

End of Year Expectations Year 1 to Year 6



'Doing our best to achieve our best'

End of year Expectations – Speaking and Listening



Year 1	Year 2
<ul style="list-style-type: none"> • Speak clearly and confidently in front of others • Retell a well-known story, remembering the main characters • Prepare to use 'new' words when communicating • Hold attention well when collaborating with others • Does not stray away from main topic when engaged in collaborative talk • Prepare to ask relevant questions to extend understanding and knowledge • Initiate conversation in collaborative situation • Listen carefully to what others are saying in group talk • Respond appropriately to what others say in group talk • Happy to join in with role play 	<ul style="list-style-type: none"> • Ask questions to gain information and to clarify meaning • Express themselves using complete sentences when required • Make more specific vocabulary choices, for example – technical language • Take turns when talking in pairs or in small groups • Offer appropriate comments in paired or small group discussion • Begin to be aware that formal and informal situations require a different role and language • Retell a familiar story using narrative language and linking words and phrases • Hold the attention of listeners by adapting the way they talk • Begin to understand how to speak for different purposes and audiences • Perform a simple poem from memory
Year 3	Year 4
<ul style="list-style-type: none"> • Sequence and communicate ideas in an organised and logical way in complete sentences as required • Vary the amount of detail and choice of vocabulary dependent on the purpose and audience • Participate fully in paired and group discussions • Show understanding of the main points in a discussion • Start to show awareness of how and when Standard English is used • Retell a story using narrative language and added relevant detail • Show they have listened carefully through making relevant comments • Formally present ideas or information to an audience • Recognise that meaning can be expressed in different ways dependent on the context • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate • Perform poems from memory adapting expression and tone as appropriate 	<ul style="list-style-type: none"> • Ask questions to clarify or develop understanding • Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Increasingly adapt what is said to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the audience and purpose • Show understanding of how and why language choices vary in different contexts • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Justify answers with evidence • Understand when the context requires the use of Standard English • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone
Year 5	Year 6
<ul style="list-style-type: none"> • Engage the interest of the listener by varying their expression and vocabulary. • Adapt spoken language to the audience, purpose and context. • Explain the effect of using different language for different purposes. • Develop ideas and opinions with relevant detail. • Express ideas and opinions, justifying a point of view. • Show understanding of the main points, significant details and implied meanings in a discussion. • Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution. • Perform own compositions, using appropriate intonation and volume so that meaning is clear. • Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> • Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate. • Ask questions to develop ideas and make contributions that take account of others' views. • Explain ideas and opinions giving reasons and evidence. • Take an active part in discussions, taking different roles. • Listen to and consider the views and opinions of others in discussions. • Make contributions to discussions, evaluating others' ideas and responding to them. • Sustain and argue a point of view in a debate, using formal language of persuasion. • Express possibilities using hypothetical and speculative language in science and when discussing reading. • Engage listeners through choice of vocabulary and register according to the context. • Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear. • Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.

End of year Expectations – Reading



Year 1	Year 2
<ul style="list-style-type: none"> Match all 40+ graphemes to their phonemes (Phase 3) Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read compound words, for example, football, playground, farmyard, bedroom Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence Read words containing 's, es, ing, ed, er, est' endings Read words which have the prefix –un added Add the endings –ing, –ed and –er to verbs where no change is needed to the root word Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) Say what they like or dislike about a text Link what they read or hear read to their own experiences Retell key stories orally using narrative language Understand and talk about the main characteristics within a known key story Learn some poems and rhymes by heart Use prior knowledge, context and vocabulary provided to understand texts Check that the text makes sense to them as they read and correct miscues Begin to draw inferences from the text and/or the illustrations Make predictions based on the events in the text Explain what they understand about a text 	<ul style="list-style-type: none"> Decode automatically and fluently Read accurately by blending the sounds in words that contain the graphemes taught Recognise and read alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs Read words containing common suffixes Read further common exception words Read and notice unusual correspondence between grapheme and phoneme Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read books fluently and confidently Talk about and give an opinion on a range of texts Discuss the sequence of events in books and how they are related to each other Use prior knowledge and context and vocabulary explored to understand texts Retell orally some stories, including fairy stories and traditional tales Read for meaning, checking that the text makes sense and correcting inaccurate reading Know and recognise simple recurring literary language in stories and poetry Talk about favourite words and phrases. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Answer and ask appropriate questions and make predictions on the basis of what has been read so far Draw simple inferences from illustrations, events and characters' actions and speech.
Year 3	Year 4
<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks Know that non-fiction books are structured in different ways and be able to use them effectively Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas Ask questions to improve understanding of a text Predict what might happen from details stated Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Use dictionaries to check the meaning of unfamiliar words Identify main idea of a text Identify how structure, and presentation contribute to the meaning of texts Retrieve and record information from non-fiction Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words Know which books to select for specific purposes, especially in relation to science, history and geography learning Use dictionaries to check the meaning of unfamiliar words Discuss and record words and phrases that writers use to engage and impact on the reader Know and recognise some of the literary conventions in text types covered Begin to understand simple themes in books Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Explain the meaning of words in context Ask questions to improve understanding of a text Infer meanings and begin to justify them with evidence from the text Predict what might happen from details stated and deduced information Identify how the writer has used precise word choices for effect to impact on the reader Identify some text type organisational features, for example, narrative, explanation, persuasion Retrieve and record information from non-fiction Make connections with prior knowledge and experience Begin to build on others' ideas and opinions about a text in discussion Explain why text types are organised in a certain way

