St John's Catholic Primary School
'Learning and living God's truth in love'

All Saints Catholic Academy Trust

English	Speaking and Listening	Word Reading and Phonic Understanding	Comprehension	Writing	Grammar and Punctuation	handwriting
EYFS	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use phonic knowledge to decode regular words and read them aloud accurately. Read some common exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge and knowledge of common exception words.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Recognise full stops and capital letters. Orally segment a sentence. Use spaces to separate words in a caption. Orally use past, present and future tenses as well as age appropriate plurals.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Year 1	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading	Write words containing each of the 40+ phonemes taught and age appropriate common exception words. Can say out loud what they are going to write about and compose a sentence orally before writing it. Can say out loud what they are going to write about. Can sequence sentences to form short narratives and can reread what they have written to check that it makes sense. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Recognise regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs. Combine words to make sentences, including using 'and' . Sequence sentences to form short narratives. Separate words appropriately with spaces. 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'	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

Year 2	Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts	Discuss the sequence of events in books and how items of information are related Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading.	Can write simple narratives, poems and non-fiction. Can re-read and check their writing makes sense, editing where necessary and evaluating their work. Write the days of the week using correct capital letters. Can apply simple spelling rules and guidance from Appendix 1.	Write sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that, or because) and coordination (using or, and, or but). Have an understanding of some features of written Standard English. Use suffixes to form new words (-ful, -er, -ness) Correctly demarcate sentences and use commas in lists. Recognise apostrophes for omission and singular possession . Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	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.

Year 3	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments appropriately.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-,mis-, un-,re-, sub-, inter-, super-, anti-and auto-to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including-ation, -ly,-ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. Throughout the juniors, teaching comprehension should be taking precedence over teaching word reading and fluency specifically. Any word reading should support the development of vocabulary.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these	Can progressively use a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices (headings & subheadings)	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Explore word families based on common words (solve, solution, dissolve, insoluble). Use and punctuate direct speech (i.e. Inverted commas)	Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 4	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.	Able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Can assess the effectiveness of their own and others' writing to suggest improvements. Can propose changes to grammar and vocabulary of their own work to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	Use fronted adverbials followed by a comma. Know the difference between plural and possesive –s. Use Standard English verb inflections (I did vs I done). Use extended noun phrases, including with prepositions. Use appropriate choice of pronoun or noun to create cohesion. Using correct punctuation for direct speech.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5	Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Summarize the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed and use this to inform their own work. Use a wide range of devices to build cohesion within and across paragraphs along with further organisational and presentational devices to structure text and to guide the reader. Summarize longer passages.	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Convert nouns or adjectives into verbs. Use devices to build cohesion, including adverbials of time, place and number. Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis	Confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.
Year 6	Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Summarize the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in their work. In narratives, describe settings, characters and atmosphere and integrate dialogue to	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Recognise differences in informal and formal language, Give examples of synonyms and antonyms. Use elipses in their	Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. Choose the writing implement which is best suited for a task

				convey character and advance the action. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	writing. Use hyphens to avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet points consistently	

*As detailed in the word lists within Appendix 1 of NC