ability to orally segment words

--Text Structure & Organisation

---[]Pupil can retell events in sequence

--Handwriting

---[]Pupil is able to form recognisable letters, some of which are correctly formed

-H3: Pupils are able to write the graphemes for the letters of the alphabet and can segment spoken words when writing. They can compose short sentences and are using spaces between words (although they may need support with both of these aspects). They can form most lower-case letters correctly.

--Phonics & Spelling

---[]Pupil can write the correct letter in response to hearing each sound of the alphabet

---[]Pupil can segment spoken words and write the corresponding letters

--Grammar & Punctuation

---[]Pupil can compose a short sentence (with support from an adult) and communicate it orally, or using the pupil's usual method of communication

---[]Pupil can use finger spaces between words with support from an adult

--Use of Vocabulary

---[]Pupil uses typical story vocabulary when discussing text

--Composition

---[]Pupil can sequence some events in narrative

--Handwriting

---[]Pupil can form most lower case letters in the correct direction, starting and finishing in the right place

-H4: Pupils' writing communicates meaning through phrases and simple sentences. Pupils orally rehearse sentences and ideas before writing. Phonic knowledge is beginning to be applied to independent writing.

--Phonics & Spelling

---[]Pupil spells words using phonemes and graphemes already taught

---[]Pupil begins to use their phonic knowledge to spell some words

---[]Pupil correctly spells some common exception words

--Grammar & Punctuation

---[]Pupil can orally compose a phrase or simple sentence and represent it in writing

---[]Pupil is aware of full stops and capital letters but does not have secure grasp of their function

---[]Pupil usually separates words with finger spaces

--Use of Vocabulary

---[]Pupil begins to use formulaic phrases

---[]Pupil uses simple adjectives in oral descriptions and may attempt to replicate this in writing

--Composition

---[]Pupil can orally plan and rehearse ideas when supported

---[]Pupil can sequence simple events in narrative

---[]Pupil can discuss his/her writing with adults

--Handwriting

---[]Pupil can hold a pencil correctly

---[]Pupil begins to form lower case and capital letters correctly

-H5: Pupils' writing communicates meaning through simple sentences some of which are correctly punctuated with capital letters and/or full stops. Pupils orally rehearse a series of sentences and ideas before writing. Phonic knowledge is increasingly applied to independent writing. Pupils are able to re-read what they have written.

--Phonics & Spelling

---[]Pupil spells an increasing range of words using phonemes and graphemes already taught

---[]Pupil uses their phonic knowledge to spell unfamiliar words

---[]Pupil correctly spells an increasing number of common exception words

---[]Pupil is able to read back words he/she has spelt

--Grammar & Punctuation

---[]Pupil can orally compose, and then write, a series of simple sentences

---[]Pupil shows awareness of capital letters and full stops and uses correctly in some instances

---[]Pupil is beginning to use capital letter for the personal pronoun 'I'

---[]Pupil is beginning to use capital letters for names of people, places and days of the week

---[]Pupil is beginning to use simple conjunctions to link ideas

--Use of Vocabulary

---[]Pupil often imitates texts

---[]Pupil begins to use simple technical language when appropriate

---[]Pupil uses simple description in writing

--Composition

---[]Pupil can orally plan and rehearse ideas

---[]Pupil can sequence ideas and events in narrative

---[]Pupil can sequence ideas and events in non fiction

---[]Pupil checks that his/her writing makes sense

--Handwriting

---[]Pupil can hold a pencil with an increasingly effective grip

---[]Pupil forms an increasing number of lower-case and capital letters correctly

-H6: Pupils' writing communicates meaning through simple sentences most of which are correctly punctuated with capital letters and full stops. Pupils automatically use oral rehearsal prior to writing. Spelling is phonetically plausible and most Y1 common exception words and spelt correctly. Letter formation is clear and mainly correct.

--Phonics & Spelling

---[]Pupil applies simple spelling rules and guidelines

---[]Pupil uses their growing phonic knowledge to spell unfamiliar words including making phonically plausible attempts at more complex words

---[]Pupil correctly spells common exception words

--Grammar & Punctuation

---[]Pupil orally rehearses and then writes in simple sentences

---[]Pupil reads own writing to peers, teacher or other adult

---[]Pupil punctuates most simple sentences with capital letters and full stops

---[]Pupil uses capital letter for the personal pronoun 'I'

---[]Pupil uses capital letters for names of people, places and days of the week

---[]Pupil can identify, and is beginning to experiment with, question marks and exclamation marks

--Use of Vocabulary

---[]Pupil uses formulaic phrases to open and close texts

---[]Pupil is beginning to use language appropriate to text type

--Composition

---[]Pupil orally plans and rehearses ideas

---[]Pupil can use familiar plots for structuring the opening, middle and end of stories

---[]Pupil can write in different forms with simple text type features

---[] Pupil rereads every sentence to check it makes sense

--Handwriting

---[] Pupil can hold a pencil with an effective grip

---[] Pupil forms lower case and capital letters correctly, including clear ascenders and descenders

---[] Pupil can form digits 0 to 9 correctly

-H7: Pupils' writing communicates meaning through simple and compound sentences using 'and'. Most sentences are correctly punctuated with capital letters and full stops and the pupil is beginning to experiment with other punctuation. Pupils automatically use oral rehearsal prior to writing. Pupil is beginning to apply a wider range of spelling rules, in addition to phonics, when writing independently. Letters are formed correctly.

--Phonics & Spelling

---[] Pupil is beginning to show awareness of common homophones in shared writing

---[] Pupil applies some spelling rules

---[] Pupil segments spoken words into phonemes and represents these with appropriate graphemes

---[] Pupil correctly spells an increasing number of common exception words

--Grammar & Punctuation

---[] Pupil orally rehearses and then writes simple and compound sentences using 'and'

---[] Pupil punctuates most sentences correctly with capital letters and full stops

---[] Pupil uses capital letter for the personal pronoun 'I' more consistently

---[] Pupil uses capital letters for names of people, places and days of the week more consistently

---[] Pupil is beginning to use a wider range of punctuation

--Use of Vocabulary

---[] Pupil is beginning to consider use of more precise nouns

---[] Pupil is beginning to use words for effect

---[] Pupil selects and uses adjectives

--Composition

---[] Pupil can discuss and plan his/her writing

---[] Pupil can write about real and fictional events

---[] Pupil can use simple text type features to write for a range of audiences and purposes

---[] Pupil can edit and improve own writing in discussion with adults

--Handwriting

---[] Pupil can form lower case and capital letters and digits of the correct size relative to one another

-H8: Pupils' writing communicates meaning through simple and compound sentences using a wider range of conjunctions. Most sentences are correctly punctuated. Pupils continue to automatically use oral rehearsal prior to writing. Pupils use phonic knowledge and spelling rules to segment and spell unfamiliar words, when writing independently. Letters are formed correctly and are consistent in size.

--Phonics & Spelling

---[]Pupil is beginning to choose the correct homophones in independent writing eg there, their, they're

---[]Pupil applies an increasing number of spelling rules and guidelines

---[]Pupil segments spoken words into phonemes, and represents these with appropriate graphemes, spelling some correctly

---[]Pupil correctly spells an increasing number of common exception words

--Grammar & Punctuation

---[]Pupil is beginning to use a wider range of conjunctions to extend sentences

---[]Pupil is beginning to use some variation in sentence openings

---[]Pupil punctuates most sentences correctly with capital letters and full stops, question and exclamation marks

---[]Pupil is beginning to use commas in lists

---[]Pupil is becoming aware of apostrophes used for contractions

--Use of Vocabulary

---[]Pupil identifies and generates simple noun phrases

---[]Pupil identifies and selects verbs for effect

--Composition

---[]Pupil can discuss and plan his/her writing

---[]Pupil can use an increasing range of text type features to write for a range of audiences and purposes

---[]Pupil can edit and improve own writing in discussion with peers

--Handwriting

---[]Pupil can form lower case and capital letters and digits of the correct size relative to one another, using spacing between words which reflects the size of the letters

-H9: Pupils' writing communicates meaning through simple and compound sentences using a wider range of conjunctions and some subordination. Pupils have an awareness of audience and purpose when planning writing and orally rehearsing ideas. Pupils segment words for spelling and apply their increasing knowledge of spelling rules.

