



Subject: English

Aspect	EYFS (3-4years to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Word Reading	Understand the five key concepts about print: <ul style="list-style-type: none"> • 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. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • Spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial 	Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sound for graphemes	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	

	sound, such as money and mother.				
		Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read words consistent with their phonic knowledge by sound-blending.	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.		
		Read a few common exception words matched to the school’s phonic programme.	Read common exception words , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words , noting unusual correspondence between spelling and sound and where these occur in the word.	Read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word.
			Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.		
			Read other words of more than one syllable that contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs	

			Read words with contractions , e.g. I'm, I'll, we'll and understand that the apostrophe represents the missing letter(s).		
				Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.	
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	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.	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 confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading.		

Aspect	EYFS (3-4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Reading: Comprehension (1)	Engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:
			Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
			Being encouraged to link what they read or heard to their own experiences.		
		Anticipate (where appropriate) key events in stories.		Discussing the sequence of events in books and how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes.

					Using dictionaries to check the meaning of words that they have read.
		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.
		Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Recognising and joining in with predictable phrases .	Recognising simple recurring literary language in stories and poems.	
				Discussing their favourite words and phrases.	Discussing words and phrases that capture the reader's interest and imagination.
					Identifying themes and conventions in a wider range of books.
					Recognising some different forms of poetry e.g. free verse, narrative poetry.
			Learning to appreciate rhymes and poems , and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and	Preparing poems and play scripts to read aloud and perform showing understanding

				reciting some, with appropriate intonation to make the meaning clear.	through intonation, tone, volume and action.
			Being introduced to non-fiction books that are structured in different ways.		

Aspect	EYFS (3-4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Reading: Comprehension (2)			Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently , by:
			Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	
			Checking that the text makes sense to them as	Checking that the text makes sense to them as they read and	Checking that the text makes sense to them, discussing their understanding and

			they read and correcting inaccurate reading.	correcting inaccurate reading.	explaining the meaning of the words in context.
			Discussing the significance of the title and events.		
			Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
			Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen from details stated and implied.
				Answering and asking questions .	Asking questions to improve their understanding of the text.
					Identifying main ideas drawn from more than one paragraph and summarising these.
					Identifying how language, structure and presentation contribute to meaning.

					Retrieving and recording information from non-fiction.
			Participating in discussion about what is read to them, taking turns and listening to what others say.	Participating in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participating 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.
			Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	

Aspect	EYFS (3-4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Writing: Handwriting	Use some of their print and letter knowledge in their early writing. For	Form lower-case and capital letters correctly.	Sit correctly at table, holding pencil		

<p>example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Write recognisable letters, most of which are correctly formed.</p>	comfortably and correctly.		
		Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	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.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
		Form capital letters	Write capitals 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.	
		Form digits 0-9	Write digits of the correct size and orientation.	
		Understand which letters belong to which		

			handwriting ' families ' and practice these.		
					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.

Aspect	EYFS (3 -4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Writing: Punctuation and grammar			<u>Sentence structure</u> How words can combine to make sentences . Joining words and joining sentences using 'and'.	Subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and' or 'but'). Expanded noun phrases for description and	Expressing time, place and cause using conjunctions (e.g. 'when', 'so', 'before', 'after', 'while', 'because'), adverbs (e.g. 'then', 'next', 'soon',

				<p>specification e.g. the blue butterfly.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>'therefore'), or prepositions (e.g. 'before', 'after', 'during', 'in', 'because').</p>
			<p><u>Text structure</u></p> <p>Sequencing sentences to form short narratives.</p>	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present tense and past tense to mark actions in progress.</p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.</p>
		Write short sentences with words with known sound-letter correspondences using a	<p><u>Punctuation</u></p> <p>Separation of words with spaces.</p>	<p>Use of capital letters, full stops, question marks and exclamation</p>	<p>Introduction to inverted commas to</p>

		capital letter and full stop.	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun 'I' .	marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling.	punctuate direct speech.
			<u>Terminology</u> Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun, phrase, statement, question, exclamation, command, compound.	Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.

