

= I'm starting to understand
 = I'm nearly there
 = I fully understand



English Programmes of Study

I reread books so that I become a better reader.

I can read books aloud using my phonic knowledge.

I can read the longer words in my word list.

I can read words with contractions and understand that the apostrophe represents the missing letter (s).

I can read words ending in -s, -es, -ing, -ed, -er, and -est.

I can read some unusual words.

I read accurately by blending sounds in unfamiliar words.

I quickly read my given letters or groups of letters.

I can read words by breaking them down into sounds.

I can take part in discussion.

I can predict what might happen on the basis of what has been read so far.

I can make guesses on the basis of what is being said and done.

I can discuss the significance of the title and events in a book.

I can check that the text makes sense to me as I read and correct inaccurate reading.

I can discuss word meanings, linking new meanings to those already known.

I appreciate rhymes and poems, and can recite some by heart.

I can recognise and join in with predictable phrases.

I have become familiar with key stories, retelling them and considering their particular characteristics.

I can develop my reading skills by listening to and discussing a wide range of texts at a level beyond that at which I can read independently.

From memory I can write simple sentences that have been said to me.

I can add -ing, -ed, -er and -est where no change is needed in the spelling of root words.

I can use the prefix 'un'.

I can use the spelling rule for adding -s or -es.

I can add prefixes and suffixes.

I know some sounds can be spelled in different ways using different letters.

I can name the letters of the alphabet in order.

I can spell the days of the week.

I can spell words that don't follow common rules.

I can spell my word list accurately.

I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and can practise these.

I can form the digits 0 to 9.

I can form capital letters.

I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.

When writing I sit correctly at a table, holding a pencil comfortably and correctly.

I can read aloud my writing clearly enough to be heard by my friends and my teacher.

I can discuss what I have written with my teacher or my friends.

I check my sentences make sense by re-reading them.

I can write a text by thinking of a list of sentences in the order I need.

I can write sentences by saying a sentence orally before I write it.

I can write sentences by saying out loud what I am going to write about.

I know how adding 'un' to the start of some words changes it to the opposite meaning.

I can add endings such as -ing and -ed to words to make new words.

I can make words mean more than one object by adding -s or -es.

I use the correct grammatical words when discussing my writing.

I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

I can add together two phrases using 'and'.

I leave spaces between words.

I can spell compound words such as 'football'.

I can use the prefix 'un' for words such as 'unhappy'.

I use 'ph' and 'wh' for words such as 'dolphin' and 'when'.

I can spell words ending in 'y' (happy, party).

I can use the correct vowel digraphs and trigraphs.

I can add the endings -ing, -ed, -er and -est to verbs where no change is needed to the root word.

I can add 's', 'es' to words to make the plural.

I can use the 'v' sound at the end of words such as 'have'.

I can use the 'tch' sound for words such as 'catch'.

I can divide words into syllables even when the vowel sound is unclear.

I can use the 'n' sound spelt 'n' before 'k' (bank, think).

I can use the sounds f/l/s/ z and k spelt ff, ll, ss, zz and k (off, well miss, buzz, back).

Reading Words

Reading Comprehension

Writing Transcription

Handwriting

Writing Composition

Vocabulary, Grammar & Punctuation

Spellings

• = I'm starting to understand

/ = I'm nearly there

⊗ = I fully understand

English Programmes of Study



I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately.

I can read most words quickly and accurately without over sounding and blending.

I can read words containing common suffixes.

I can read words which don't follow common rules noting unusual links between spelling and sound and where these occur in the word.

I can read accurately words of two or more syllables that contain the same grapheme.

I read accurately by blending the sounds in words that contain the graphemes I know especially recognising alternative sounds for graphemes.

I can read quickly by sounding out parts of the word.

I am building on the number of poems I know by heart.

I can predict what might happen on the basis of what has been read so far.

I can make inferences on the basis of what is being said and done.

I check that the text makes sense and correct inaccurate reading.

I can discuss my favourite words and phrases.

I can discuss and clarify the meanings of new words.

I recognising simple repeating literary language in stories and poetry.

I enjoy finding out about non-fiction books and how they are set out.

I am becoming increasingly familiar with a wider range of stories which I can retell.

I can discuss the sequence of events in books and how information is related.

I develop my reading skills by listening to and discussing a wide range of texts at a level beyond my independent level.

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

I can distinguishing between homophones and near-homophones.

I can use the possessive apostrophe for example 'the dog's bone'.

I am learning to spell more words with contracted forms.