--Phonics & Spelling

---[]Pupil can choose the correct homophones in the right context eg there, their, they're

---[]Pupil applies an increasing number of spelling rules

---[]Pupil segments spoken words into phonemes, and represents these with appropriate graphemes, spelling most correctly

---[]Pupil correctly spells common exception words

--Grammar & Punctuation

---[]Pupil writes, and correctly punctuates, a range of simple and compound sentences using a range of conjunctions

---[]Pupil is beginning to use some subordination for time

---[]Pupil uses subordination for reason

---[]Use of past and present tense is usually accurate

--Use of Vocabulary

---[]Pupil identifies, generates and selects more complex noun phrases

---[]Pupil generates, selects and uses verbs for effect

---[]Pupil begins to identify adverbs

--Composition

---[]Pupil can discuss and plan his/her writing using a wider range of formats

---[]Pupil can use an increasing range of specific text type features to write for a range of audiences and purposes

---[]Pupil can edit and improve own writing in relation to audience and purpose

--Handwriting

---[]Pupil's handwriting is clear and correctly formed and may be starting to use some of the diagonal and horizontal strokes needed to join letters

-H10: Pupils' writing communicates meaning through simple and compound and some complex sentences which are grammatically correct and well punctuated. Vocabulary is selected for effect. Pupils have an awareness of audience and purpose when planning writing, orally rehearsing ideas and structuring text. Pupils segment words for spelling and apply their increasing knowledge of spelling rules.

--Phonics & Spelling

---[]Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings

---[]Pupil identifies and spells some irregular past tense verbs correctly

---[]Pupil identifies and spells some irregular plurals correctly

---[]Pupil correctly spells some Y3 words

--Grammar & Punctuation

---[] Writing is generally composed in effective simple and compound sentences which are grammatically correct and well-punctuated

---[] Pupil orally rehearses and writes complex sentences using conjunctions such as when, if, because and after

---[] Pupil uses prepositions for where

---[] Inverted commas/speech marks are attempted where appropriate

--Use of Vocabulary

---[] Pupil begins to show awareness of purpose and audience when choosing vocabulary

---[] Pupil selects words for effect

--Composition

---[] Pupil can identify purpose and audience for writing

---[] Pupil can discuss and record ideas for planning using a range of formats

---[] Pupil can create and develop settings for narrative

---[] Pupil can group related ideas into sections in non fiction

--Handwriting

---[] Handwriting is sometimes joined and is legible with mostly accurate and consistent letter formation

-H11: Pupils' writing communicates meaning using a variety of sentence structures. Vocabulary is selected for effect and is appropriate to text type, audience and purpose. Writing is becoming more clearly structured and organised through the use of paragraphs. Pupils segment words for spelling, applying their increasing knowledge of phonics, morphology and spelling rules. Handwriting is consistently formed and often joined.

--Phonics & Spelling

---[] Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings with increasing accuracy

---[] Pupil identifies and spells an increasing number of irregular past tense verbs correctly

---[] Pupil identifies and spells in increasing number of irregular plurals correctly

---[] Pupil correctly spells an increasing number of Y3 words

--Grammar & Punctuation

---[] Pupil is beginning to identify main and subordinate clauses in complex sentences

---[] Pupil orally rehearses and writes complex sentences with a wider range of conjunctions

---[] Pupil uses the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel

---[]Pupil's use of simple past and simple present is secure. Pupil may be experimenting with other forms of tenses

--Use of Vocabulary

---[]Pupil uses a range of technical and descriptive vocabulary appropriate to text type

---[]Pupil identifies, selects and generates adverbs

---[]Pupil begins to make connections between words and word families

--Composition

---[]Pupil can identify purpose and audience for writing

---[]Pupil can create and develop a text based on models from reading

---[]Pupil can create and develop characters for narrative

---[]Pupil begins to group related material into paragraphs

---[]Pupil can check for errors in spelling, grammar and punctuation in own writing

--Handwriting

---[]Handwriting is legible and often joined with accurate and consistent letter formation

-H12: Pupils' writing is increasingly more organised, imaginative and clear. There is an understanding of purpose and audience and the main features of different forms of texts are usually used. Sequences of sentences extend ideas logically and words are chosen for effect. The basic grammatical structure of different types of sentences is usually correct. Spelling is often accurate. Handwriting is joined and legible.

--Phonics & Spelling

---[]Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings, mostly accurately

---[]Pupil identifies and spells an increasing number of irregular past tense verbs correctly

---[]Pupil identifies and spells in increasing number of irregular plurals correctly

---[]Pupil correctly spells most Y3 words

--Grammar & Punctuation

---[]Pupil identifies main and subordinate clauses in complex sentences

---[]Pupil orally rehearses and writes complex sentences with a wider range of conjunctions

---[]Pupil is beginning to use commas to separate clauses in complex sentences where the subordinate clause appears first

---[]Pupil's use of simple past and simple present is secure. Pupil may be experimenting with other forms of tenses

--Use of Vocabulary

---[]Pupil is involved in the generation of vocabulary banks and selects vocabulary, appropriate to text type, from these

---[]Pupil effectively uses adverbs

---[]Pupil considers appropriate use of common synonyms

--Composition

---[]Pupil can identify purpose and audience for writing and use this to inform use of structure, vocabulary and grammar in own compositions

---[]Pupil can improvise, create and write dialogue to develop character

---[]Pupil can group related material into paragraphs

---[]Pupil can discuss and propose changes to writing with adults and/or partners

--Handwriting

---[]Handwriting is usually joined and is legible with accurate and consistent letter formation

-H13: Pupils' writing is increasingly more organised, imaginative and clear. Pupils are beginning to use fronted adverbials to add detail and vary sentence openers. There is an understanding of purpose and audience and vocabulary is chosen to develop settings and characterisation. Pupils use phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings.

--Phonics & Spelling

---[]Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings

---[]Pupil correctly spells some Y4 words

--Grammar & Punctuation

---[]Pupil is beginning to orally rehearse and write sentences with fronted adverbials for when

---[]Pupil is beginning to use commas after fronted adverbials

---[]Pupil uses commas to mark clauses in complex sentences

---[]Pupil uses inverted commas/speech marks and is beginning to use other punctuation to indicate direct speech

--Use of Vocabulary

---[]Pupil identifies, discusses and selects vocabulary appropriate to purpose and audience

---[]Pupil explores and collects word families to extend vocabulary

---[]Pupil uses precise nouns and extended noun phrases for effect

--Composition

---[]Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar

---[] Pupil can develop settings and characterisation through careful choice of vocabulary

---[] Pupil can use organisational devices in non-fiction writing

---[] Pupil can improve writing in light of evaluation with adults and peers

--Handwriting

---[] Handwriting is joined

---[] Letter formation is consistent in size and proportion

---[] Downstrokes of letters are usually parallel and equidistant

---[] Lines of writing are usually spaced sufficiently so that the ascenders and descenders of letters do not touch

-H14: Pupils are able to write for an increasing number of purposes and audiences with accurate use of language and structural features; grammatical correctness and effective sentence punctuation. They are becoming more aware of how their writing affects the reader and are using an increasing number of techniques to achieve the required effect. They can plan and organise their writing – using paragraphs more effectively in both fiction and non-fiction writing. Fronted adverbials are used to link ideas within paragraphs. Spelling words from the Y4 list is generally accurate and pupils use phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings with increasing accuracy.

--Phonics & Spelling

---[] Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings with increasing accuracy

---[] Pupil correctly spells an increasing number of Y4 words

--Grammar & Punctuation

---[] Pupil orally rehearses and write sentences with fronted adverbials for when

---[] Pupil is beginning to orally rehearse and write sentences with fronted adverbials for where

---[] Pupil uses speech punctuation correctly and generally punctuates correctly within speech

---[] Standard English verb inflections are used with increasing accuracy

--Use of Vocabulary

---[] Settings and characters are developed with careful consideration of vocabulary for effect

---[] Vocabulary is generated and selected from word banks

--Composition

---[] Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar

---[] Pupil can develop settings and characterisation using vocabulary to create specific effects

---[] Pupil begins to use paragraphs to organise writing in fiction and non-fiction texts

---[] Pupil can proofread and improve writing independently

--Handwriting

---[] Handwriting is joined

---[] Letter formation is consistent in size and proportion

---[] Downstrokes of letters are increasingly parallel and equidistant

---[] Lines of writing are increasingly spaced sufficiently so that the ascenders and descenders of letters do not touch

-H15: Pupils are able to write for an increasing number of purposes and audiences with accurate use of language and structural features; grammatical correctness and effective sentence punctuation. They use dialogue to develop character and events. They can plan and organise their writing and use fronted adverbials to link ideas within and across paragraphs. Spelling of words from the Y4 spelling list is generally accurate and pupils apply spelling rules, morphology and etymology to attempt unknown spellings.

