



End of Year Essential Skills

Reading, Writing and Spoken Language



## Year 2 Essential Reading Skills

These skills would have been introduced while in KS1 so they could be mastered by the end of Year 2.

<b>DECODING AND WORD RECOGNITION</b>
To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics)
Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.
Read accurately words with common suffixes & more than two syllables.
Aware that certain combinations of letters sound differently in different words, e.g. bread and read.
<b>COMPREHENSION</b>
Read ahead for fluency and expression.
Recount main themes /events.
Comment on structure of text; both fiction and non-fiction.
Listen to, discuss and express views about a wide range of text types.
Continue to build upon repertoire of poems learnt by heart.
Predict and make inferences on the basis of what has been read. ?
<b>DEDUCTION</b>
Self-correct when a mistake is made.
Know if a text refers to present or past. ?
<b>EXPRESSION AND INTONATION</b>
Respond to commas, question marks and exclamation marks through variety of expression and intonation.
Read aloud with expression and intonation.
Re-read books to build up fluency and confidence.
<b>GRAMMATICAL AWARENESS</b>
Identify speech marks in reading and understand purpose. ?
<b>RESEARCH SKILLS</b>
Use contents and index pages to find information. ?

## Year 2 Essential Writing Skills

These skills would have been introduced while in KS1 so they could be mastered by the end of Year 2.

<b>WORD STRUCTURE, PHONICS AND SPELLING</b>
Formation of nouns using suffixes –ness, -er.
Use adjectives with suffixes –ful, -less.
Use suffixes -er and –est to form comparisons of adjectives and adverbs.
Simple, monosyllabic words are spelt correctly.
Inaccuracies in spelling are phonetically plausible.
<b>SENTENCE STRUCTURE</b>
Use <i>when, if, that, because</i> , etc to show subordination.
Use <i>and</i> or <i>but</i> to add extra information.
<b>TEXT STRUCTURE</b>
Use appropriate text structures for different text types.
Plan, draft, write and revise compositions.
<b>PUNCTUATION</b>
Use capital letters, full stops, question marks and exclamation marks.
Use commas in lists.
Use of apostrophes to show possession (the girl's name) and to show omission (I didn't know).
<b>GRAMMAR</b>
Use present & past tense consistently and correctly.
Write with grammatical agreement (matching verbs to nouns/ pronouns).
Use standard forms of verbs, e.g. go/went.
<b>HANDWRITING</b>
Letters are accurately formed & consistently sized.
Correct spacing within and between words.

## Year 2 Essential Spoken Language Skills

These skills would have been introduced while in KS1 so they could be mastered by the end of Year 2.

### **SPEAKING**

Show confidence in talking, particularly where topics interest them.

Show awareness of the needs of the listener by including relevant detail.

### **LISTENING**

Listen carefully and respond with increasing appropriateness to what others say. ?

### **GROUP DISCUSSION**

Be aware that in some situations a more formal vocabulary and tone of voice are used. ?

Develop and explain ideas.

### **DRAMA**

Speak clearly and use a growing vocabulary.

Can use gesture and props.

Create a character. ?

## Year 3 Essential Reading Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 3 have a white background.

DECODING AND WORD RECOGNITION
To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics)
Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.
Read accurately words with common suffixes & more than two syllables.
Aware that certain combinations of letters sound differently in different words, e.g. bread and read.
Use range of strategies to decode unfamiliar words.
Read further 'red' or 'exception' words.
Use knowledge of alphabet to locate information in dictionaries.
COMPREHENSION
Read ahead for fluency and expression.
Recount main themes /events.
Comment on structure of text; both fiction and non-fiction.
Listen to, discuss and express views about a wide range of text types.
Continue to build upon repertoire of poems learnt by heart.
Predict and make inferences on the basis of what has been read. ?
Comment on the way characters relate to one another.
Know which words are essential in a sentence to retain meaning.
Listen to, retell & discuss range of texts.
Ask questions to improve understanding of text.
Infer characters feelings, thoughts and motives from their actions.
Identify themes and conventions in a wide range of books.
Discuss words & phrases which interest.
DEDUCTION
Self-correct when a mistake is made.
Know if a text refers to present or past. ?
Read on to search for meaning of unfamiliar word.
Recognise how words and phrases can signal time.