Aspect	EYFS (3-4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	

Writing: Composition				Develop positive attitudes towards, and stamina for, writing by writing: <ul style="list-style-type: none"> - Narratives about personal experiences and those of others (real and fictional) - About real events - Poetry - For different reasons 	
			<u>Plan writing</u> Say out loud what they are going to write about.	<u>Plan writing</u> Plan, or say out loud, what they are going to write about. Write idea and/or key words including new vocabulary.	<u>Plan writing</u> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.
			<u>Drafting and writing</u> Compose a sentence orally before writing.		<u>Drafting and writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing

					the range of sentence structures.
			Sequence sentences to form short narrative.	Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme.
					In narratives , create settings, characters and plot.
					In non-narrative material, use simple organisational devices such as headings and sub-headings.
				<p>Make additions, revisions and corrections:</p> <ul style="list-style-type: none"> - Evaluate their writing with the teacher or others - Re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar and vocabulary to improve consistency.

		Re-read what they have written to check that it makes sense.	Re-read what they have written to check it makes sense.	Proof read to check for errors in spelling, grammar and punctuation.	Proof read for spelling and punctuation errors.
		Write simple phrases and sentences that can be read by others.	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Aspect	EYFS (3-4years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Writing: Spelling (1)	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Spell words by identifying sounds in them and representing</p>	Spell words containing each of the 40+ phonemes already taught.	Spell by segmenting words into phonemes and representing these by graphemes , spelling many correctly.	

	page; writing 'm' for mummy.	the sounds with a letter or letters.			
				Learn new ways of spelling phonemes for which one or more spellings are already known.	
			Common exception words.	Common exception words.	
				Words with contracted forms.	
				Distinguish between homophones and near homophones.	Spell further homophones
			Days of the week		
			Name the letters of the alphabet: <ul style="list-style-type: none"> - Name in order - Use letter names to distinguish between alternative spellings of same sound. 		Use the first two or three letters of a word to check its spelling in a dictionary

			Add prefixes and suffixes <ul style="list-style-type: none"> - -s or -es - un- - -ing, -ed, -er, and -est. 	Add suffixes to spell longer words: -ment, -ness, -ful and -less.	Use further prefixes and suffixes (see below)
		Write simple phrases and sentences that can be read by others.	Write, from memory , simple dictated sentences.	Write, from memory , simple dictated sentences including taught words and punctuation.	Write, from memory , simple dictated sentences including taught words and punctuation.

Aspect	EYFS (3-4 years to ELGs)		KS1 Statutory Curriculum Guidance <i>Non-Statutory Curriculum Guidance</i> Teacher Assessment Framework		Greater Depth
	F1	F2	Y1	Y2	
Writing: Spelling (2)			/f/,/l/,/s/,/z/ and /k/ spelt ff, ll, ss, zz and ck.	The /s/ sound spelt c before e, l and y	Adding suffixes beginning with vowel letters to words of more than one syllable.
			/n/ sound spelt n before k	The /n/ sound spelt kn- and (less often) gn at the beginning of words.	The sound spelt y elsewhere than at the end of words.
			Division of words into syllables.	The sound spelt wr- at the beginning of words.	The sound spelt ou

			-tch	The sound spelt –le at the end of words	More prefixes
			The /v/ sound at the end of words.	The sounds spelt –el at the end of words.	The suffix –ation.
			Adding s and es to words	The sound spelt –al at the end of words.	The suffix –ly
			Adding the endings –ing, -ed, -er to verbs where no change is needed to the root word.	The sound spelt –y at the end of words.	Endings sounding like –sion
			Vowel digraphs and trigraphs; ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are.	Adding –es to nouns and verbs ending letter-y.	
			Words ending in -y	Adding –ed, -ing and –est to root words ending in –y with a consonant before it.	Endings which sound like –ion, -ian, -tion, -ssion, -sion, -cian.
			New consonant spellings ph and wh.	Adding the endings –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it.	Words with the /k/ sound spell ch (Greek).

			Using k for the /k/ sound	Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel.	Words with the /f/sound spelt ch (French)
			Compound words	The sounds spelt o	Words with the /s/ sound spelt sc (Latin)
			Common exception words	The sound spelt -ey	Words with the sound spelt ei, eigh or ey.
				The sound spelt a after w and qu.	
				The sound spelt or after w.	
				The sound spelt ar after w.	
				The sound spelt s.	
			Adding the prefix -un	The suffixes –ment, -ness, -ful, -less and –ly.	The suffix –ous.
				Contractions	

				The possessive apostrophe (singular nouns)	The possessive apostrophe with plural words
				Words ending -tion	
				Homophones and near homophones	Homophones or near homophones
				Common exception words	