--Phonics & Spelling

---[] Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings, spelling many accurately

---[] Pupil correctly spells most Y4 words

--Grammar & Punctuation

---[] Pupil orally rehearses and writes sentences with fronted adverbials for when and where

---[] Pupil uses commas to mark clauses in complex sentences and after fronted adverbials

---[] Pupil is beginning to use apostrophes for singular and plural possession

---[] Pupil can identify a range of determiners

--Use of Vocabulary

---[] Pupil develops settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense

---[] Pupil selects and effectively uses a range of vocabulary devices in independent writing

--Composition

---[] Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar

---[] Pupil can improvise and create dialogue to develop character and events, demonstrating his/her understanding of Standard and non Standard English

---[] Pupil can link ideas across paragraphs using fronted adverbials for when and where

---[] Pupil can proofread and improve writing independently

--Handwriting

--[]Handwriting is joined

--[]Letter formation is consistent in size and proportion

--[]Downstrokes of letters are parallel and equidistant

--[]Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

English - Speaking

-H1: Pupil uses phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example. 'I want big chocolate muffin'. They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, 'We going cinema on Friday'. They contribute appropriately one to one and in small groups discussions and role play. They use the conjunction 'and' to link ideas or add new information beyond what is asked.

--[]Pupil talks about present, past and future events using simple phrases and statements

--[]Pupil can attend to and respond to questions from familiar adults and peers about recent experiences

--[]Pupil uses regular plurals correctly

--[]Pupil is able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one to one or in small group

--[]Pupil uses the conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked

--[]Pupil is able to convey information to the listener by adding new information beyond what is asked

--[]Pupil may initiate communication with peers about a topic of interest

-H2: They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one to one, for example, 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause, for example, 'cos', to link ideas.

--[]Pupil talks about present, past events and future plans with greater accuracy

--[]Pupil can refer out of context to past events

--[]Pupil begins to show regular verb endings when using past tense 'ed'. There is still over generalisation of irregular verbs

--[]Pupil can use possessives

--[]Pupil is able to link up to 4 key words, signs or symbols to communicate one to one and in a small group

--[]Pupil can use conjunctions that suggest cause

--[]Pupil takes part in role play with confidence

--[]Pupil initiates conversations and attends to what others say – both peers and adults

--[]Pupil is now able to use a more extensive range of vocabulary to convey meaning to the listener

--[]Pupil is able to respond appropriately to 'why' and 'how' questions

--[]Pupil can ask lots of questions to find out more specific information

-H3: Pupil can sustain talk with familiar people and is able to convey meaning including some relevant details. Pupil is developing awareness of the listener and uses an appropriate 'speaking' voice for different situations.

--Talking to Others

---[]Pupil begins to show some confidence in talking to familiar people

---[]Pupil is able to retell the main points of a story clearly

---[]Pupil can recite simple rhymes with support

--Talking with Others

---[]Pupil conveys simple meaning to familiar people in 1-1/small groups with adult support and includes some relevant details

---[]Pupil looks at the listener

--Structuring Talk

---[]Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals

---[]Pupil is able to use some conjunctions and 'joining words' for time, e.g. 'and', 'but', 'so', 'then'

--Awareness of the Listener

---[]Pupil can show some awareness of the listener by staying on topic

--Adapting Talk

---[]Pupil can adapt volume of talk to the environment but may need regular reminders

---[]Pupil can mimic characters through improvisation and role play

-H4: Pupil is able to sequence and retell the main events in a familiar story and can recite simple rhymes by heart. Pupil is able to take turns when speaking and will listen to other speakers. Pupil is able to use a range of conjunctions to extend sentences and is learning to adapt voice to different purposes and audiences.

--Talking to Others

---[]Pupil can clearly retell the main points of a familiar story in the correct sequence

---[]Pupil can recite simple rhymes by heart

--Talking with Others

---[]Pupil conveys simple meaning to familiar small groups /class groups with some adult support and includes relevant details

---[]Pupil takes it in turns to speak and listens to others' suggestions

--Structuring Talk

---[]Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals and groups

---[]Pupil is able to use a wider range of conjunctions and 'joining words' for time e.g. 'because', 'next', 'soon.'

--Awareness of the Listener

---[]Pupil is beginning to add some detail during discussions

---[]Pupil uses appropriate tone and volume during discussions

--Adapting Talk

---[]Pupil usually adapts volume of voice and choice of vocabulary to appropriate environment and audience

-H5: Pupil is developing confidence when talking to others. Pupil can recount events from a familiar story using some story language and is able to take turns and answer simple questions relating to discussions. Pupil is beginning to show awareness of different listeners/audiences and is beginning to adapt talk accordingly.

--Talking to Others

---[]Pupil can clearly retell a familiar story using some story language

---[]Pupil makes deliberate eye contact to get the listener's attention in a 1-1 situation

---[]Pupil reads aloud a familiar text with some expression

---[]Pupil can recite an increasing number of simple rhymes and poems by heart

--Talking with Others

---[]Pupil conveys meaning to less familiar listeners in small group situations and includes relevant details

---[]Pupil can take turns to speak with another person or familiar small group and answer simple questions relating to the discussion

--Structuring Talk

---[]Pupil talks in simple grammatical form about matters of immediate interest to less familiar listeners

---[]Pupil can use some descriptive language

--Awareness of the Listener

---[]Pupil adds relevant detail to interest the listener

---[]Pupil can speak audibly

---[]Pupil uses gesture and tone of voice to convey meaning

---[]Pupil may change non-verbal communication in response to the listener's reactions

--Adapting Talk

---[]Pupil consciously takes more care with vocabulary choice with unfamiliar adults

-H6: Pupil shows increasing confidence when speaking and shows awareness of the listener by using gesture, tone of voice and appropriate details. Pupil is aware of different environments and is beginning to experiment with volume and pace accordingly.

--Talking to Others

---[]Pupil can express him/herself in familiar group situations, speaking clearly, with some detail, when talking about something that interests them

---[]Pupil begins to look deliberately at the audience. This may need some prompting

---[]Pupil can read aloud, or recite poetry or story, with clarity and rhythm

--Talking with Others

---[]Pupil begins to show confidence in talking to less familiar individuals and demonstrates this by direct responses and speaking in turn

---[]Pupil makes contributions during discussions in different group situations

---[]Pupil usually listens carefully in order to respond to what others say and gives simple responses

--Structuring Talk

---[]Pupil is beginning to use subordination to clarify his/her thinking when explaining or discussing ideas in a group situation

---[]Pupil is able to use adjectives to give increasing detail

--Awareness of the Listener

---[]Pupil uses gesture and tone of voice to convey meaning and includes some details the listener needs to know

---[]Pupil can say what he/she likes about a presentation or performance

--Adapting Talk

---[]When presenting ideas or information, the pupil shows awareness of environment by speaking more slowly/clearly and by experimenting with volume adapting talk from a classroom to a hall situation

---[]Pupil demonstrates understanding of stories through adopting different roles, using appropriate 'voices' and acting out simple scenarios

-H7: Pupil is learning how to engage listeners through different techniques e.g. Deliberate eye contact; range of voices; carefully selected vocabulary and is able to appropriately participate in, and contribute to, discussions.

--Talking to Others

---[]Pupil can express him/herself in less familiar group situations, speaking clearly and audibly, with some detail

---[]Pupil deliberately looks at the audience whilst speaking. This may not be sustained

---[]Pupil can read aloud, or recite poetry or story, with clarity and rhythm, intonation and expression

--Talking with Others

---[]Pupil begins to show confidence in talking to unfamiliar individuals and demonstrates this by direct responses when speaking in turn

---[]Pupil allows others to talk without interrupting them

---[]Pupil listens carefully to others' views and is beginning to negotiate next steps

---[]Pupil is able to recognise the contributions of other group members

--Structuring Talk

---[]Pupil increasingly uses subordination to clarify his/her thinking when explaining or discussing ideas in a group/class situation

---[]Pupil experiments with a range of verbs in an attempt to clarify meaning

--Awareness of the Listener

---[]Pupil uses nonverbal gestures and is beginning to use carefully selected vocabulary to interest the listener

---[]Pupil shows awareness of the importance of performance techniques to engage listeners/audiences

--Adapting Talk

---[]When developing and explaining ideas pupil shows awareness of audience by speaking more slowly/ clearly and by experimenting with vocabulary

---[]Pupil demonstrates understanding of stories through adopting different roles, using appropriate 'voices' and acting out a wider range of scenarios

-H8: Pupil can speak more confidently in a range of situations and to a range of audiences. Pupil is using a growing vocabulary, including technical and meta-language, and uses an increasing range of sentence structures depending on purpose and audience. He/she is using subordination for time and reason to clarify explanations. Pupil is becoming more aware of the differences between formal and informal talk.