## EXPRESSION AND INTONATION

Respond to commas, question marks and exclamation marks through variety of expression and intonation.

Read aloud with expression and intonation.

Re-read books to build up fluency and confidence.

Understand how commas in clauses are used to give reading more meaning.

## GRAMMATICAL AWARENESS

Identify speech marks in reading and understand purpose. ?

Recognise plurals and collective nouns.

Recognise pronouns and how they are used.

Identify & discuss how adjectives and verbs bring reading to life.

## RESEARCH SKILLS

Use contents and index pages to find information. ?

Comment on the way non-fiction text is organised.

Use a dictionary to check the meaning of words. ?

## Year 3 Essential Writing Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 3 have a white background.

## WORD STRUCTURE, PHONICS AND SPELLING

Formation of nouns using suffixes –ness, –er.

Use adjectives with suffixes –ful, –less.

Use suffixes –er and –est to form comparisons of adjectives and adverbs.

Simple, monosyllabic words are spelt correctly.

Inaccuracies in spelling are phonetically plausible.

Adding suffixes beginning with vowel letters to words of more than one syllable

- The sound (i) spelt (y) elsewhere than at the end of words.
- (u) Sound spelt (ou)
- More prefixes
- The suffix –ly
- Words with ending sounding like –ze ?

## SENTENCE STRUCTURE

Use *when, if, that, because*, etc to show subordination.

Use *and* or *but* to add extra information.

Express time and cause using conjunctions – *when, so, before, after, while, because*.

Use adverbs – *then, next, soon, therefore*.

Use prepositions – *before, after, during, because of*, etc. ☒

## TEXT STRUCTURE

Use appropriate text structures for different text types.

Plan, draft, write and revise compositions.

Use paragraphs to group related material.

Use headings and subheadings for layout.

Use the perfect form of verb to mark relationships of time and cause.

## PUNCTUATION

Use capital letters, full stops, question marks and exclamation marks.

Use commas in lists.

Use of apostrophes to show possession (the girl's name) and to show omission (I didn't know).

Use inverted commas to punctuate direct speech.

## GRAMMAR

Use present & past tense consistently and correctly.

Write with grammatical agreement (matching verbs to nouns/ pronouns).

Use standard forms of verbs, e.g. go/went.

## HANDWRITING

Letters are accurately formed & consistently sized.

Correct spacing within and between words.

Handwriting is legible and consistent.

Use diagonal and horizontal strokes to join letters.

Leave sufficient spaces between lines.

## Year 3 Essential Spoken Language Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 3 have a white background.

### SPEAKING

Show confidence in talking, particularly where topics interest them.

Show awareness of the needs of the listener by including relevant detail.

Begin to adapt what they say to the needs of the listener. ?

### LISTENING

Listen carefully and respond with increasing appropriateness to what others say. ?

Listen carefully and then make relevant comments in response to what has been said.

### GROUP DISCUSSION

Be aware that in some situations a more formal vocabulary and tone of voice are used. ?

Develop and explain ideas.

Summarise the main issues associated with a talk they have listened to.

Able to take roles with support. ?

Suggest different ideas related to a specific problem.

### DRAMA

Speak clearly and use a growing vocabulary.

Can use gesture and props.

Create a character. ?

Adopt roles and interact with others.

Select props and costumes to add to role.



## Year 4 Essential Reading Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 4 have a white background.

### DECODING AND WORD RECOGNITION

To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics)

Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.

Read accurately words with common suffixes & more than two syllables.

Aware that certain combinations of letters sound differently in different words, e.g. bread and read.

Use range of strategies to decode unfamiliar words.

Read further 'red' or 'exception' words.

Use knowledge of alphabet to locate information in dictionaries.

Apply knowledge of root words, prefixes and suffixes from word structure.

Familiar with words that have a silent letter at the beginning.

### COMPREHENSION

Read ahead for fluency and expression.

Recount main themes /events.

