Progression of Skills in English

Reception

Communication and Language: Listening and Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Communication and Language: Understanding

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language: Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy: Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Literacy: Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels,captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year One

En1/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En1/1a listen and respond appropriately to adults and their peers

En1/1b ask relevant questions to extend their understanding and knowledge

En1/1c use relevant strategies to build their vocabulary

En1/1d articulate and justify answers, arguments and opinions

En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En1/1h speak audibly and fluently with an increasing command of Standard English

En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En1/1j gain, maintain and monitor the interest of the listener(s)

En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En1/1l select and use appropriate registers for effective communication

En1/2.1 Word Reading

En1/2.1a apply phonic knowledge and skills as the route to decode words

En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

En1/2.1f read other words of more than one syllable that contain taught GPCs

En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s)

En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

En1/2.1i reread these books to build up their fluency and confidence in word reading.

En1/2.2 Comprehension

En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say

En1/2.2d explain clearly their understanding of what is read to them

Writing

En1/3.1 Spelling

En1/3.1a spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

En1/3.1b name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

En1/3.1c add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words

En1/3.1d apply simple spelling rules and guidance, as listed in English Appendix 1

En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

En1/3.2 Handwriting and Presentation

En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly

En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place

En1/3.2c form capital letters

En1/3.2d form digits 0-9

En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

En1/3.3 Composition

En1/3.3a write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

En1/3.3b discuss what they have written with the teacher or other pupils

En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

En1/3.4 Vocabulary, grammar & punctuation

En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using "and"
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.

Year Two

En2/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En2/1a listen and respond appropriately to adults and their peers

En2/1b ask relevant questions to extend their understanding and knowledge

En2/1c use relevant strategies to build their vocabulary

En2/1d articulate and justify answers, arguments and opinions

En2/1e give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.

En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En2/1h speak audibly and fluently with an increasing command of Standard English

En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En2/1j gain, maintain and monitor the interest of the listener(s)

En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En2/1l select and use appropriate registers for effective communication

Reading En2/2.1 Word Reading

En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above

En2/2.1d read words containing common suffixes

En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

En2/2.1f read most words quickly and accurately,without overt sounding and blending , when they have been frequently encountered

En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

En2/2.1h reread these books to build up their fluency and confidence in word reading.

En2/2.2 Comprehension

En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

En2/3.1 Spelling

En2/3.1a spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular)
- distinguishing between homophones and near-homophones

En2/3.1b add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1

En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

En2/3.2 Handwriting and Presentation

En2/3.2a form lower-case letters of the correct size relative to one another

En2/3.2b start 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

En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

En2/3.2d use spacing between words that reflects the size of the letters.

En2/3.3 Composition

En2/3.3a Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

En2/3.3b Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

En2/3.3c make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear

En2/3.4 Vocabulary, grammar & punctuation

En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

En2/3.4b Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- learning the grammar for year 2 in English Appendix 2
- some features of written Standard English

En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.

Year Three

En3/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En3/1a listen and respond appropriately to adults and their peers

En3/1b ask relevant questions to extend their understanding and knowledge

En3/1c use relevant strategies to build their vocabulary

En3/1d articulate and justify answers, arguments and opinions

En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En3/1h speak audibly and fluently with an increasing command of Standard English

En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En3/1j gain, maintain and monitor the interest of the listener(s)

En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En3/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 3 and 4)

En3/2.1 Word Reading

En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En3/2.2 Comprehension

En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

En3/2.2b understand what they read, in books they can read independently, by

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

En3/2.2c retrieve and record information from non-fiction

En3/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

(The objectives for Reading are common across Years 3 and 4)

En3/3.1 Spelling

En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)

En3/3.1b spell further homophones

En3/3.1c spell words that are often misspelt (English Appendix 1)

En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En3/3.2 Handwriting and Presentation

En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

En3/3.2b increase the legibility, consistency and quality of their handwriting

En3/3.3 Composition

En3/3.3a Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

En3/3.3b Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a themei
- n narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

En3/3.3c Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

En3/3.3d proofread for spelling and punctuation errors

En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

En3/3.4 Vocabulary, grammar & punctuation

En3/3.4a develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in Appendix 2

En3/3.4b indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech

En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year Four

En4/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En4/1a listen and respond appropriately to adults and their peers

En4/1b ask relevant questions to extend their understanding and knowledge

En4/1c use relevant strategies to build their vocabulary

En4/1d articulate and justify answers, arguments and opinions

En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En4/1h speak audibly and fluently with an increasing command of Standard English

En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En4/1j gain, maintain and monitor the interest of the listener(s)

En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En4/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 3 and 4)

En4/2.1 Word Reading

En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En4/2.2 Comprehension

En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry

En4/2.2b understand what they read, in books they can read independently, by

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

En4/2.2c retrieve and record information from non-fiction

En4/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

(The objectives for Reading are common across Years 3 and 4)