--Talking to Others

---[]Pupil can develop ideas and express him/herself in larger group situations, speaking clearly audibly and using a growing vocabulary including some technical/meta language

---[]Pupil will usually look at the audience (now a larger group) whilst talking although this may not be sustained

---[]Pupil begins to present information with props using appropriate language and gesture

--Talking with Others

---[]Pupil begins to show confidence in talking to unfamiliar individuals and demonstrates this by direct responses and by including details the listener needs to know when speaking in turn

---[]Pupil participates in whole class and group discussions and responds with appropriateness to what others say

---[]Pupil is able to work in a group, take turns and complete a task

--Structuring Talk

---[]Pupil uses subordination for time and reason to clarify his/her thinking when explaining or discussing ideas in a group/class situation

---[]Pupil uses a range of verbs to clarify meaning

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and nonverbal gestures to support communication

---[]Pupil may adapt the above showing awareness of different purposes and audiences

---[]Pupil identifies and discusses the importance of performance techniques to engage listeners/audiences

--Adapting Talk

---[]Pupil is able to speak using a range of sentence structures to suit an increasing range of purposes and audiences and including relevant detail

---[]Pupil is beginning to be aware that in some situations a more formal vocabulary and tone of voice are used

-H9: Pupil speaks clearly and audibly to familiar groups and can present correctly sequenced information and include important details. Pupil is able to work in a group and contribute to discussions, following agreed rules. Pupil has an awareness of Standard English and is able to engage listeners using a range of vocabulary, body language, types of voice etc. Pupil is able to recognise a range of presentation/performance techniques and is beginning to use these.

--Talking to Others

---[]Pupil can present information relating to main points of a text by ensuring that items are clearly sequenced and important details are included

---[]Pupil speaks clearly and audibly to familiar groups with an awareness of appropriate pace, expression and nonverbal gesture

---[]Pupil usually looks at the audience

---[]Pupil can prepare texts for performance varying expression, volume, and tone appropriately

--Talking with Others

---[]Pupil is able to express thoughts and ideas both within small and large group situations to familiar adults and peers

---[]Pupil is able to follow agreed rules of discussion

---[]Pupil is able to contribute in discussion through making suitable comments and asking relevant questions

---[]Pupil is able to work in a group and allows everyone to contribute; is able to consider alternatives and reach an agreement

--Structuring Talk

---[]Pupil is beginning to be aware of Standard English and when it is used

---[]Pupil is able to give detailed descriptions of familiar and abstract events using an extended variety of adverbs, adjectives, pronouns and conjunctions

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to familiar adults and peers in a small group/classroom situation

---[]Pupil is able to recognise a wider range of presentation/performance techniques and discuss the effect on the listener/audience

---[]Pupil uses some performance techniques to engage listeners/audiences

--Adapting Talk

---[]Pupil is beginning to adapt to the needs of the listener by varying the tone, pace, volume and intonation and the use of vocabulary and level of detail

---[]Pupil is able to identify formal and informal speaking situations

---[]Pupil is able to take on a character role and engage in improvised dialogue as appropriate to the character and situation

-H10: Pupil can structure talk and speak clearly and audibly in a range of situations and to a range of familiar and less familiar groups. Pupil is able to consistently look at the audience and can choose and prepare texts for performance using a range of techniques to engage the audience. Pupil is aware of the differences between formal and informal talk and adapts vocabulary, tone, volume of voice etc. accordingly.

--Talking to Others

---[]Pupil can present information ensuring that items are clearly sequenced and important details are included and that there is an effective ending

---[]Pupil speaks clearly and audibly to less familiar and larger groups with an awareness of appropriate pace, expression and appropriate use of non-verbal gesture

---[]Pupil consistently looks at the audience

---[]Pupil can choose and prepare texts for performance and is able to use expression, volume and tone appropriately. The pupil may also include a range of other sound effects or experiment with different voices

--Talking with Others

---[]Pupil is able to express thoughts and ideas both within small and large group situations to less familiar adults and peers

---[]Pupil is able to recount the main points of the discussion

---[]Pupil is able to contribute to a decision about rules for discussion and follow these

---[]Pupil is able to contribute in discussion through making suitable comments and asking relevant questions

---[]Pupil can work in a group and contribute to the organisation of roles and courses of action

--Structuring Talk

---[]Pupil is using an increasing range of conjunctions to add subordination to speech

---[]Pupil is increasingly aware of correct verb inflection when using was/were etc. in speech

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to less familiar adults and peers in a small group/classroom situation

---[]Pupil is able to recognise how mood and atmosphere can be created in live or recorded presentations or performances

---[]Pupil begins to experiment with a wider range of presentation/performance techniques and discuss the effect on the listener/audience

--Adapting Talk

---[]Pupil is able to adapt what is said to the needs of the listener, varying the use of vocabulary and the level of detail

---[]Pupil is aware of the differences between formal and informal speaking situations

---[]Pupil is able to participate in improvised drama/role play, appropriately and develop characterisation through use of voice, gesture, expression and dialogue

-H11: Pupil speaks clearly and audibly to a range of familiar and unfamiliar groups with an awareness of appropriate pace, expression, gesture etc. Pupil can follow agreed rules for discussion and is able to actively contribute to group work. Pupil is able to correct non-Standard English errors at age-related expectations and makes active choices when adapting talk for formal and informal situations.

--Talking to Others

---[]Pupil can present information, taking into account the listeners' prior knowledge, ensuring that items are clearly sequenced and important details are included and that there is an effective ending

---[]Pupil speaks clearly and audibly to unfamiliar and larger groups with an awareness of appropriate pace, expression and appropriate use of non-verbal gesture

---[]Pupil is beginning to consciously look at members of the audience to engage them in the talk

---[]Pupil can choose and prepare texts for performance and is able to use expression, volume and tone appropriately

---[]Pupil will also include different voices or sound effects with increasing confidence

--Talking with Others

---[]Pupil is able to express thoughts and ideas both within small and large group situations to familiar, and unfamiliar, adults and peers

---[]Pupil is able to develop and agree on rules for effective discussion

---[]Pupil is able to recount the main points of the discussion and make appropriate comments on these

---[]Pupil is able to actively contribute to group work and is beginning to use the language of possibility to investigate and hypothesise

--Structuring Talk

---[]Pupil can effectively use adverbs when describing a range of fictional and non-fictional events/occurrences etc.

---[]Pupil is able to self-correct non-standard English errors at their age related expectations

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to unfamiliar adults and peers in a small group/class room situation

---[]Pupil begins to make choices about using a wider range of presentation/performance techniques and discuss the effect on the listener/audience

--Adapting Talk

---[]Pupil confidently adapts what is said to the needs of the listener, varying the use of vocabulary and the level of detail

---[]Pupil is beginning to make active choices in adapting talk for formal and informal speaking situations

---[]Pupil is able to take on a role in order to explore different courses of action or issues in a story

-H12: Pupil is able to plan and deliver a more formal presentation using a range of techniques to engage the audience. These may include use of props, music, pausing for effect etc in addition to pace, volume, gesture etc. Pupil's spoken language shows evidence of more advanced grammatical structures and interesting and imaginative vocabulary.

--Talking to Others

---[]Pupil can plan a more formal presentation, ensuring that items are clearly sequenced and important details are included

---[]Pupil speaks clearly and audibly in a range of situations or contexts with an awareness of appropriate pace, expression and appropriate use of nonverbal gesture

---[]Pupil consciously looks at members of the audience to engage them in the talk

---[]Pupil can participate in a group presentation presenting points of interest/ both sides of an argument logically and sequentially

--Talking with Others

---[]Pupil is able to take on appropriate roles and responsibilities when working in pairs or in groups

---[]When taking on roles, pupil is aware of the appropriate language and responsibilities

---[]Pupil is able to contribute in discussion and shows this by making suitable contributions and asking questions that are responsive to the ideas and views of others

--Structuring Talk

---[]Pupil's spoken language begins to show evidence of advanced grammatical structures, including passive structures and embedded clauses

---[]Pupil is able to choose the language to justify their opinions

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to familiar adults and peers in larger group/out of classroom situation

---[]Pupil makes deliberate choices about using a wider range of presentation/ performance techniques and discuss the effect on the listener/audience

--Adapting Talk

---[]Pupil demonstrates an understanding of the listener's needs by adapting talk to the purpose, developing ideas thoughtfully and describing events and conveying opinions clearly

---[]Pupil can adapt spoken English appropriately and is able to identify and use some of the features of standard English vocabulary and grammar

---[]When taking on a role, the pupil can confidently use inference to improvise dialogue to show accurate characterisation and uses appropriate voice, gesture and expression to enhance performance

-H13: Pupil participates confidently in presentations and is clear, audible and expressive. Pupil is able to adopt and maintain roles and responsibilities when working in a group and contributes appropriately to differing viewpoints. Pupil experiments with a range of taught grammar techniques when presenting different types of talk and is able to analyse and note how language is used in presentations and broadcasts.