Comment on structure of text; both fiction and non-fiction.

Listen to, discuss and express views about a wide range of text types.

Continue to build upon repertoire of poems learnt by heart.

Predict and make inferences on the basis of what has been read. ☒

Comment on the way characters relate to one another.

Know which words are essential in a sentence to retain meaning.

Listen to, retell & discuss range of texts.

Ask questions to improve understanding of text.

Infer characters feelings, thoughts and motives from their actions.

Identify themes and conventions in a wide range of books.

Discuss words & phrases which interest.

Summarise ideas from different points across a text.

Distinguish between fact and opinion in a text.

Give personal viewpoint on a text.

Show good understanding of the main points of the text and can retell.

## DEDUCTION

Self-correct when a mistake is made.

Know if a text refers to present or past. ☒

Read on to search for meaning of unfamiliar words.

Recognise how words and phrases can signal time.

Make sensible predictions about what is likely to happen in the story☒

## EXPRESSION AND INTONATION

Respond to commas, question marks and exclamation marks through variety of expression and intonation.

Read aloud with expression and intonation.

Re-read books to build up fluency and confidence.

Understand how commas in clauses are used to give reading more meaning.

Confident to read texts aloud and perform them considering intonation, tone, volume, actions and any character voices.

## GRAMMATICAL AWARENESS

Identify speech marks in reading and understand purpose. ☒

Recognise plurals and collective nouns.

Recognise pronouns and how they are used.

Identify & discuss how adjectives and verbs bring reading to life.

Identify how meaning can be altered by changing word order, tenses, adding or deleting words or changing punctuation.

## RESEARCH SKILLS

Use contents and index pages to find information. ☒

Comment on the way non-fiction text is organised.

Use a dictionary to check the meaning of words. ☒

Retrieve and record information from non-fiction texts in a variety of forms (internet, newspaper, reference book, etc).

Skim and scan to locate information.

## Year 4 Essential Writing Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 4 have a white background.

<b>WORD STRUCTURE, PHONICS AND SPELLING</b>
Formation of nouns using suffixes –ness, –er.
Use adjectives with suffixes –ful, –less.
Use suffixes –er and –est to form comparisons of adjectives and adverbs.
Simple, monosyllabic words are spelt correctly.
Inaccuracies in spelling are phonetically plausible.
Adding suffixes beginning with vowel letters to words of more than one syllable
<ul style="list-style-type: none"><li>• The sound (i) spelt (y) elsewhere than at the end of words.</li><li>• (u) Sound spelt (ou)</li><li>• More prefixes (in, un, dis, mis)</li><li>• The suffix – ly</li><li>• Words with ending sounding like – ze ☒</li></ul>
<ul style="list-style-type: none"><li>• The suffixes – ation; – ous</li><li>• Endings which sound like – tion, –sion, –ssion, –cian</li><li>• Words with: (k) sound spelt (ch): (f) sound spelt (ch) – chef chalet: (s) sound spelt (sc)</li><li>• Words ending with the (g) spelt gue or que</li><li>• Words with Words with the (a) sound spelt (ei)</li><li>• Possessive apostrophe with plural word</li><li>• Homophones or near-homophones ☒</li></ul>
<b>SENTENCE STRUCTURE</b>
Use <i>when, if, that, because</i> , etc to show subordination.
Use <i>and</i> or <i>but</i> to add extra information.
Express time and cause using conjunctions – <i>when, so, before, after, while, because</i> .
Use adverbs – <i>then, next, soon, therefore</i> .
Use prepositions – <i>before, after, during, because of</i> , etc. ☒
Choose pronouns and nouns to avoid repetition and cohesion.
Use fronted adverbials. ☒

## TEXT STRUCTURE

Use appropriate text structures for different text types.

Plan, draft, write and revise compositions.

Use paragraphs to group related material.

Use headings and subheadings for layout.

Use the perfect form of verb to mark relationships of time and cause.

Organise paragraphs around a theme.

Choose pronoun and nouns to aid cohesion and avoid repetition.

## PUNCTUATION

Use capital letters, full stops, question marks and exclamation marks.

Use commas in lists.