En4/3.1 Spelling

En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)

En4/3.1b spell further homophones

En4/3.1c spell words that are often misspelt (English Appendix 1)

En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En4/3.2 Handwriting and Presentation

En4/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

En4/3.2b increase the legibility, consistency and quality of their handwriting

En4/3.3 Composition

En4/3.3a Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- En4/3.3b Draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

En4/3.3c Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

En4/3.3d proofread for spelling and punctuation errors

En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

En4/3.4 Vocabulary, grammar & punctuation

En4/3.4a develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in Appendix 2

En4/3.4b indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech

En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year Five

En5/1 Spoken Language
(The objectives for Spoken Language are common across Key Stages 1 and 2)
En5/1a listen and respond appropriately to adults and their peers
En5/1b ask relevant questions to extend their understanding and knowledge
En5/1c use relevant strategies to build their vocabulary
En5/1d articulate and justify answers, arguments and opinions
En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
En5/1h speak audibly and fluently with an increasing command of Standard English
En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
En5/1j gain, maintain and monitor the interest of the listener(s)
En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
En5/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 5 and 6)
En5/2.1 Word Reading
En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

En5/2.2 Comprehension
En5/2.2a maintain positive attitudes to reading and an understanding of what they read by:
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
reading books that are structured in different ways and reading for a range of purposes
increasing their 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
recommending books that they have read to their peers, giving reasons for their choices
identifying and discussing themes and conventions in and across a wide range of writing
making comparisons within and across books
learning a wider range of poetry by heart
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
En5/2.2b understand what they read by
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
asking questions to improve their understanding
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
predicting what might happen from details stated and implied
summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
identifying how language, structure and presentation contribute to meaning
En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
En5/2.2d distinguish between statements of fact and opinion
En5/2.2e retrieve, record and present information from non-fiction
En5/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
En5/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
En5/2.2h provide reasoned justifications for their views.

Writing
(The objectives for Writing are common across Years 5 and 6)
En5/3.1 Spelling
En5/3.1a use further prefixes and suffixes and understand the guidance for adding them
En5/3.1b spell some words with 'silent' letters
En5/3.1c continue to distinguish between homophones and other words which are often confused
En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
En5/3.1e use dictionaries to check the spelling and meaning of words
En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
En5/3.1g use a thesaurus

En5/3.2
Handwriting and Presentation
Pupils should be taught to write legibly , fluently and with increasing speed by:
En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
En5/3.2b choosing the writing implement that is best suited for a task

En5/3.3 Composition
En5/3.3a Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

En5/3.3b Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

En5/3.3c Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

En5/3.3d proofread for spelling and punctuation errors
En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

En5/3.4 Vocabulary, grammar & punctuation
En5/3.4a develop their understanding of the concepts set out in Appendix 2 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learning the grammar for years 5 and 6 in Appendix 2

En5/3.4b indicate grammatical and other features by:
using commas to clarify meaning or avoid ambiguity in writing
using hyphens to avoid ambiguity
using brackets, dashes or commas to indicate parenthesis
using semicolons, colons or dashes to mark boundaries between independent clauses
using a colon to introduce a list
punctuating bullet points consistently
En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

Year Six

En6/1 Spoken Language
(The objectives for Spoken Language are common across Key Stages 1 and 2)
En6/1a listen and respond appropriately to adults and their peers
En6/1b ask relevant questions to extend their understanding and knowledge
En6/1c use relevant strategies to build their vocabulary
En6/1d articulate and justify answers, arguments and opinions
En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
En6/1h speak audibly and fluently with an increasing command of Standard English
En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
En6/1j gain, maintain and monitor the interest of the listener(s)
En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
En6/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 5 and 6)
En6/2.1 Word Reading
En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

En6/2.2 Comprehension
En6/2.2a maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

En6/2.2b understand what they read by
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
En6/2.2d distinguish between statements of fact and opinion
En6/2.2e retrieve, record and present information from non-fiction
En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
En6/2.2h provide reasoned justifications for their views.

Writing
(The objectives for Writing are common across Years 5 and 6)
En6/3.1 Spelling
En6/3.1a use further prefixes and suffixes and understand the guidance for adding them
En6/3.1b spell some words with 'silent' letters
En6/3.1c continue to distinguish between homophones and other words which are often confused
En6/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
En6/3.1e use dictionaries to check the spelling and meaning of words
En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
En6/3.1g use a thesaurus

En6/3.2
Handwriting and Presentation
Pupils should be taught to write legibly , fluently and with increasing speed by:
En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
En6/3.2b choosing the writing implement that is best suited for a task

En6/3.3 Composition
En6/3.3a Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

En6/3.3b Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

En6/3.3c Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

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En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
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En6/3.4b indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.