--Talking to Others

---[]Pupil can plan a more formal presentation, ensuring that items are clearly sequenced, important details are included and that it closes effectively

---[]Pupil speaks clearly and audibly in a wider range of situations or contexts with an awareness of pace, expression and use of nonverbal gesture

---[]Pupil consciously looks at specific members of the audience to engage them in the talk

---[]Pupil can participate in a group presentation presenting key points/ both sides of an argument, logically and sequentially and using appropriate detail/evidence to support the views given

--Talking with Others

---[]Pupil is able to take on and maintain appropriate roles and responsibilities when working in pairs or in groups

---[]Pupil can develop and agree on rules for effective discussion and follow these consistently

---[]Pupil can contribute appropriately to differing viewpoints and can offer reasons and evidence for their views, considering alternative opinions

--Structuring Talk

---[]Pupil uses a range of fronted adverbials to add detail and clarify speech

---[]Pupil experiments with a range of taught grammar techniques when presenting different types of speech

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to less familiar adults and peers in larger group/out of classroom situation

---[]Pupil can identify different sections of presentations/broadcasts and is able to note how different phrases/ language used/music/camera angles etc. signal a change or transition in focus

--Adapting Talk

---[]Pupil can adapt spoken English appropriately and is able to identify and use an increasing range of the features of standard English vocabulary and grammar

---[]When taking on a role, the pupil can confidently use inference to improvise dialogue and is able to recognise how characters see themselves and how they appear to others

-H14: Pupil has a clear sense of purpose and audience when planning and delivering a presentation. More formal talks are clearly structured and talk adapted appropriately. Pupil can make appropriate and extended contributions to discussions and works confidently and effectively in a group situation. Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication and is able to take on different roles to effectively explore different characters' viewpoints.

--Talking to Others

---[]Pupil can plan a more formal presentation, taking into account purpose and audience and ensuring that items are clearly sequenced, important details are included and that it closes effectively

---[]Pupil speaks clearly and audibly and confidently in a wide range of situations or contexts with an awareness of pace, expression and use of nonverbal gesture

---[]Pupil consciously looks at specific members of the audience to engage them in the talk and may address them directly

---[]Pupil can participate in a group presentation presenting key points/both sides of an argument logically and sequentially, using evidence to support the views given and making using a range of appropriate language

--Talking with Others

---[]Pupil can work confidently and effectively in a group situation, taking responsibility for his/her role and using time effectively

---[]Pupil is able to represent the main points of each speaker. He/ she is able summarise the different points of view and comment on these

---[]Pupil can develop, agree, use and reflect upon rules for effective discussion

---[]Pupil can make appropriately extended contributions to discussion and respond to others appropriately and effectively

--Structuring Talk

---[]Pupil's spoken language is beginning to show evidence of advanced grammatical structures and passive voice (although they will not know the terminology for this)

---[]Pupil actively chooses to include taught grammar techniques for appropriate effect when in a range of speaking situations

---[]Pupil confidently uses modal verbs when using the language of possibility

--Awareness of the Listener

---[]Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to unfamiliar adults and peers in larger group/out of classroom situation

---[]Pupil can compare and contrast the different contributions of performance/broadcast techniques on the viewer/listener

---[]Pupil makes conscious choices about the above when participating in presentations/performances

--Adapting Talk

---[]Pupil can adapt spoken English appropriately and is able to identify and use the appropriate features of standard English vocabulary and grammar for their age related expectations

---[]Pupil is able to take on different roles effectively to explore how characters, and their behaviour, can be explored from different points of view

English Listening

English - Listening

-H1: Pupils listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library.' They attend to and respond to questions from adults and their peers about experiences, events and stories, for example, "Where has the boy gone?"

--[]Pupil can attend to and respond to questions from familiar adults about recent experiences and events

--[]Pupil can follow simple direction from an unfamiliar adult more consistently

--[]Pupil can follow instructions with four key words or symbols

--[]Pupil is able to respond to a request with four key words or symbols

--[]Pupil can listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.

--[]Pupil can attend to and respond to questions from their peers about recent experiences and events

-H2: Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example "Why does a bird make a nest?" or "How do we copy this picture?"

--[]Pupil is able to respond appropriately to questions about why or how

--[]Pupil follows a range of instructions combining 2 elements

--[]Pupil follows simple direction from an unfamiliar adult consistently

--[]Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts

--[]Pupil listens to stories attentively for longer periods of time and is able to demonstrate understanding during role play which he/she takes part in with confidence.

--[]Pupil able to understand time concept words: yesterday / tomorrow, first / last

-H3: Pupils understand and respond appropriately to straightforward comments or instructions directed at them in familiar circumstances.

--Listening to Others

---[]Pupil understands straightforward, direct comments in some familiar situations and usually demonstrates this understanding through some appropriate responses

---[]Pupil is beginning to use facial expression/body language to indicate response to the speaker

---[]When pupil does not understand, he/she is able to indicate this to the speaker

--Listening to Instructions

---[]Pupil understands and responds to the rules and routines of the classroom when talking or answering questions

--Listening & Attention

---[]Pupil is able to maintain attention for a short, focused time and listen to the speaker in a small group activity with adult support in a familiar setting

--Listening to Story/Text

---[]Pupil demonstrates understanding of a familiar story by ordering at least three pictures depicting a sequence of events

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by familiar people in a one-to one/familiar group situation

-H4: Pupils follow what others say and respond appropriately to straightforward comments in familiar, and some less familiar, circumstances.

--Listening to Others

---[]Pupil understands straightforward comments or instructions in familiar situations. This understanding is usually demonstrated through appropriate responses.

--Listening to Instructions

---[]Pupil is able to respond to generic instructions given in familiar situations

--Listening & Attention

---[]Pupil is able to maintain attention for a longer focused time (e.g.10 minutes) and listen to the speaker in a small group activity and in a whole class activity with some support

--Listening to Story/Text

---[]Pupil demonstrates the ability to listen to a story by giving an appropriate response when asked a question about the main events and characters in a story being read in a group/class session

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by less familiar people in a one-to one/familiar

-H5: Pupils follow what others say and respond appropriately in familiar, and some unfamiliar, circumstances.

--Listening to Others

---[]Pupil is able to listen to others and mainly responds appropriately in a range of familiar situations and some unfamiliar ones

---[]Pupil begins to take turns in conversation, listening to others so s/he can enter on cue

--Listening to Instructions

---[]Pupil is able to respond to generic instructions given in a range of situations, some of which are unfamiliar

--Listening & Attention

---[]Pupil is able to maintain attention and listens to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area

--Listening to Story/Text

---[]Pupil demonstrates an understanding of stories by starting to develop prediction skills

---[]Pupil listens to recordings/watches DVDs/presentations and discusses the characters

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by unfamiliar people in a one-to one/familiar group/class situation and sometimes gives additional details in the answer

-H6: Pupils show they are listening by making relevant responses, including non-verbal, with known people.

--Listening to Others

---[]Pupil is able to listen to known people and shows this by direct responses

---[]Pupil usually listens carefully in pairs and in small groups and shows this by making helpful contributions when speaking in turn

---[]Pupil is able to identify the key points and say what he/she has learnt

--Listening to Instructions

---[]Pupil is able to listen to more detailed instructions, in the classroom situation, and shows understanding by responses

--Listening & Attention

---[]Pupil is able to sustain listening, to familiar speakers, in larger group situations such as assembly/whole class teaching. Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened

--Listening to Story/Text

---[]Pupil demonstrates understanding of an increasing range of texts (including non fiction) through correctly identifying main events or key points

---[]Pupil listens to recordings/watches DVDs/presentations and discusses the highlights

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by familiar people in larger group situations

-H7: Pupils show they are listening by making relevant responses, including non-verbal, with familiar and less familiar people.