Use of apostrophes to show possession (the girl's name) and to show omission (I didn't know).

Use inverted commas to punctuate direct speech.

Use comma after fronted adverbials (Later that day, the sun came out).

Use commas after the reporting clause to mark direct speech (The conductor shouted, "Sit down!").

## GRAMMAR

Use present & past tense consistently and correctly.

Write with grammatical agreement (matching verbs to nouns/ pronouns).

Use standard forms of verbs, e.g. go/went.

## HANDWRITING

Letters are accurately formed & consistently sized.

Correct spacing within and between words.

Handwriting is legible and consistent.

Use diagonal and horizontal strokes to join letters.

Leave sufficient spaces between lines.

Handwriting is joined, legible and more consistent.

Understand how and when to join adjacent letters.

## Year 4 Essential Spoken Language Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 4 have a white background.

### **SPEAKING**

Show confidence in talking, particularly where topics interest them.

Show awareness of the needs of the listener by including relevant detail.

Begin to adapt what they say to the needs of the listener. ?

Show awareness of standard English.

Sustain speaking to a range of listeners, telling stories or giving explanations ?

### **LISTENING**

Listen carefully and respond with increasing appropriateness to what others say. ?

Listen carefully and then make relevant comments in response to what has been said.

Sustain listening in different contexts and make notes of key ideas.

Can identify good presentation. ?

### **GROUP DISCUSSION**

Be aware that in some situations a more formal vocabulary and tone of voice are used. ?

Develop and explain ideas.

Summarise the main issues associated with a talk they have listened to.

Able to take roles with support. ?

Suggest different ideas related to a specific problem.

Sustain group work roles including summing up for decisions and using appropriate language.

### **DRAMA**

Speak clearly and use a growing vocabulary.

Can use gesture and props.

Create a character. ?

Adopt roles and interact with others.

Select props and costumes to add to role.

Adopt roles in different contexts.

Develop ideas for performance including props costume and sets. ?

## Year 5 Essential Reading Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 5 have a white background.

<b>DECODING AND WORD RECOGNITION</b>
To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics)
Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.
Read accurately words with common suffixes & more than two syllables.
Aware that certain combinations of letters sound differently in different words, e.g. bread and read.
Use range of strategies to decode unfamiliar words.
Read further 'red' or 'exception' words.
Use knowledge of alphabet to locate information in dictionaries.
Apply knowledge of root words, prefixes and suffixes from word structure.
Familiar with words that have a silent letter at the beginning.
Familiar with all common starting blends and endings, and with common silent letters.
Know some acceptable abbreviations used in books, e.g. anon, etc.
Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning. (Appendix 1)
<b>COMPREHENSION</b>
Read ahead for fluency and expression.
Recount main themes /events.
Comment on structure of text; both fiction and non-fiction.
Listen to, discuss and express views about a wide range of text types.
Continue to build upon repertoire of poems learnt by heart.
Predict and make inferences on the basis of what has been read. ☒
Comment on the way characters relate to one another.
Know which words are essential in a sentence to retain meaning.
Listen to, retell & discuss range of texts.
Ask questions to improve understanding of text.
Infer characters feelings, thoughts and motives from their actions.
Identify themes and conventions in a wide range of books.
Discuss words & phrases which interest.
Summarise ideas from different points across a text.
Distinguish between fact and opinion in a text.

