**End of Reception**

| **Oracy** | **Reading** | **Writing** |
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| Speak clearly and confidently, using full sentences where appropriate | Have a love for reading and books | Hold a pencil correctly |
| Understand the nature of turn taking in a conversation | Read all Set 1 and first six Set 2 RWI sounds, and read the red words found in Green RWI books | Form all letters correctly |
| Use specific vocabulary appropriate to the topic | Read a Green RWI book fluently using blending and with good comprehension | Understand where to start writing on a page (and use a line if there is one) |
| Join sentences with ‘if’, ‘so’, ‘but’, ‘because’, etc, to develop their ideas | Make simple predictions | Use Set 1 and first six Set 2 RWI sounds to write three and four letter words |
| Politely disagree with someone’s opinion | Identify rhymes and alliteration | Begin to write short sentences phonetically, leaving a space between each word |
| Aurally blend segmented sounds in order to hear a word (say a word after it has been “Fred Talked.”) |  |  |

**End of Year 2**

| **Oracy** | **Reading** | **Writing** |
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| Speak clearly in full sentences that make sense, are grammatically accurate and that contain an increasing number of tier 2 words. | By end of Autumn term, be able to read a grey level RWI book accurately, fluently and with good comprehension and expression (this includes all “red words.”) | Spell words phonetically using all graphemes, spell common exception words correctly, apply simple spelling rules and apply common prefixes and suffixes consistently. |
| Confidently undertake a purposeful discussion that includes turn taking and appropriate responses to what is said. | To independently choose, read accurately, fluently and with good expression and comprehension and discuss short chapter books.  | Sit at a table, hold a pencil and form all letters and digits accurately (including ascenders and descenders), leave a space between each word and begin to join writing. |
| Ask relevant questions in order to extend understanding and knowledge. | To answer retrieval and simple inference questions about a text. | Articulate grammatically correct sentences and write them down to form short narratives; continuously re-reading to check they make sense.  |
| Listen attentively to what someone else is saying. | Recall and order events in a text. | Write for a range of purposes and in a range of genres. |
| Speak to an audience with increasing confidence and desire to engage the listeners. | Summarise the key points of a text (or sections of a text). | Use an increasing amount of tier 2 vocabulary in own writing and edit own writing to up-level sentences. |
| Listen to stories with engagement and good attention. | Understand an increasing amount of tier 2 vocabulary. | Punctuate own writing accurately using capital letters, full stops, question marks, exclamation marks, apostrophes and commas in lists. |
|  | Make predictions about what they think may happen in a text and give reasonable explanations about why they think certain things did or didn’t happen. |  |

**End of Year 4**

| **Oracy** | **Reading** | **Writing** |
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| Make relevant contributions that follow on from what others have said. | Have a love for reading and books. | Write for a range of purposes |
| Explain their ideas clearly using vocabulary relevant to the topic. | Read a range of book genres  | Begin to use paragraphs |
| Use intonation when storytelling  | To make predictions and inferences  | Write legibly with horizontal and diagonal joins |
| Use formal language when appropriate in some familiar situations.  | Begin to justify their views about what they have read. | Use a range of punctuation correctly |
| Ask and answer questions to extend understanding- how and why? | Summarise main ideas from what they have read.  | Spell correctly many common exception words. |
| Have sustained attention when listening to a story  |  |  |

**End of Year 6**

| **Oracy** | **Reading** | **Writing** |
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| Talk about a subject of interest for one minute, with appropriate intonation | Have a love for reading and books | Understand the purpose of writing is to communicate ideas |
| Adapt tone, pace and volume according to the audience | Read age-appropriate texts fluently, using prediction and inference | Know that writing is a process that includes planning, drafting, editing, proofreading and publishing. |
| Listen and respond appropriately to others | Explain and summarise the key features of a text | Use a range of sentence structures, vocabulary and punctuation to suit the audience. |
| Have sustained attention when listening to a story  | Read a variety of texts, including poetry, non-fiction, graphic novels, picturebooks and novels, plus magazines, comics and websites | Use phonetically correct spelling and accurately spell the KS2 exception words |
|  |  | Write in a fluent and legible style |