--Listening to Others

---[]Pupil begins to show greater confidence in listening to familiar, and less familiar, individuals and groups and shows this by commenting on what has been heard

---[]Pupil is able to recall the main points and ask relevant questions

--Listening to Instructions

---[]Pupil is able to listen to more detailed instructions, in familiar situations, and shows understanding by responses

--Listening & Attention

---[]Pupil is able to sustain listening, to less familiar speakers, in larger group situations such as assembly/ whole class teaching. Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened

--Listening to Story/Text

---[]Pupil demonstrates understanding of an increasing range of texts (including non fiction) through correctly identifying main events or key points and is able to answer questions exploring these

---[]Pupil listens to recordings/watches DVDs/presentations and expresses views about how a story or information has been presented and comments constructively

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by less familiar people in larger group situations

-H8: Pupils show they are listening by making relevant responses, including non-verbal, with a range of people, including unfamiliar.

--Listening to Others

---[]Pupil begins to show more confidence in listening in a range of circumstances including with people who are unfamiliar

--Listening to Instructions

---[]Pupil is able to listen to more detailed instructions, in a range of situations, some of which are unfamiliar, and shows understanding by responses

--Listening & Attention

---[]Pupil is able to listen in more formal situations, with familiar and unfamiliar speakers. Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened

--Listening to Story/Text

---[]Pupil demonstrates understanding of an increasing range of texts (including non-fiction) by being able to discuss different aspects relevant to the text type

--Listening to Questions & Discussions

---[]Pupil can listen to and answer questions asked by unfamiliar people in larger group situations

-H9: Pupils listen, and respond, appropriately and with some confidence to familiar adults and peers in a variety of group sizes within the school environment.

--Listening to Others

---[]Pupil listens confidently in different contexts and shows this by exploring and communicating ideas

---[]Pupil is able to say whether they agree or disagree with others' points of view

--Listening to Instructions

---[]Pupil is able to listen to and remember a series of simple instructions from a familiar adult in familiar situations

--Listening & Attention

---[]Pupil is able to listen carefully both within small and large group situations to familiar adults and shows this by making relevant comments

--Listening to Story/Text

---[]Pupil can listen and understand the main points of a text and process information. This is demonstrated through clearly sequencing ideas and including important details

--Listening to Questions & Discussions

---[]Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering questions

-H10: Pupils listen, and respond, appropriately and with increasing confidence to familiar, and less familiar, adults and peers in a variety of group sizes within the school environment.

--Listening to Others

---[]Pupil listens confidently in a widening range of different contexts and shows this by exploring and communicating ideas

---[]Pupil is able to say whether they agree or disagree with others' points of view and explain why

--Listening to Instructions

---[]Pupil is able to listen to and remember a series of instructions from a less familiar adult

--Listening & Attention

---[]Pupil is able to listen carefully both within small and large group situations to less familiar adults, and less familiar peers, and shows some awareness of audience by making relevant comments

--Listening to Story/Text

---[]Pupil can listen to and understand the main points of a text and process information. This is demonstrated through identifying main points and subsidiary points; sequencing events, including important details and extra details

--Listening to Questions & Discussions

---[]Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering questions and making relevant comments

-H11: Pupils listen, and respond, appropriately and with increasing confidence to familiar, and unfamiliar, adults and peers in a variety of group sizes within the school environment.

--Listening to Others

---[]Pupil listens confidently in a wide range of different contexts and shows this by exploring and communicating ideas

---[]Pupil is able to say whether they agree or disagree with others' points of view and explain why with extended answers

--Listening to Instructions

---[]Pupil is able to listen to and remember a series of instructions from a less familiar situation

--Listening & Attention

---[]Pupil is able to listen carefully both within small and large group situations to familiar and unfamiliar adults and peers and demonstrates this by showing awareness of audience in responses

---[]Pupil is able to listen carefully to others speaking and shows this by making relevant comments and begins making some changes to language and non-verbal features to suit content and audience

--Listening to Story/Text

---[]Pupil can listen to and understand the main points of a text and process information. This is demonstrated through clearly sequencing ideas/ events, including a range of details and being able to offer an opinion on these

--Listening to Questions & Discussions

---[]Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering and asking questions and making relevant comments

-H12: Pupils are beginning to show some confidence when listening in a range of fairly familiar contexts, and with a range of people. In discussion, they listen and make some appropriate contributions and are beginning to ask questions which are responsive to others' ideas and views.

--Listening to Others

---[]Pupil listens with confidence in an increasing range of contexts

---[]Pupil is able to listen and take notes about the key points

--Listening to Instructions

---[]Pupil is able to listen to and remember a series of instructions from a less familiar setting, but with familiar adults

--Listening & Attention

---[]Pupil is able to listen and respond appropriately in group discussion to the contributions of others and is able to identify reasons for and against the point being discussed presented by the speaker

--Listening to Story/Text

---[]Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas and explaining ideas in his/her own words and is able to make links to previous learning/ experience

--Listening to Questions & Discussions

---[]Pupil is able to listen carefully in class discussion and shows this by making suitable contributions

-H13: Pupils listen with increasing confidence in a range of contexts (including some less familiar ones), and with a range of people, including less familiar. In discussion, they listen and make appropriate contributions and asking questions, including some which are responsive to others' ideas and views.

--Listening to Others

---[]Pupil listens with confidence in an increasing range of contexts

---[]Pupil is able to listen and take notes about the key points and use these to feedback key messages

--Listening to Instructions

---[] Pupil is able to listen to and remember a series of instructions from a less familiar setting, and with less familiar adults

--Listening & Attention

---[] Pupil is able to listen and respond appropriately in group discussion to the contributions of others and is able to identify reasons for and against and explain their understanding of the viewpoint of the speakers

--Listening to Story/Text

---[] Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas, explaining ideas in his/her own words and by adding own comments/ thought to these

--Listening to Questions & Discussions

---[] Pupil is able to listen carefully in class discussion and shows this by making suitable contributions that are responsive to the ideas and views of others

-H14: Pupils listen with confidence in a range of contexts, and with a range of people, including unfamiliar. In discussion, they listen carefully, making contributions and asking questions which are responsive to others' ideas and views.

--Listening to Others

---[] Pupil listens with confidence in an increasing range of contexts

---[] Pupil is able to listen and take notes about the key points and some added details and use these to feedback key messages

--Listening to Instructions

---[] Pupil is able to listen to and remember a series of instructions from a less familiar setting, and with unfamiliar adults

--Listening & Attention

---[] Pupil is able to listen and respond appropriately in group discussion to the contributions of others and shows this by being able to evaluate the evidence presented

--Listening to Story/Text

---[] Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas, explaining ideas in his/her own words and by adding own comments/thoughts to these with justifications

--Listening to Questions & Discussions

---[] Pupil is able to listen carefully in class discussion and shows this by making suitable contributions and asking questions that are responsive to the ideas and views of others

English Word Reading

Word Reading

-H1: They distinguish between print or symbols and pictures in texts. They understand the conventions of reading, for example, following text left to right, top to bottom and page following page. They know that their name is made up of letters.

--Phonological Awareness

--[]Pupil recognises some grapheme/sound correspondences

--[]Pupil continues a rhyming string

--[]Pupil engages in word play

--[]Pupil blends and reads some Set 1 VC and CVC words

--[]Pupil segments some Set 1 VC and CVC words

--Features

--[]Pupil knows that their name is made up of letters

--[]Pupil understands some conventions of print

--[]Pupil knows that information can be retrieved from texts

-H2: They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half of the letters of the alphabet by shape, name or sound. They associate sound patterns with patterns in rhymes, with syllables and with words or symbols.

--Phonological Awareness

--[]Pupil understands that words, signs, symbols and pictures convey meaning

--[]Pupil recognises a range of grapheme/sound correspondences

--[]Pupil associates sounds with patterns in rhymes and syllable

--[]Pupil blends and reads a greater number of Set 1 VC and CVC words, sometimes in simple sentences

--[]Pupil segments a greater number of Set 1 VC and CVC words, sometimes in simple sentences.

--Features

--[]Pupil distinguishes between words and letters

--[]Pupil begins to make 1:1 correspondence

--[]Pupil shows understanding of how information texts can be used to answer questions

-H3: Pupils know the Set 1 single sound patterns for all the letters of the alphabet and are using these to blend for reading.

--Phonological Awareness/Decoding

--[]Pupil can name and sound all the letters of the alphabet

--[]Pupil can respond speedily saying the correct Set 1 single speed sound for all the letters of the alphabet

--[]Pupil can use their knowledge of Set 1 single speed sounds of the alphabet to blend into words

--[]Pupil can use the above to sound out words in appropriate phonetically decodable books

--Features, Structure & Organisation

--[]Pupil recognises and is beginning to use some of the terms referring to conventions of print

-H4: Pupils can recognise some familiar words, including high frequency words, in simple texts. They use their knowledge of letters and speed sound symbol relationships to read simple words.