Give personal viewpoint on a text.
Show good understanding of the main points of the text and can retell.
Summarise main points of argument or discussion.
Make up own mind about issues and justify views.
Make comparisons between texts with reasons. ?
<b>DEDUCTION</b>
Self-correct when a mistake is made.
Know if a text refers to present or past. ?
Read on to search for meaning of unfamiliar words.
Recognise how words and phrases can signal time.
Make sensible predictions about what is likely to happen in the story?
Able to skim materials to gain an overview of the text.
Appreciate that people use bias in persuasive writing, including in articles and advertisements.
Appreciate how two people may have a different perspective on the same event.
<b>EXPRESSION AND INTONATION</b>
Respond to commas, question marks and exclamation marks through variety of expression and intonation.
Read aloud with expression and intonation.
Re-read books to build up fluency and confidence.
Understand how commas in clauses are used to give reading more meaning.
Confident to read texts aloud and perform them considering intonation, tone, volume, actions and any character voices.
Vary voice for direct or indirect speech. ?
<b>GRAMMATICAL AWARENESS</b>
Identify speech marks in reading and understand purpose. ?
Recognise plurals and collective nouns.
Recognise pronouns and how they are used.
Identify & discuss how adjectives and verbs bring reading to life.
Identify how meaning can be altered by changing word order, tenses, adding or deleting words or changing punctuation.
Recognise prepositions in text.
Recognise clauses within sentences and identify how they are connected.
<b>RESEARCH SKILLS</b>
Use contents and index pages to find information. ?
Comment on the way non-fiction text is organised.
Use a dictionary to check the meaning of words. ?

Retrieve and record information from non-fiction texts in a variety of forms (internet, newspaper, reference book, etc).
Skim and scan to locate information.
Use more than one source of evidence when carrying out research.
Create a set of key notes to help summarise what has been read. ☒

## Year 5 Essential Writing Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 5 have a white background.

WORD STRUCTURE, PHONICS AND SPELLING
Formation of nouns using suffixes –ness, -er.
Use adjectives with suffixes –ful, -less.
Use suffixes -er and –est to form comparisons of adjectives and adverbs.
Simple, monosyllabic words are spelt correctly.
Inaccuracies in spelling are phonetically plausible.
<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <ul style="list-style-type: none"> <li>• The sound (i) spelt (y) elsewhere than at the end of words.</li> <li>• (u) Sound spelt (ou)</li> <li>• More prefixes (in, un, dis, mis)</li> <li>• The suffix – ly</li> <li>• Words with ending sounding like – ze ☒</li> </ul>
<ul style="list-style-type: none"> <li>• The suffixes – ation; – ous</li> <li>• Endings which sound like – tion, -sion, -ssion, -cian</li> <li>• Words with: (k) sound spelt (ch): (f) sound spelt (ch) – chef chalet: (s) sound spelt (sc)</li> <li>• Words ending with the (g) spelt gue or que</li> <li>• Words with Words with the (a) sound spelt (ei)</li> <li>• Possessive apostrophe with plural word</li> <li>• Homophones or near-homophones ☒</li> </ul>
Spelling, including some regular polysyllabic words, is generally accurate. ☒



## SENTENCE STRUCTURE

Use *when, if, that, because*, etc to show subordination.

Use *and* or *but* to add extra information.

Express time and cause using conjunctions – *when, so, before, after, while, because*.

Use adverbs – *then, next, soon, therefore*.

Use prepositions – *before, after, during, because of*, etc. ☒

Choose pronouns and nouns to avoid repetition and cohesion.

Use fronted adverbials. ☒

Add phrases to make sentences precise.

Add expanded noun phrases to convey complicated information concisely.

Use range of sentence openers consistently.

Adapt sentence construction to different text types, purposes & readers.

Link clauses in sentences, use relative clauses. ☒

## TEXT STRUCTURE

Use appropriate text structures for different text types.

Plan, draft, write and revise compositions.

Use paragraphs to group related material.

Use headings and subheadings for layout.

Use the perfect form of verb to mark relationships of time and cause.

Organise paragraphs around a theme.

Choose pronoun and nouns to aid cohesion and avoid repetition.

Consistently organise writing into paragraphs. ☒

## PUNCTUATION

Use capital letters, full stops, question marks and exclamation marks.

Use commas in lists.

Use of apostrophes to show possession (the girl's name) and to show omission (I didn't know).

Use inverted commas to punctuate direct speech.

Use comma after fronted adverbials (Later that day, the sun came out).

Use commas after the reporting clause to mark direct speech (The conductor shouted, "Sit down!"). ☒

Use direct & reported speech. ☒

## GRAMMAR

Use present & past tense consistently and correctly.

Write with grammatical agreement (matching verbs to nouns/ pronouns).