Year 5	Year 6
<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Re-read and read ahead to check for meaning. • Become familiar with and talk about a wide range of books, including myths, legends and traditional stories & books from other cultures & traditions & know their features. • Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. • Identify significant ideas, events and characters and discuss their significance. • Learn poems by heart for example, narrative verse, haiku. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Use meaning-seeking strategies to explore the meaning of words in context. • Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. • Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification. • Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence from the text. • Make predictions from what has been read. • Summarise the main ideas drawn from a text. • Identify the effect of the context on a text for example, historical or other cultures. • Identify how language, structure and presentation contribute to the meaning of a text. • Express a personal point of view about a text, giving reasons. • Make connections between other similar texts, prior knowledge and experience. • Compare different versions of texts and talk about their differences and similarities. • Listen to and build on others' ideas and opinions about a text. • Present an oral overview or summary of a text. • Present the author's viewpoint of a text. • Present a personal point of view based on what has been read. • Listen to others' personal point of view. • Explain a personal point of view and give reasons. • Know the difference between fact and opinion. • Use knowledge of structure of text type to find key information. • Use text marking to identify key information in a text • Make notes from text marking. 	<ul style="list-style-type: none"> • Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. • Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arach<u>n</u>ophob<u>i</u>a, aud<u>i</u>ence • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Read fluently, using punctuation to inform meaning. • Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Read books that are structured in different ways. • Recognise texts that contain features from more than one text type. • Consider and evaluate how effectively texts are structured and laid out. • Read non-fiction texts to support other curriculum areas. • Read closely to ensure understanding. • Recommend books that they have read to their peers, giving reasons for their choices. • Identify and discuss themes in a range of writing and across longer texts. • Identify and discuss the conventions of different text types. • Identify key points in an appropriate text. • Learn a range of poetry by heart for example, narrative verse, sonnet. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Identify and comment on writer's choice of vocabulary, giving examples and explanation. • Identify and explain how writers use grammatical features for effect for example, the use of short sentences to build tension. • Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts. • Express a personal point of view about a text, giving reasons linked to evidence from texts. • Raise queries about texts. • Make connections between other similar texts, prior knowledge and experience and explain the links. • Compare different versions of texts and explain the differences and similarities. • Listen to others' ideas and opinions about a text. • Build on others' ideas and opinions about a text in discussion. • Explain and comment on explicit and implicit points of view. • Summarise key information from different parts of a text. • Recognise the writer's point of view and discuss it. • Present a personal point of view based on what has been read. • Present a counter-argument in response to others' points of view. • Provide reasoned justifications for their views. • Refer to the text to support opinion. • Distinguish between statements of fact and opinion. • Find information using skimming to establish main idea. • Use scanning to find specific information. • Text mark to make research efficient and fast. • Organise information or evidence appropriately.