--Word Reading

--[]Pupil reads on sight, some Set 1 high frequency words (approximately 25)

--[]Pupil blends and reads a greater number of Set 1 words including CVCC and CCVC words

--[]Pupil segments a greater number of Set 1 words including CVCC and CCVC words

--Features, Structure & Organisation

--[]Pupil recognises and joins in with language patterns and repetition

--[]Pupil understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line

--[]Pupil starts to recognise some features of texts

-H5: Pupils can read a range of familiar words, including high frequency words, in simple texts. They use their developing knowledge of letter and speed sound symbol relationships and blending in order to read simple words. They can identify the structure of simple texts.

--Word Reading

--[]Pupil reads a greater number of high frequency words (approximately 50)

--[]Pupil blends and reads words containing adjacent consonants

--[]Pupil reads simple sentences and rereads to check for meaning

--Features, Structure & Organisation

--[]Pupil recites rhymes and poems by heart

--[]Pupil begins to talk about the differences between fiction and non-fiction

--[]Pupil begins to identify features of simple texts

-H6: Pupils recognise an increasing number of familiar words, including high frequency words, in simple texts. They use their knowledge of letters and speed sound symbol relationships and blending in order to read familiar and unfamiliar words and establish meaning. They show some awareness of simple text features.

--Word Reading

--[]Pupil reads an increasing number of high frequency words (approximately 75)

--[]Pupil decodes familiar and some unfamiliar words using blending as the prime approach

--[]Pupil recognises some Set 3 (special friends) alternative graphemes corresponding to long vowel phonemes when reading

--[]Pupil uses awareness of punctuation to support fluent reading

-H7: Pupils read familiar words, including high frequency words, within a range of texts. They use their knowledge of an increasing range of letters and speed sound/symbol relationships (which include alternative grapheme/special friends correspondences) and blending in order to read familiar and unfamiliar words and establish meaning.

--Word Reading

--[]Pupil reads high frequency words on sight (approximately 100)

--[]Pupil recognises Set 3 (special friends) alternative graphemes corresponding to long vowel phonemes when reading and can recognise and use the different ways of pronouncing the same grapheme

--[]Pupil uses awareness of punctuation and grammar to support fluent reading and can read aloud accurately books that are consistent with their developing phonic knowledge

-H8: Pupils' reading of texts at this level is accurate and fluent and shows understanding. They can read frequently encountered words quickly and accurately without overt sounding out and blending.

--Word Reading

--[]Pupil reads aloud with intonation and expression, taking account of punctuation and grammar in relation to his/her current level of text

--[]Pupil identifies syllables in order to read polysyllabic words

--[]Pupil reads frequently encountered words quickly and accurately without overt sounding out and blending

-H9: Pupils use an increasing range of appropriate strategies to decode and comprehend texts. They take account of punctuation in order to read fluently with intonation and expression.

--Word Reading

--[]Pupil reads fluently with intonation, expression and regard for punctuation and grammar

--[]Pupil confidently and accurately reads texts containing words with the full range of Set 3 (special friends) alternative vowel phonemes

--[]Pupil uses an increasing range of appropriate strategies to decode and comprehend texts

English – Reading Comprehension

-H1: Pupils show an interest in the activity of reading. They predict elements of a narrative, for example, when the adult stops reading; pupils fill in the missing word.

--Engagement & Understanding

--[]Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of text

--[]Pupil makes connections between texts read and their own experiences

--Inference & Deduction

--[]Pupil predicts elements of a text

--Response

--[]Pupil enjoys an increasing range of texts and shows interest in the activity of reading

--[]Pupil begins to use talk to respond to texts

--[]Pupil asks simple questions often in the form of 'how?', 'where?' or 'why?'

-H2: Pupils understand that words, symbols and pictures convey meaning. They begin to recognise that text, songs and books translate into enjoyment.

--Engagement & Understanding

--[]Pupil enjoys and participates in story retelling, poems, rhymes and singing games

--[]Pupil retells narrative in the correct sequence, drawing on the language patterns of stories

--Inference & Deduction

--[]Pupil interprets the meaning of pictures and can deduce a storyline from illustrations

--[]Pupil makes predictions based on illustration, story content and title

--Response

--[]Pupil associates books and reading with pleasure and interest and sometimes browses independently

--[]Pupil responds to stories or poems, with relevant comments, questions or actions

-H3: Pupils can choose favourite texts and answer literal question about familiar texts. They are beginning to use pictures to identify simple inferences.

--Engagement, Literal Understanding & Retrieval

--[]Pupil can answer literal questions about a familiar book that has been read to them

--Inferential Understanding

--[]Pupil can look at pictures and interpret characters' feelings

--Discussion & Response

--[]Pupil chooses favourite books

-H4: Pupils begin to establish meaning and can recall the main points of familiar texts. They express their response to familiar texts by identifying aspects they like.

--Engagement, Literal Understanding & Retrieval

--[]Pupil recalls main points of a familiar text

--[]Pupil re-enacts and retells simple and familiar stories

--Inferential Understanding

--[]Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading

--[]Pupil talks about typical characters in texts

--Discussion & Response

--[]Pupil says how they feel about familiar texts and identifies an aspect they like

--[]Pupil returns to favourite books, songs and rhymes to be reread and enjoyed

-H5: Pupils begin to establish meaning, answer simple retrieval questions and make simple predictions. They express their response to poems, stories and nonfiction and can talk about favourite books.

--Engagement, Literal Understanding & Retrieval

--[]Pupil recalls main points of a familiar text in the correct sequence

--[]Pupil answers questions requiring literal retrieval

--Inferential Understanding

--[]Pupil makes simple predictions about the characters

--[]Pupil makes simple inferences with prompts and support from an adult

--Discussion & Response

--[]Pupil can say how they feel about stories and poems

--[]Pupil chooses and talks about a favourite book from a selection

-H6: Pupils express opinions on a wider range of texts and discuss main events and characters in stories. Pupils begin to link their word reading knowledge to establish meaning.

--Engagement, Literal Understanding & Retrieval

--[]Pupil can identify the main events and characters in stories

--[]Pupil retrieves relevant information by answering questions relating to who, what, where, when, why, how

--[]Pupil reads texts that are familiar with some expression

--Inferential Understanding

--[]Pupil makes predictions based on what has been read so far

--[]Pupil makes simple inferences

--Discussion & Response

--[]Pupil chooses and talks about a favourite book and gives reasons for its selection

--[]Pupil relates characters, settings and events to their own experiences

--[]Pupil listens to what others say

--Features, Structure & Organisation

--[]Pupil uses patterns and repetition to support oral retelling of stories and poems

--[]Pupil identifies the features of an increasing range of texts

--[]Pupil is able to discuss the title and how it relates to events in the whole story

-H7: Pupils can locate specific information and relate texts to their own experience. Pupils use their knowledge of sound and symbol relationships to begin to read to establish meaning.

--Engagement, Literal Understanding & Retrieval

--[]Pupil identifies key points in a text

--[]Pupil locates specific information to find answers to simple questions

--[]Pupil checks that texts make sense while reading and self corrects

--Inferential Understanding

--[]Pupil makes simple inferences about events and characters and information, using evidence from the text

--Discussion & Response

--[]Pupil expresses opinions about the main events and characters in stories

--[]Pupil comments on ideas in poems and non fiction

--Features, Structure & Organisation

--[]Pupil learns and recites a range of poems

--[]Pupil can sequence the main events in stories

--[]Pupil identifies and discusses the way information texts are organised and uses this in reading simple texts

-H8: Pupils understand how to use information texts to retrieve information and can make simple inferences about characters. They can identify and discuss favourite words and phrases including familiar patterns of language.

--Engagement, Literal Understanding & Retrieval

--[]Pupil retrieves specific information from a wider range of texts

--[]Pupil can sequence and discuss the main events in more complex stories

--[]Pupil understands how to use information texts to retrieve information

--Inferential Understanding

--[]Pupil can make predictions using evidence from the text

--[]Pupil makes simple, plausible inferences about characters thoughts, feelings and reasons for actions

--Discussion & Response

--[]Pupil comments on use of some effective language techniques

--[]Pupil can identify and discuss favourite words and phrases

--[]Pupil makes contributions in whole class and group discussions

--Features, Structure & Organisation

--[]Pupil retells a wider range of stories, fairy tales and traditional tales

--[]Pupil discusses how specific information is organised within a nonfiction text

-H9: Pupils monitor their own understanding of texts whilst reading and self-correct. They relate texts to their own experiences and/or use evidence from the text when making inferences.