Use standard forms of verbs, e.g. go/went.
Use pronouns to avoid repetition.
Use basic Standard English, i.e. agreement between verb & noun; consistency of tense; avoid double negative.
<b>HANDWRITING</b>
Letters are accurately formed & consistently sized.
Correct spacing within and between words.
Handwriting is legible and consistent.
Use diagonal and horizontal strokes to join letters.
Leave sufficient spaces between lines.
Handwriting is joined, legible and more consistent.
Understand how and when to join adjacent letters.
Handwriting is fluent, joined and legible.

## Year 5 Essential Spoken Language Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 5 have a white background.

<b>SPEAKING</b>
Show confidence in talking, particularly where topics interest them.
Show awareness of the needs of the listener by including relevant detail.
Begin to adapt what they say to the needs of the listener. ?
Show awareness of standard English.
Sustain speaking to a range of listeners, telling stories or giving explanations ?
Develop ideas in talk for persuasion and storytelling.
Use appropriate spoken language. ?
<b>LISTENING</b>
Listen carefully and respond with increasing appropriateness to what others say. ?
Listen carefully and then make relevant comments in response to what has been said.

Sustain listening in different contexts and make notes of key ideas.

Can identify good presentation. ?

Pick up threads of an argument.

Listen to different speakers and extract meaning.

### GROUP DISCUSSION

Be aware that in some situations a more formal vocabulary and tone of voice are used. ?

Develop and explain ideas.

Summarise the main issues associated with a talk they have listened to.

Able to take roles with support. ?

Suggest different ideas related to a specific problem.

Sustain group work roles including summing up for decisions and using appropriate language.

Manage collaborative tasks and negotiate disagreements.

Put ideas to the vote. ?

### DRAMA

Speak clearly and use a growing vocabulary.

Can use gesture and props.

Create a character. ?

Adopt roles and interact with others.

Select props and costumes to add to role.

Adopt roles in different contexts.

Develop ideas for performance including props costume and sets. ?

Explore behaviours through role and use of language.

Perform scripted plays.

## Year 6 Essential Reading Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 6 have a white background.

<b>DECODING AND WORD RECOGNITION</b>
To be secure in Speed Sounds 1,2 and 3 (Read Write Inc phonics)
Apply phonic knowledge until automatic decoding has become embedded and reading is fluent.
Read accurately words with common suffixes & more than two syllables.
Aware that certain combinations of letters sound differently in different words, e.g. bread and read.
Use range of strategies to decode unfamiliar words.
Read further 'red' or 'exception' words.
Use knowledge of alphabet to locate information in dictionaries.
Apply knowledge of root words, prefixes and suffixes from word structure.
Familiar with words that have a silent letter at the beginning.
Familiar with all common starting blends and endings, and with common silent letters.
Know some acceptable abbreviations used in books, e.g. anon, etc.
Apply knowledge of root words, prefixes and suffixes to read aloud and understand meaning. (Appendix 1)
Familiar with most spelling patterns, including complex ones that they come across in reading. ☒
Cope with different features such as colloquialisms and special vocabulary. ☒
<b>COMPREHENSION</b>
Read ahead for fluency and expression.
Recount main themes /events.
Comment on structure of text; both fiction and non-fiction.
Listen to, discuss and express views about a wide range of text types.
Continue to build upon repertoire of poems learnt by heart.
Predict and make inferences on the basis of what has been read. ☒
Comment on the way characters relate to one another.
Know which words are essential in a sentence to retain meaning.
Listen to, retell & discuss range of texts.
Ask questions to improve understanding of text.
Infer characters feelings, thoughts and motives from their actions.
Identify themes and conventions in a wide range of books.
Discuss words & phrases which interest.