End of year Expectations – Writing



Year 1	Year 2
<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters and the digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Identify known phonemes in unfamiliar words Use syllables to divide words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Use the spelling rule for adding s or es for verbs in 3rd person singular Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme Compose a sentence orally before writing it Sequence sentences to form short narratives Sequence sentences in chronological order to recount an event or an experience Re-read what they have written to check that it makes sense Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use 'and' to join sentences together Know how the prefix 'un' can be added to words to change meaning Use the suffixes: s, es, ed, er and ing within their writing 	<ul style="list-style-type: none"> Segment spoken words into phonemes and record these as graphemes Spell words with different alternative spellings, including a few common homophones Spell longer words using suffixes such as ment, ness, ful, less, ly Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Identify known phonemes in unfamiliar words and use syllables to divide words Form lower case letters of the correct size relative to one another Begin to use some of the diagonal and horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters Write narratives about personal experiences and those of others (real and fictional) Write for different purposes, including real events Plan and discuss the content of writing and write down ideas Orally rehearse structured sentences or sequences of sentences Evaluate writing independently, with peers and with teacher Proof-read to check for errors in spelling, grammar and punctuation Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) Use present and past tenses correctly and consistently including the progressive form
Year 3	Year 4
<ul style="list-style-type: none"> Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto Recognise and spell additional homophones, for example – he'll, heel, heal Use the first two or three letters of a word to check its spelling in a dictionary Spell correctly word families based on common words, for example – solve, solution, solver Spell identified commonly misspelt words from Year 3 & 4 word list Make analogies from a word already known to apply to an unfamiliar word Identify the root in longer words Use the diagonal & horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of handwriting Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary Compose sentences using a wider range of structures linked to the grammar objectives Write a narrative with a clear structure, setting, characters and plot Write a non-narrative using simple organisational devices such as headings and sub-headings Suggest improvement to writing through assessing writing with peers and self-assessment Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i> Use the perfect form of verbs to mark relationships of time and cause Use conjunctions, adverbs & prepositions to express time & cause Proof-read to check for errors in spelling and punctuation errors 	<ul style="list-style-type: none"> Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian Recognise and spell additional homophones, for example – accept and except, whose and who's Use the first two or three letters of a word to check its spelling in a dictionary Spell identified commonly misspelt words from Year 3 and 4 word list Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch Compose sentences using a wider range of structures, linked to the grammar objectives Orally rehearse structured sentences or sequences of sentences Begin to open paragraphs with topic sentences Write a narrative with a clear structure, setting, characters and plot Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences Use a range of sentences with more than one clause Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Use fronted adverbials, for example, 'Later that day, I went shopping.' Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair' Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Year 5	Year 6
<ul style="list-style-type: none"> Form verbs with prefixes for example, dis, de, mis, over and re. Convert nouns or adjectives into verbs by adding a suffix for example, ate, ise, ify. Understand the general rules for adding prefixes and suffixes above. Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from Year 5 and 6 word list. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use a range of spelling strategies. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choose the writing implement that is best suited for a task (e.g. quick notes, letters). Know the audience for and purpose of the writing. Use the features and structures of text types taught so far. Use grammatical features and vocabulary appropriate for the text types taught so far Start sentences in different ways. Use sentence starters to highlight the main idea. Develop characters through action and dialogue. Establish viewpoint as the writer through commenting on characters or events. Show how grammar and vocabulary choices create impact on the reader. Choose vocabulary to engage and impact on the reader. Use stylistic devices to create effects in writing, for example, simile, metaphor, personification. Add well-chosen detail to interest the reader. Summarise a paragraph or event. Organise writing into paragraphs to show different information or events. Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis. Assess the effectiveness of their own and others' writing. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing. Distinguish between the formal and informal spoken and written language. Proof-read for spelling and punctuation errors. <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> Convert verbs into nouns by adding suffixes. for example, tion, ure. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from Year 5 and 6 word list. Understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus. Use a range of spelling strategies. Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choose the writing implement that is best suited for a task (e.g. quick notes, letters). Identify the audience for and purpose of the writing. Choose the appropriate form and register for the audience and purpose of the writing. Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed. Use developed noun phrases to add detail to sentences. Use the passive voice to present information with a different emphasis. Use commas to mark phrases and clauses. Sustain and develop main ideas logically in narrative and non-narrative writing. Use character, dialogue and action to advance events in narrative writing. Summarise text, conveying key information. Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining Assess the effectiveness of their own and others' writing Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing. Distinguish between the correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing and choose the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.