| | By the end of EYFS |
|---|---|
| Word Reading | • Say a sound for each letter in the alphabet and at least 10 digraphs<br>• Read words consistent with their phonic knowledge by sound-blending<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words |
| Comprehension | • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary |
| Handwriting | • Write recognisable letters, most of which are correctly formed |
| Spelling | • Spell words by identifying sounds in them and representing the sounds with a letter or letters |
| Composition | • Write simple phrases and sentences that can be read by others |

| | By the end of Year One |
|---|---|
| Word Reading | • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds<br>• Confidently and accurately blend sounds where appropriate, in unfamiliar words and/or texts<br>• Confidently and accurately read the full range of common exception words for Y1 (NC Spelling appendix 1)<br>• Read pseudo (alien) words with accuracy and fluency |
| Comprehension | • Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support<br>• Answer questions about a familiar book that is read to them |
| Handwriting | • Form lower case letters in the correct direction, starting and finishing in the right place. (cursive – kicks and flicks) |
| Spelling | • Write from memory simple dictated sentences, including the words taught so far (hold a sentence) |

| Composition | • Plan writing by saying what they are going to write about<br>• Sequence sentences |
|---|---|
| Grammar | • Use 'and' to join ideas within a sentence<br>• Begin to use adjectives to add detail to sentences |
| Punctuation | • Use a full stop accurately<br>• Use capital letters for the start of a sentence and names of people, places and days of the week |

| | By the end of Year Two |
|---|---|
| Word Reading | • Read most common exception words<br>• In age-appropriate books, the pupil can:<br>    o Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<br>    o Sound out most unfamiliar words accurately, without undue hesitation |
| Comprehension | • In a book that they can already read fluently, the pupil can:<br>    o Check it makes sense to them, correcting any inaccurate reading<br>    o Answer questions and make some inferences |
| Handwriting | • Use spacing between words that reflects the size of the letters |
| Spelling | • Spell many common exception words |
| Composition | • Write simple, coherent narratives about personal experiences and those of others (real or fictional) |
| Grammar | • Use co-ordination (e.g. or / and / but)<br>• Use some subordination (e.g. when / if / that / because) to join clauses |
| Punctuation | • Demarcate most sentences in their writing with capital letters and full stops<br>• Use question marks correctly when required |

| | By the end of Year Three |
|---|---|
| Word Reading | • Read most of the Y3/4 common exception words by sight, noting unusual correspondence between spelling and sound<br>• Read with fluency a range of age-appropriate text types |

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|---|---|
| | • Read at a speed sufficient for them to focus on understanding (at least 90 words per minute) |
| Comprehension | • Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words<br>• Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character's actions<br>• Retrieve and record information confidently from texts |
| Handwriting | • Understand which letters to join and which should be left un-joined |
| Spelling | • Spell many identified commonly misspelt words from the Year 3 and 4 word list |
| Composition | • Compose a variety of simple and compound sentences and understand their impact on the reader<br>• Organise paragraphs around a theme |
| Grammar | • Detail is added by the expansion of noun phrases<br>• Make adventurous word choices to engage my reader |
| Punctuation | • Most sentences are correctly demarcated (capital letters, . , !, ? and " ") |

| | By the end of Year Four |
|---|---|
| Word Reading | • Read all of the Y3/4 common exception words by sight, noting unusual correspondence between spelling and sound<br>• Read with fluency and automaticity a range of age-appropriate text types from those specified for Years 3 and 4<br>• Read almost all common exception words automatically, noting unusual correspondence between spelling and sound |
| Comprehension | • Without prompting, draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words.<br>• Draw comparisons<br>• Identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous<br>• Provide explanations which show their high level of understanding of the text |
| Handwriting | • Write legibly and consistently in every piece of writing |

| Spelling | • Spell most of the Y3/4 common exception words |
|---|---|
| Composition | • Create and develop detailed plot lines which move narrative on<br>• Plan and write pieces using organisational devices which support the genre |
| Grammar | • Use standard English most of the time<br>• Use a subordinate clause to make a complex sentence, which adds additional information |
| Punctuation | • Most sentences are correctly demarcated. (. ! ? capital letter and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause). |