Summarise ideas from different points across a text.
Distinguish between fact and opinion in a text.
Give personal viewpoint on a text.
Show good understanding of the main points of the text and can retell.
Summarise main points of argument or discussion.
Make up own mind about issues and justify views.
Make comparisons between texts with reasons. ?
Recognise how time connectives help to move a story on.
Refer to text to support opinions & predictions.
Give a view about writer's choice of words, structure etc and discuss if they can suggest alternatives. ?
<b>DEDUCTION</b>
Self-correct when a mistake is made.
Know if a text refers to present or past. ?
Read on to search for meaning of unfamiliar words.
Recognise how words and phrases can signal time.
Make sensible predictions about what is likely to happen in the story?
Able to skim materials to gain an overview of the text.
Appreciate that people use bias in persuasive writing, including in articles and advertisements.
Appreciate how two people may have a different perspective on the same event. ?
Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.
<b>EXPRESSION AND INTONATION</b>
Respond to commas, question marks and exclamation marks through variety of expression and intonation.
Read aloud with expression and intonation.
Re-read books to build up fluency and confidence.
Understand how commas in clauses are used to give reading more meaning.
Confident to read texts aloud and perform them considering intonation, tone, volume, actions and any character voices.
Vary voice for direct or indirect speech. ?
Aware that the pace of reading can add to the excitement.
Appreciate how a set of sentences are organised to create maximum effect.
<b>GRAMMATICAL AWARENESS</b>
Identify speech marks in reading and understand purpose. ?
Recognise plurals and collective nouns.
Recognise pronouns and how they are used.

Identify & discuss how adjectives and verbs bring reading to life.
Identify how meaning can be altered by changing word order, tenses, adding or deleting words or changing punctuation.
Recognise prepositions in text.
Recognise clauses within sentences and identify how they are connected.
Recognise and unpicks complex sentences.
Identify connectives with multiple purposes.
Identify active and passive verbs in reading.
<b>RESEARCH SKILLS</b>
Use contents and index pages to find information. ?
Comment on the way non-fiction text is organised.
Use a dictionary to check the meaning of words. ?
Retrieve and record information from non-fiction texts in a variety of forms (internet, newspaper, reference book, etc).
Skim and scan to locate information.
Use more than one source of evidence when carrying out research.
Create a set of key notes to help summarise what has been read. ?
Use skimming, scanning and note-taking to identify the key points in a text.

## Year 6 Essential Writing Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 6 have a white background.

<b>WORD STRUCTURE, PHONICS AND SPELLING</b>
Formation of nouns using suffixes –ness, -er.
Use adjectives with suffixes –ful, -less.
Use suffixes -er and –est to form comparisons of adjectives and adverbs.
Simple, monosyllabic words are spelt correctly.
Inaccuracies in spelling are phonetically plausible.
Adding suffixes beginning with vowel letters to words of more than one syllable <ul style="list-style-type: none"> <li>• The sound (i) spelt (y) elsewhere than at the end of words.</li> <li>• (u) Sound spelt (ou)</li> <li>• More prefixes (in, un, dis, mis)</li> </ul>

- The suffix – ly
- Words with ending sounding like – ze ☒

- The suffixes – ation; – ous
- Endings which sound like – tion, -sion, -ssion, -cian
- Words with: (k) sound spelt (ch): (f) sound spelt (ch) – chef chalet: (s) sound spelt (sc)
- Words ending with the (g) spelt gue or que
- Words with Words with the (a) sound spelt (ei)
- Possessive apostrophe with plural word
- Homophones or near-homophones ☒

Spelling, including some regular polysyllabic words, is generally accurate. ☒

Spelling, including polysyllabic words that conform to regular patterns, is generally accurate.

Unusual spellings and silent letters are taught and explained as appropriate.

### SENTENCE STRUCTURE

Use *when, if, that, because*, etc to show subordination.

Use *and* or *but* to add extra information.

Express time and cause using conjunctions – *when, so, before, after, while, because*.

Use adverbs – *then, next, soon, therefore*.

Use prepositions – *before, after, during, because of*, etc. ☒

Choose pronouns and nouns to avoid repetition and cohesion.

Use fronted adverbials. ☒

Add phrases to make sentences precise.

Add expanded noun phrases to convey complicated information concisely.

Use range of sentence openers consistently.

Adapt sentence construction to different text types, purposes & readers.

Link clauses in sentences, use relative clauses. ☒

Paragraphs coherently organised.

Use paragraphs to signal change in time, scene, action, mood or person.

