

End of year expectations for English for each Year Group based on the statutory requirements of the National Curriculum.

Year 1

Reading:

- apply phonic knowledge and skills as the route to decode words
- read common exception words and high frequency contractions e.g. I'm, I'll, we'll.
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- re-read these books to build up their fluency and confidence in word reading.
- read other words of more than one syllable that contain taught GPCs
- develop pleasure in reading, motivation to read, vocabulary and understanding.
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- link what they read or hear read to their own experiences
- understand both the books they can already read accurately and fluently and those they listen to

Writing:

- spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week
- name the letters of the alphabet
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- re-read what they have written to check that it makes sense
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Year 2

Reading:

- continue to apply phonic knowledge and skills as the route to decode words
- read accurately words of two or more syllables by blending the sounds in words that contain the graphemes taught so far
- read words containing common suffixes

- read further common exception words and high frequency words quickly and accurately
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding
- participate in discussion about books, poems and other works, taking turns and listening to what others say
- explain and discuss their understanding of texts, both those that they listen to and those that they read for themselves.

Writing:

- spell by learning new ways of spelling phonemes for which one or more spellings are already known, as well as Common Exception Words
- spell a few common homophones and more words with contracted forms
- learn the possessive apostrophe (singular)
- add suffixes to spell longer words
- apply spelling rules and guidance, as listed in English Appendix 1
- write neatly, forming letters correctly and of the correct size relative to one another
- develop positive attitudes towards and stamina for writing
- consider what they are going to write before beginning
- make simple additions, revisions and corrections to their own writing
- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 3 and 4

Reading:

- apply their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently
- retrieve and record information from non-fiction
- 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:

- spell using further prefixes and suffixes and understand how to add them
- spell further homophones and words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- use the first two or three letters of a word to check its spelling in a dictionary
- increase the legibility, consistency and quality of their handwriting
- plan, draft, write, evaluate and edit
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- develop their understanding of the vocabulary, grammar and punctuation concepts set out in English Appendix 2
- indicate grammatical and other features by: using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; and using and punctuating direct speech

Year 5 and 6

Reading:

- apply their growing knowledge of root words, prefixes and suffixes, as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
- maintain positive attitudes to reading and understanding of what they read
- understand age appropriate texts
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates
- provide reasoned justifications for their views

Writing:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words and use a thesaurus
- write legibly, fluently and with increasing speed
- plan, draft, write, evaluate and edit
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and

movement so that meaning is clear

- develop their understanding of the vocabulary, grammar and punctuation concepts set out in English Appendix 2
- 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 semi-colons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; and punctuating bullet points consistently.