

### English

	<b>Key Vocabulary</b>
<b>Early Years</b>	Segment, blend, phoneme, grapheme, digraph, trigraph, letter, word, sentence, capital letter, full stop.
<b>Year 1</b>	singular, plural, punctuation, question mark, exclamation mark, multisyllabic, uppercase, lowercase, suffix, common exception word
<b>Year 2</b>	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.
<b>Year 3</b>	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

End points	<b>Spoken language- Listen and respond appropriately to adults and peers</b>
<b>Early Years</b>	Able to understand how to listen carefully and why listening is important
<b>Year 1</b>	Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'
<b>Year 2</b>	Know the key points they need to focus on in order to answer a question. Understand complex 2-3 part instructions.
<b>Year 3</b>	Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed

End points	<b>Spoken language- Ask relevant questions to extend their understanding and knowledge</b>
<b>Early Years</b>	Ask questions to find out more and to check they understand what has been said to them.
<b>Year 1</b>	Ask questions to find out things using 'how' and 'why' when prompted. Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration)
<b>Year 2</b>	Ask a range of different types of questions to find out specific information including 'how' and 'why' Recognise when a message is not clear and be able to provide some information about why
<b>Year 3</b>	Ask a range of different types of questions to find out specific information including 'how' and 'why' Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question

End points	<b>Spoken language- Use relevant strategies to build their vocabulary</b>
<b>Early Years</b>	Use new vocabulary throughout the day.
<b>Year 1</b>	Able to group and name members of categories and to suggest possible category names. Able to guess the word from clues, or give others clues using shape, size, function, etc with support.
<b>Year 2</b>	Recognise when they haven't understood a word or words and be able to provide some information about why. Able to compare words by the way they look, sound or their meaning for example bare/bear, two/to/too, and begin to comment on this
<b>Year 3</b>	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes

End points	<b>Spoken language- Articulate and justify answers, arguments and opinions</b>
<b>Early Years</b>	Articulate their ideas and thoughts in well-formed sentences
<b>Year 1</b>	Use language consistently to express likes and dislikes.
<b>Year 2</b>	Use simple conjunctions to justify or explain something
<b>Year 3</b>	Give reasons and explanations for choices and viewpoints in class discussions

End points	<b>Spoken language- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b>
<b>Early Years</b>	Connect one idea or action to another using a range of connectives
<b>Year 1</b>	Able to use early 'story language' Use language to talk through a series of steps for example for simple problem solving. Able to join sentences using 'and'
<b>Year 2</b>	Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Describe in 2-3 sentences how to solve a problem. Able to use conjunctions to increase the length and grammatical complexity of sentences
<b>Year 3</b>	Tell a story with a clear structure including the setting and ideas linked in different ways. Discuss how a character may be feeling and why. Able to use conjunctions to increase the length and grammatical complexity of sentences

End points	<b>Spoken language- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</b>
<b>Early Years</b>	Participate in small group, class and one-one discussions offering their own ideas and recently introduced vocabulary. (ELG)
<b>Year 1</b>	Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity
<b>Year 2</b>	Take turns to talk, listen and respond in two way conversations and groups
<b>Year 3</b>	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils

End points	<b>Spoken language- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>
<b>Early Years</b>	Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.
<b>Year 1</b>	Use language to talk self through steps required in simple problem solving
<b>Year 2</b>	Accurately predict what will happen in a story or retelling of an event
<b>Year 3</b>	Understand how language is used to investigate and reflect on feelings

End points	<b>Spoken language- Speak audibly and fluently with an increasing command of standard English</b>
<b>Early Years</b>	Express their ideas and feelings (ELG)
<b>Year 1</b>	Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words accurately with 3 syllables or less. Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds. Able to use appropriate tenses and word order
<b>Year 2</b>	Produce speech that is consistently clear and easy to understand, with very few immaturities. Able to say words with 4 or more syllables fairly consistently. Able to manipulate sounds in words such as deleting sounds from words. Know that there are some terms or expressions that are only used amongst friends
<b>Year 3</b>	Produce speech that is consistently clear and easy to understand Able to say words of any length with accuracy.

End points	<b>Spoken language- Participate in discussions, presentations, performances, role play, improvisations and debates</b>
<b>Early Years</b>	Tell stories through role play
<b>Year 1</b>	Remember their words and speak clearly in short presentations, performances and role play
<b>Year 2</b>	Take turns to talk, listen and respond in two way conversations and groups
<b>Year 3</b>	Respond to the opinions of others in the group

End points	<b>Spoken language- Gain, maintain and monitor the interest of the listener(s)</b>
<b>Early Years</b>	Participate in small group, class and one-one discussions offering their own ideas and recently introduced vocabulary. (ELG)
<b>Year 1</b>	Able to initiate a conversation with a class visitor by using prepared questions
<b>Year 2</b>	Usually able to keep to topic in a conversation
<b>Year 3</b>	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils

End points	<b>Spoken language- Consider and evaluate different viewpoints, attending to and building on the contributions of others</b>
<b>Early Years</b>	Hold conversation when engaged in back and forth exchanges with teachers and peers (ELG)
<b>Year 1</b>	Respond to points of interest when listening to contributions of others
<b>Year 2</b>	Ask lots of questions to find out information and respond appropriately to the answers
<b>Year 3</b>	Able to understand another's point of view and show whether they agree or disagree

End points	<b>Spoken language- Select and use appropriate registers for effective communication</b>
<b>Early Years</b>	Develop social phrases
<b>Year 1</b>	Imitate popular language
<b>Year 2</b>	Know that there are some terms or expressions that are only used amongst friends

End points	Reading- Decoding
<b>Early Years</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending.</p>
<b>Year 1</b>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<b>Year 2</b>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<b>LKS2</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>

End points	Reading- Vocabulary
<b>Early Years</b>	Engage in extended conversations about stories, learning new vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
<b>Year 1</b>	Discussing word meanings, linking new meanings to those already known. Recognise and join in with predictable phrases. Draw on what they already know or on background information and vocabulary provided by the teacher.
<b>Year 2</b>	Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.
<b>Lower KS2</b>	Uses a dictionary to check the meaning of words that they have read.

End points	Reading- Inference
<b>Early Years</b>	Demonstrate understanding when talking with others about what they have read.
<b>Year 1</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Link what they read or hear read to their own experiences. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
<b>Year 2</b>	Listen to, discuss and express 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. Making inferences on the basis of what is being said and done. Answer and ask questions.
<b>LKS2</b>	Draws inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence.

End points	Reading- Prediction
<b>Early Years</b>	Anticipate key events in stories (ELG)
<b>Year 1</b>	Predict what might happen on the basis of what has been read so far.
<b>Year 2</b>	Predict what might happen on the basis of what has been read so far, shared or independently.
<b>LKS2</b>	Predict what might happen from details stated or implied.

End points	Reading- Explanation
<b>Early Years</b>	Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
<b>Year 1</b>	Explain clearly their understanding of what is read to them.
<b>Year 2</b>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<b>LKS2</b>	Discusses words & phrases that capture the reader's interest & imagination. - Identifies specific language which contributes to the development of meaning.

End points	Reading- Retrieval
<b>Early Years</b>	Make comments about what they have heard. (ELG)
<b>Year 1</b>	Listen to and <b>discuss</b> a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
<b>Year 2</b>	Be introduced to non-fiction books that are structured in different ways. Answer and ask questions.
<b>LKS2</b>	Retrieves & records more complex information from non-fiction text/s. (e.g., using text features to locate information e.g., contents, indices, subheadings).

End points	Reading- Sequence (LKS2- Summarise)
<b>Early Years</b>	Pages are sequenced. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
<b>Year 1</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn to appreciate rhymes and poems, and to recite some by heart.
<b>Year 2</b>	Discuss the sequence of events in books and how items of information are related. Becoming increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
<b>LKS2</b>	Identifies main ideas drawn from more than one paragraph & summarises these.

End points	Writing- Handwriting
<b>Early Years</b>	Write recognisable letters, most of which are correctly formed.
<b>Year 1</b>	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. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar way and practise these)
<b>Year 2</b>	Form lower-case letters of the correct size relative to one another. 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. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
<b>LKS2</b>	See the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

End points	Writing- Transcription
<b>Early Years</b>	<p>Write their name.</p> <p>Write some letters accurately.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>
<b>Year 1</b>	<p>Spell:</p> <p>Words containing each of the 40+ phonemes already taught.</p> <p>Common exception words.</p> <p>The days of the week.</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>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.</p> <p>Use the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<b>Year 2</b>	<p>As above and:</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p>
<b>Year 3</b>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

End points	Writing- Comprehension
<b>Early Years</b>	Write short sentences with words with known sound-letter correspondences.
<b>Year 1</b>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<b>Year 2</b>	<p>Write sentences by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>
<b>LKS2</b>	<p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>



End points	Writing- Grammar
<b>Early Years</b> <small>Helping stars to shine brightly</small>	
<b>Year 1</b>	<p>Develop their understanding of grammar by:</p> <ul style="list-style-type: none"> <li>Leaving spaces between words.</li> <li>Joining words and joining clauses using and.</li> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>Learn the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<b>Year 2</b>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>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)</li> <li>Learn how to use:             <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command.</li> <li>Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>The present and past tenses correctly and consistently including the progressive form.</li> <li>Subordination (using when, if, that, or because) and co - ordination (using or, and, or but )</li> </ul> </li> <li>The grammar for year 2 in English Appendix 2</li> <li>Some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<b>LKS2</b>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Using the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>Using fronted adverbials.</li> <li>Learning the grammar for years 3 and 4 in English Appendix 2.</li> <li>Indicate grammatical and other features by:             <ul style="list-style-type: none"> <li>using commas after fronted adverbials.</li> <li>Indicating possession by using the possessive apostrophe with plural nouns.</li> </ul> </li> <li>Using and punctuating direct speech.</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>