Précis longer passages

Use passive voice to effect presentation of information. ☒

## TEXT STRUCTURE

Use appropriate text structures for different text types.

Plan, draft, write and revise compositions.

Use paragraphs to group related material.

Use headings and subheadings for layout.

Use the perfect form of verb to mark relationships of time and cause.

Organise paragraphs around a theme.

Choose pronoun and nouns to aid cohesion and avoid repetition.

Consistently organise writing into paragraphs. ?

Identify audience and purpose in writing and select appropriate form.

Use subordinate clauses to write complex sentences.

Sentence and text construction manipulated to add meaning.

Refine sentence construction to express subtle distinctions of meaning, including hypothesis, speculation and supposition.

## PUNCTUATION

Use capital letters, full stops, question marks and exclamation marks.

Use commas in lists.

Use of apostrophes to show possession (the girl's name) and to show omission (I didn't know).

Use inverted commas to punctuate direct speech.

Use comma after fronted adverbials (Later that day, the sun came out).

Use commas after the reporting clause to mark direct speech (The conductor shouted, "Sit down!"). ?

Use direct & reported speech. ?

Use full range of punctuation correctly (colons, semi-colons, dashes and brackets); matched to genre. ?

## GRAMMAR

Use present & past tense consistently and correctly.

Write with grammatical agreement (matching verbs to nouns/ pronouns).

Use standard forms of verbs, e.g. go/went.

Use pronouns to avoid repetition.

Use basic Standard English, i.e. agreement between verb & noun; consistency of tense; avoid double negative.

Use entirely consistent language associated with 1st, 2nd, 3rd person.

Selecting appropriate grammar vocabulary and understand how choices can change and enhance meaning.



## HANDWRITING

Letters are accurately formed & consistently sized.

Correct spacing within and between words.

Handwriting is legible and consistent.

Use diagonal and horizontal strokes to join letters.

Leave sufficient spaces between lines.

Handwriting is joined, legible and more consistent.

Understand how and when to join adjacent letters.

Handwriting is fluent, joined and legible.

Handwriting is joined, clear and fluent and fast.

Start to develop a clear, legible personal style of handwriting.

## Year 6 Essential Spoken Language Skills

The skills introduced in previous years have a grey background. New skills to be mastered by the end of Year 6 have a white background.

## SPEAKING

Show confidence in talking, particularly where topics interest them.

Show awareness of the needs of the listener by including relevant detail.

Begin to adapt what they say to the needs of the listener. ?

Show awareness of standard English.

Sustain speaking to a range of listeners, telling stories or giving explanations ?

Develop ideas in talk for persuasion and storytelling.

Use appropriate spoken language. ?

Develop extended talk for a range of purposes.

Present ideas using appropriate formal and informal language. ?

## LISTENING

Listen carefully and respond with increasing appropriateness to what others say. ?

Listen carefully and then make relevant comments in response to what has been said.

Sustain listening in different contexts and make notes of key ideas.

Can identify good presentation. ?

Listen to different speakers and extract meaning.

Pick up threads of an argument.

Actively listen to others including the media, & distinguish the way speakers use style, meaning & language.

Discern nuances in stories or anecdotes.

## GROUP DISCUSSION

Be aware that in some situations a more formal vocabulary and tone of voice are used. ?

Develop and explain ideas.

Summarise the main issues associated with a talk they have listened to.

Able to take roles with support. ?

Suggest different ideas related to a specific problem.

Sustain group work roles including summing up for decisions and using appropriate language.

Manage collaborative tasks and negotiate disagreements.

Put ideas to the vote. ?

Organise and manage collaborative tasks with minimum supervision.

Groups suggest alternative courses of action, clarify ideas and reach decisions. ?

## DRAMA

Speak clearly and use a growing vocabulary.

Can use gesture and props.

Create a character. ?

Adopt roles and interact with others.

Select props and costumes to add to role.

Adopt roles in different contexts.

Develop ideas for performance including props costume and sets. ?

Explore behaviours through role and use of language.

Perform scripted plays.

Select a variety of ways to enact a role to explore behaviours and interact.

Plan and perform scripts attempting dramatic effects. ?

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