--Engagement, Literal Understanding & Retrieval

--[]Pupil retrieves specific information from a text to support response

--[]Pupil understands where to look for information

--[]Pupil checks that texts make sense whilst reading and self corrects

--Inferential Understanding

--[]Pupil makes plausible inferences about characters thoughts, feelings and reasons for action relating to own experiences and/or using evidence from the text (this may be prompted)

--[]Pupil shows some awareness that writers have viewpoints and purposes

--Discussion & Response

--[]Pupil gives opinions and supports with reasons

--[]Pupil considers others' points of view

--Features, Structure & Organisation

--[]Pupil learns and recites a range of poems using appropriate intonation

--[]Pupil shows some awareness of how texts are organised

--[]Pupil can identify specific text features of a range of texts

-H10: Pupils demonstrate understanding of texts by asking and answering questions relating to who, what, where, when, why and how. They can summarise the main points from simple texts. Pupils can identify where language is used to create effect and can make simple connections between texts.

--Vocabulary & Language

--[]Pupil uses morphology to work out the meaning of unfamiliar words

--[]Pupil sometimes identifies where language is used to create an effect

--[]Pupil identifies, discusses and collects favourite words and phrases

--Engagement, Literal Understanding & Retrieval

--[]Pupil identifies the key points in an increasing range of fiction and non-fiction texts

--[]Pupil orally summarises the main points from a simple passage or text

--[]Pupil demonstrates understanding of texts by asking and answering questions related to who, what, where, when, why, how

--Inferential Understanding

--[]Pupil makes predictions using evidence from the text or text type

--[]Pupil makes increasingly confident inferences about characters' thoughts, feelings and reasons for action using evidence from the text or personal experience

--Discussion & Response

--[]Pupil sometimes makes simple connections between texts

--[]Pupil identifies the main purpose of the text

--[]Pupil makes, and responds to, contributions on a 1 to 1 basis or in pairs

--Features, Structure & Organisation

--[]Pupil recognises some different forms of poetry

--[]Pupil prepares texts

--[]Pupil can analyse texts looking at language, structure and presentation

-H11: Pupils can explain the meaning of some unfamiliar words by using context. Their discussions about texts, along with inferences and predictions, are beginning to include quotations and references to the text. They can identify and comment on the main purpose of a text and can appraise and evaluate its usefulness.

--Vocabulary & Language

--[]Pupil describes and discusses the writer's choice of vocabulary to create effects

--[]Pupil identifies, discusses and collects favourite words and phrases which capture the reader's interest and imagination

--Engagement, Literal Understanding & Retrieval

--[]Pupil summarises the main points from a passage or a text

--[]Pupil's comments include references to the text

--[]Pupil uses intonation and volume and takes note of punctuation when reading aloud

--[]Pupil explains the meaning of some unfamiliar words by using context

--Inferential Understanding

--[]Pupil continues to make plausible predictions based on details stated and knowledge of the text or text type

--[]Pupil makes inferences about characters' thoughts, feelings and actions justifying with at least a single point of evidence from the text (this may be prompted).

--Discussion & Response

- []Pupil makes simple connections between texts
- []Pupil identifies and comments on the main purpose of the text
- []Pupil appraises the text to evaluate its usefulness
- []Pupil makes and responds to contributions in small group situations

--Features, Structure & Organisation

- []Pupil can identify and discuss conventions within narrative
- []Pupil prepares texts

-H12: Pupils use increasing knowledge of morphology to understand meanings of words. They can discuss their understanding of the text, including identification of typical themes, using increasing reference to the text and quotations. Pupils demonstrate an increasing awareness and understanding of language and literary features. They can evaluate texts with reference to their purpose and organisation.

--Vocabulary & Language

- []Pupil uses knowledge of root words, prefixes and suffixes to understand meanings of words
- []Pupil identifies and comments on vocabulary and literary techniques
- []Pupil identifies technical language choices

--Engagement, Literal Understanding & Retrieval

- []Pupil can discuss understanding of the text. Comments include references and are beginning to include quotations from the text
- []Pupil summarises the main points from stories, poems and non fiction texts

--Inferential Understanding

- []Pupil makes inferences around characters' thoughts, feelings and actions and is beginning to justify with evidence from the text more independently
- []Pupil can identify and discuss typical themes

--Discussion & Response

- []Pupil quickly appraises specific texts with reference to their purpose and text types
- []Pupil makes and responds to contributions in a variety of group situations

--Features, Structure & Organisation

- []Pupil recognises increasing range of poetry forms
- []Pupil retells a wider range of stories
- []Pupil analyses and evaluates texts looking at language, structure and presentation

-H13: Pupils monitor their own understanding of texts at this level more independently, using an increasing range of strategies. They use text features to navigate texts and locate information. Pupils can appraise and evaluate texts referring to their purpose, audience, structure and organisational features.

--Vocabulary & Language

--[]Pupil comments on the writer's choice of language, and techniques, and their effect on him/her as the reader

--[]Pupil continues to discuss and collect words and phrases which capture the reader's interest and imagination and is beginning to justify choice

--Engagement, Literal Understanding & Retrieval

--[]Pupil monitors own understanding of the text using a wider range of strategies

--[]Pupil comments include more confident references to and quotations from text

--[]Pupil begins to develop scanning for dates, numbers and names

--Inferential Understanding

--[]In addition to drawing inferences around characters' thoughts, feelings and actions, pupil is beginning to recognise and discuss motives

--Discussion & Response

--[]Pupil comments on the main purpose and audience of the text

--[]Pupil appraises a text to evaluate usefulness for purpose and audience

--Features, Structure & Organisation

--[]Pupil learns by heart an increasing range of poems

--[]Pupil analyses a range of non fiction texts, and how they are organised, looking at language, structure and presentation

-H14: Pupils read fluently and accurately deploying a range of active reading strategies. They discuss text confidently using 'point and evidence' to structure their responses. They use their increasing understanding of how texts are structured and organised to locate sources and find information. They discuss purpose and audience of texts as well as writer's viewpoint and choice of language.

--Vocabulary & Language

--[]Pupil comments on the writer's choice of language and the effect it creates

--[]Pupil continues to discuss and collect words and phrases which capture the reader's interest and imagination and justifies choice

--Engagement, Literal Understanding & Retrieval

--[]Pupil raises questions during the reading process to deepen understanding

--[]Pupil takes note of punctuation when reading aloud

--[]Pupil scans for dates, numbers and names

--[]Pupil can identify main ideas drawn from more than one paragraph and can summarise these

--Inferential Understanding

--[]Pupil makes predictions based on information stated and implied

--[]Pupil makes inferences, in more complex texts, based on evidence from the text and their wider experiences

--Discussion & Response

--[]Pupil uses point and evidence to structure and justify responses

--[]Pupil identifies and comments on the main purpose and audience of the text and is beginning to show awareness of writer's viewpoint

--[]Pupil analyses, evaluates and comments on text looking at language, structure and presentation

--Features, Structure & Organisation

--[]Pupil prepares and rehearses poems for performance

--[]Pupil analyses and evaluates a range of non fiction texts and how they are organised, looking at language, structure and presentation

--[]Pupil understands and discusses how paragraphs are used to order and build up ideas

-H15: Pupils read an increasing range of texts, in print and on screen, with accuracy and fluency. They discuss and evaluate texts confidently using evidence to structure their responses. They are becoming more confident at summarising key information and ideas across whole texts. They demonstrate increasing confidence and depth of understanding when using the skills of inference and deduction and when discussing writer's viewpoint and choice of language.

--Vocabulary & Language

--[]Pupil comments upon the writer's choice of language in fiction and non fiction texts

--[]Pupil continues to discuss and collect words, phrases and sentence structures which are particularly effective

--Engagement, Literal Understanding & Retrieval

--[]Pupil navigates a range of texts (in print and on screen) to locate, retrieve and record information

--[]Pupil confidently scans for dates, numbers and names

--[]Pupil can summarise key content and ideas across a text

--Inferential Understanding

--[]Pupil draws inferences around characters' thoughts, feelings, actions and motives and justifies using point and evidence

--[]Pupil discusses an increasing range of themes

--Discussion & Response

--[]Pupil justifies predictions and responses by referring to the text (point and evidence)

--[]Pupil identifies and comments on the main purpose and audience of the text and shows awareness of writer's viewpoint

--Features, Structure & Organisation

--[]Pupil prepares poems and play scripts to perform showing understanding through intonation, tone, volume and action

--[]Pupil compares and evaluates the structural and organisational features of different texts of the same genre

--[]Pupil explains how paragraphs are used to order and build up ideas and how they are linked