I can spell words that don't follow common rules.

I am learning new ways for spelling words which sound the same but have different meanings.

I am learning to spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

I use spacing between words that reflects the size of the letters.

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

I have started using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

I form lower-case letters of the correct size relative to one another.

I can read aloud what I have written and make the meaning clear.

I reread my work to make sure my writing makes sense.

I can evaluate my writing with others.

I can write down ideas and/or key words, including new vocabulary.

I can plan out loud what I am going to write about.

I can write for different purposes.

I can write poetry.

I can write about real events.

I have developed a positive attitude towards and stamina for writing by writing a range of texts.

I can use co-ordination (using or, and or but).

I can use subordination (using when, if, that, or because).

I write in a consistent tense.

I can add more detail to describe and specify (for example, the bright, green caterpillar).

I can write sentences with different forms such as statements, questions, exclamations and commands.

I am learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possession.

I can spell homophones.

I can write words ending in 'tion' such as 'motion'.

I can use the possessive apostrophe such as her's.

I can use contractions such as 'can't and couldn't'.

I can use the suffixes -ment, -ness, -ful, -less, and -ly.

I can spell the 'i' sound spelt -'ey' such as monkey.

I can add -er, -ing, -er, -ed and est to root words.

I can add -es to nouns and verbs ending in 'y' such as fly to flies.

I can spell the 'l' 'le' and 'al' sounds such as 'table' 'camel' and 'metal'.

I can write the 'r' sound spelt 'wr' at the beginning of words such as 'write'.

I can write words with the 'n' sound spelt as 'kn' such as 'knock'.

I can write words with the 's' sound spelt as 'c' before e, i and y.

I can write sounds spelt as 'ge' or 'dge' at the end of words such as huge and badge.

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English Programmes of Study

3/4

My handwriting is legible with all letters the same height and the correct distance apart from each other.

I know which letters are appropriate to join when writing.

Handwriting

I know that some words sound different to how they are spelt.

I can use my existing knowledge of a range of different words to help me with the understanding of new words.

I can use my existing knowledge of a range of different words to help me to read aloud.

Reading Words

I understand how books are set out to help the reader identify the meaning and can use non fiction books to find out things.

I can tell what the main ideas in a book are from reading a few paragraphs.

I can predict events in stories from what I have read.

I use evidence from different parts of the text to support my inference.

I ask questions to help me understand more about a book.

I can recognise different types of poetry.

I can discuss words and phrases that interest me.

I can talk about different types of stories I have read.

I can use a dictionary to check the meaning of words.

I can choose from a wide range of books that are different but give me the required information.

I can show that I understand a range of texts I have read.

Reading Comprehension

I can write simple sentences from memory that have been read to me, using the correct punctuation.

When using a dictionary, I am able to use the first two or three letters of a word to check meaning.

I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.

I am able to spell words that are often misspelt.

I can spell an increasing range of homophones.

I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.

Writing Transcription

I can read my writing to an audience in an entertaining manner.

I reread my work and check for mistakes.

I can edit my own work and that of others and add improvements.

I can organise my writing by using headings and sub-headings.

I can organise my writing using different settings, characters and plot.

I can draft my work in paragraphs.

I am using an increasing range of sentence structures and sophisticated vocabulary.

I am able to use ideas to plan my writing.

I plan my writing by looking at similar texts I have written before discussing the structure and vocabulary.

Writing Composition

I use inverted commas to open and close speech.

I use headings and sub-headings to structure and present my work.

I group ideas I write about into paragraphs.

I know when to use 'a' or 'an' depending on what the next word is.

I can add prefixes to form new words, such as adding super-, anti- or auto- to words.

I can use conjunctions, adverbs and prepositions to express time and cause in my writing.

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.

I can write sentences which contain more than one clause, by using a wide range of conjunctions.

Vocabulary, Grammar & Punctuation Year 3

I describe nouns in detail when I need to write about a complex object.

I can punctuate speech in a text.

I can correctly use the possessive apostrophe with plural nouns.

I know that there is a difference between the way I write and talk.

I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing.

I am developing my understanding of choosing nouns and pronouns appropriately to improve my writing.

I use commas after fronted adverbials.

Vocabulary, Grammar & Punctuation Year 4

I can spell homophones and near homophones.

I can use the possessive apostrophe with plural words.

I can spell words which have 'ei', 'eigh' and 'ey' in them such as vein, weigh and obey.

I can spell words with the 's' sound spelt 'sc' such as 'science'.

