

Year 1 reading expectations (New Curriculum)

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Reads accurately by blending sounds in unfamiliar words

Reads common exception words

Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
2. becoming very familiar with key stories, fairy stories and traditional tales.

Understands both the books they can already read accurately and fluently and those they listen to by:

1. checking that the text makes sense to them as they read;
2. as they read, correcting inaccurate reading;
3. discussing the significance of the title and events; and
4. predicting what might happen on the basis of what has been read so far.

By the end of Y1, a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge.

A child should be able to read many common words containing GPCs taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first.

Reading of common exception words (eg you, could, many or people) should be secure meaning a child can read them easily and automatically.

Year 1 writing expectations (New Curriculum)

Begins to form lower-case letters in the correct direction, starting and finishing in the right place

Writes sentences by:

1. sequencing sentences to form short narratives; and
2. re-reading what has been written to check that it makes sense.

Spells words containing each of the 40+ phonemes already taught

Names the letters of the alphabet in order

Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences

By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order.

A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.

A child is able to form letters correctly and confidently.

A child is beginning to use some of the distinctive features of standard English in their writing.

Year 2 reading expectations (New Curriculum)

Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-reads these books to build up their fluency and confidence in word reading

Develops pleasure in reading, motivation to read, vocabulary and understanding by:

1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
2. discussing the sequence of events in books and how items of information are related;
3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
4. retelling a range of stories, fairy stories and traditional tales; and
5. being introduced to non-fiction books that are structured in different ways.

Understand both the books they can already read accurately and fluently and those that they listen to by:

1. checking that the text makes sense to them as they read and correcting inaccurate reading;
2. answering questions; and
3. predicting what might happen on the basis of what has been read so far.

Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.

Year 2 writing expectations (New Curriculum)

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes

Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence

Makes simple additions, revisions and corrections to writing by:

1. proof-reading to check for errors in spelling, grammar and punctuation;
2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.

Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs

Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)

Uses the correct choice and consistent use of present tense and past tense throughout a written piece

Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences

Use commas to separate items in a list

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. They spell words in a phonically plausible way, even if sometimes incorrectly; they use age-appropriate vocabulary, grammar and punctuation concepts correctly.

Year 3 reading expectations (New Curriculum)

Develops positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- using dictionaries to check the meaning of words they have read; and
- identifying themes and conventions in a wide range of books.

Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Understands what they have read independently by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and
- predicting what might happen from details stated and implied.

Retrieves and records information from non-fiction

By the end of Y3 a child should be able to justify their views about books written at an age-appropriate interest level.

A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Year 3 writing expectations (New Curriculum)

Organises paragraphs around a theme

In narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors

Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box

Expresses time, place and cause using conjunctions

Introduces inverted commas to punctuate direct speech

Uses headings and sub-headings to aid presentation

Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

A child understands and applies the concepts of word structure.

A child is beginning to use joined handwriting throughout independent writing.

A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.

A child is beginning to understand how writing can be different from speech.

Year 4 reading expectations (New Curriculum)

Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Uses dictionaries to check the meaning of words that have been read

Identifies themes and conventions in a wide range of books

Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence

Predicts what might happen from details stated and implied

Identifies main ideas drawn from more than one paragraph and summarises these

Retrieves and records information from non-fiction

By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information.

Year 4 writing expectations (New Curriculum)

Organises paragraphs around a theme

In narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors

Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Uses standard English forms for verb inflections instead of local spoken forms

Uses fronted adverbials

Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

Uses inverted commas and other punctuation to indicate direct speech

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.

Year 5 reading expectations (New Curriculum)

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that are met

Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the child and those that can be read independently

Provides reasoned justifications for their views about a book

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently

Year 5 writing expectations (New Curriculum)

Composition

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own

Proof-reads for spelling and punctuation errors

Ensures the consistent and correct use of tense throughout a piece of writing

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)

Describes settings, characters and atmosphere

SPaG

Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)

Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)

Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)

Uses commas to clarify meaning or avoid ambiguity

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.

Year 6 reading expectations (New Curriculum)

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met

Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context

Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Retrieves, records and presents information from non-fiction

Participates in discussions about books that are read to the individual and those that can be read independently

Provides reasoned justifications for their views about a book

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Year 6 writing expectations (New Curriculum)

Composition

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own

Proof-reads for spelling and punctuation errors

Ensures the consistent and correct use of tense throughout a piece of writing

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)

Can describe settings, characters and atmosphere

SPaG

Uses dictionaries to check the spelling and meaning of words

Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)

Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')

Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

Uses the colon to introduce a list

Punctuates bullet points to list information

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.