



End of Year Expectations

English



<u>Year 1</u>	
<u>Writing</u>	<u>Reading</u>
<ul style="list-style-type: none">• Write clearly demarcated sentences.• Use 'and' to join ideas.• Use conjunctions to join sentences (e.g.so, but).• Use standard forms of verbs, e.g. go/went.• Introduce the use of: Capital letters Full stops Question marks Exclamation marks• Use capital letters for names and personal pronoun 'I'.• Write a sequence of sentences to form a short narrative.• Use the correct formation of lower case letters.• Use the correct formation of capital letters.• Use the correct formation of digits.	<ul style="list-style-type: none">• Identify which words appear again and again.• Recognise and join in with predictable phrases.• Relate reading to own experiences.• Re-read if reading does not make sense.• Re-tell with considerable accuracy.• Discuss the significance of title and events.• Make predictions on the basis of what has been read.• Make inferences on the basis of what is being said and done.• Read aloud with pace and expression, i.e. pause at a full stop; raise pitch of voice for a question.• Recognise: Capital letters; Full stops; Question marks; Exclamation Marks; Ellipsis• Know why the writer has used the above punctuation in a text.• Know the difference between fiction and non-fiction texts.

Year 2

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of: o capital letters o full stops o question marks o exclamation mark
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns
- Write under headings.
- Write lower case letters correct size relative to one another
- Show evidence of diagonal and horizontal strokes to join handwriting.

Reading

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure and text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise: o Commas in lists o Apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use and index to locate information.

Year 3

Writing

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs (e.g. then, next, soon).
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd, and 3rd person.

Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Recognise how commas are used to give more meaning.

<ul style="list-style-type: none"> • Use perfect form of verbs to mark relationships of time and cause. • Use inverted commas to punctuate direct speech. • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Write with increasingly legibility, consistency and fluency. 	<ul style="list-style-type: none"> • Recognise inverted commas. • Recognise: plurals, pronouns and how used, collective nouns and adverbs • Explain the difference that the precise choice of adjectives and verbs make.
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<u>Year 4</u>	
<u>Writing</u>	<u>Reading</u>
<ul style="list-style-type: none"> • Vary sentence structure, using different openers. • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use fronted adverbials. • Use apostrophe for plural possession. • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organise ideas around a theme. • Use connecting adverbs to link paragraphs. • Write with increasing legibility, consistency and fluency. 	<ul style="list-style-type: none"> • Give a personal point of view on a text. • Re-explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Recognise apostrophe of possession (plural). • Identify how sentence type can be changed by adding/deleting words or amending punctuation. • Explain why a writer has used different sentence types or a particular word order and the effect it has created. • Skim & scan to locate information and/or answer question.

Year 5

Writing

- Add phrases to make sentences more precise and detailed.
- Use range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.
- Use pronouns to avoid repetition.
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
- Use the following to indicate parenthesis: brackets, dashes, comma
- Use commas to clarify meaning or avoid ambiguity.
- Link clauses in sentences using a range of subordinating and co-ordinating conjunctions.
- Use verb phrases to create subtle differences (e.g. she began to run).
- Consistently organise into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
- Write legibly, fluently and with increasing speed

Reading

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.
- Compare between two texts
- Appreciate that people use bias in persuasive writing.
- Appreciate how two people may have a different view on the same event.
- Draw inferences and justify with evidence from the text.
- Vary voice for direct or indirect speech.
- Recognise clauses within sentences.
- Explain how and why a writer has used clauses to add information to a sentence.
- Use more than one source when carrying out research.
- Create a set of notes to summarise what has been read.

Year 6

Writing

- Use subordinate clauses to write complex sentences.
- Use passive voice where appropriate.

Reading

- Refer to text to support opinions and predictions.
- Give a view about choice of vocabulary, structure, etc.

<ul style="list-style-type: none">• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).• Use a sentence structure and layout matched to requirements of text type.• Use semi-colon, colon or dash to mark the boundary between independent clauses.• Use semi-colon, colon or dash to mark the boundary between independent clauses.• Use colon to introduce a list and semi colon within a list.• Use correct punctuation of bullet points.• Use hyphens to avoid ambiguity.• Use full range of punctuation matched to requirements of text type.• Use wide range of devices to build cohesion within and across paragraphs.• Use paragraphs to signal change in time, scene, action, mood or person.• Write legibly, fluently and with increasing speed.	<ul style="list-style-type: none">• Distinguish between fact and opinion.• Appreciate how a set of sentences has been arranged to create maximum effect.• Recognise: complex sentences with more than one subordinate clause; phrases which add detail to sentences• Explain how a writer has used sentences to create particular effects.• Skim and scan to aide note-taking.
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