I can spell words ending with the 'k' sound spelt '-que' such as unique.

I can spell words ending with the 'g' sound spelt '-gue' such as tongue.

I can spell words with the 'sh' sound spelt 'ch' such as chef.

I can spell words with the 'k' sound spelt 'ch' such as chorus.

I can spell words ending in, -tion, -sion, -ssion and -cian.

I can spell words ending in the 'ure' sound such as treasure.

I can spell words with the suffixes -ation, -ly and -ous.

I can spell words with the prefixes, dis-, mis- and in-.

I can spell words with 'ou' in them such as young and touch.

I can spell words with the 'i' sound spelt 'y' such as 'myth'.

I can add suffix rules correctly.

Spellings

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English Programmes of Study

5/6

I can spell homophones and other words that are often confused such as practice and practise.

I can spell words with silent letters such as doubt, island, solemn and thistle.

I can spell words with the letter string 'ough' such as thought and although.

I can spell words with 'ei' after 'c' such as deceive, receive and perceive.

I can use hyphens accurately for words such as co-operate and co-own.

I can add suffixes to words ending in '-fer' such as referring, referee and transference.

I can spell words ending in '-able', '-ible', '-ably' and '-ibly' such as adorable, forcible, applicably and horribly.

I can spell words ending in '-ant', '-ance', '-ent' and '-ency' such as observant, substance, confident and emergency.

I can spell words that end in '-cial' and 'tial' such as official and essential.

I can spell words that end in '-cious' or '-tious' such as vicious and ambitious.

I use commas to structure and clarify the meaning of a text.

I link paragraphs using time, place, number or tense choices.

I use word structures such as then, after that to make my paragraphs more interesting.

I can use a range of verb prefixes (such as dis-, de-, mis-, over- and re-).

I begin sentence clauses with who, which, where, when, whose, that or with.

I can talk about my work using a range of grammar I have been taught.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can use modal verbs (such as can, could, may, must) to explain how something may be possible.

I read aloud my own work so that meaning is clear, fluent and flows correctly.

I proof-read my work to correct spelling and punctuation mistakes.

I ensure that I use the consistent and correct use of tense throughout a piece of writing.

I evaluate and edit my work to ensure it is of a high quality.

I use headings, bullet points and underlining to structure and guide a reader through my writing.

I use themes and detail to link paragraphs in a flow of text.

I can précis a longer passage to create a short text with the same meaning.

I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and improve meaning.

I use the ideas from other authors to develop characters and settings.

I plan my writing by taking notes and researching.

I plan the structure of my writing based on the audience and purpose.

I can use a thesaurus to extend my vocabulary.

I use the first three or four letters of a word to find it quickly in a dictionary.

I know that some words do not follow regular rules and need to be learnt differently.

I use the words and word parts that I know to help me spell new words.

I know some words are sound the same but are spelled differently.

I can use a dictionary to check how words are spelled and what words mean.

I can spell words that include silent letters, such as 'scissors' and 'knowledgeable'.

I add prefixes and suffixes using the rules we have worked on in class.

I am able to justify my views.

I contribute towards discussion and debates.

I can retrieve, record and present information.

I can distinguish between fact and opinion.

I know how language choices impact on the reader.

I draw inferences from what I have read and justify with evidence.

I can ask questions about what I have read.

I can read aloud with appropriate intonation, tone and volume.

I have learnt a wider range of poems by heart.

I can make comparisons about books.

I can recommend books I have read to others.

I am familiar with a range of texts including books from different cultures.

I can make predictions from what I read.

I continue to read and discuss a wide range of texts.

I use a colon to indicate the beginning of a list and use bullets when writing a list.

I mark out separate clauses in sentences by using a semi-colon or colon.

I structure my work with appropriate headings, sub-headings, columns, bullets or tables.

I link ideas across my work using a range of devices such as ellipses and use phrases such as 'on the other hand'.

I can correctly use the possessive apostrophe with plural nouns.

I know some words have similar meaning (synonyms) and others have the opposite (antonyms).

I use passive verbs to affect the focus of information in a sentence.

I can write out formal speech or texts using appropriate vocabulary.

I use hyphens to ensure the reader understands exactly what I mean.

I choose the writing tool that is best suited for a task.

I make sure others can read my handwriting and decide whether or not to join specific letters.

Handwriting

I apply my knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Reading Words

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Vocabulary, Grammar & Punctuation Year 5

Vocabulary, Grammar & Punctuation Year 6

Spellings