

Subject area	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken language	Listening and responding	<ul style="list-style-type: none"> • AOL: CLAOL: PSED Listen to others when one to one or in a small group, and start and continue a conversation with a friend. covered x 6 optional x 4 	<ul style="list-style-type: none"> • AOL: CLAOL: PSED Listen carefully in a range of situations and is aware of the importance of listening. covered x 7 optional x 15 	<ul style="list-style-type: none"> • Listen carefully and respond to others. covered x 4 optional x 4 	<ul style="list-style-type: none"> • Listen and respond to the contributions of others. covered x 3 	<ul style="list-style-type: none"> • Listen and respond to the instructions, contributions or viewpoints of others. covered x 4 optional x 8 	<ul style="list-style-type: none"> • Listen and respond appropriately to the instructions, contributions or viewpoints of others. covered optional 	<ul style="list-style-type: none"> • Listen to and build on the contributions of others in discussions and debates. covered x 5 optional x 4 	<ul style="list-style-type: none"> • Listen to and evaluate a range of different contributions and viewpoints. covered x 3
	Questioning	<ul style="list-style-type: none"> • AOL: CL Understand and ask 'why' questions and a variety of two-part questions and instructions. covered x 2 optional x 5 	<ul style="list-style-type: none"> • AOL: CL During small group or one to one discussions, ask questions to find out more and understand what has been said to them. covered x 17 optional x 24 	<ul style="list-style-type: none"> • Ask and answer questions using who, what, where, why, how and when. covered optional x 4 	<ul style="list-style-type: none"> • Ask and answer relevant questions in different contexts. covered x 2 	<ul style="list-style-type: none"> • Ask for specific additional information with a supplementary question. covered x 2 optional x 2 	<ul style="list-style-type: none"> • Ask a series of questions to speculate, imagine and explore ideas. covered 	<ul style="list-style-type: none"> • Ask and answer questions to solve problems, hypothesise and think critically. covered x 2 	<ul style="list-style-type: none"> • Explore complex questions (*plurium interrogationum*). optional
	Vocabulary	<ul style="list-style-type: none"> • AOL: CL Extend their vocabulary by exploring and using a wide range of new words. covered optional x 10 	<ul style="list-style-type: none"> • AOL: CL Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities. covered x 5 optional x 7 	<ul style="list-style-type: none"> • Use subject-specific vocabulary to explain and describe. covered x 5 optional x 8 	<ul style="list-style-type: none"> • Suggest words or phrases that are appropriate to the topic. covered x 6 	<ul style="list-style-type: none"> • Use interesting adverbial phrases and noun phrases in a discussion or presentation. covered x 4 optional 	<ul style="list-style-type: none"> • Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. covered x 2 	<ul style="list-style-type: none"> • Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. covered x 2 	<ul style="list-style-type: none"> • Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. covered x 3 optional
	Discussion	<ul style="list-style-type: none"> • AOL: CLAOL: Literacy Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment. covered x 5 optional x 19 	<ul style="list-style-type: none"> • AOL: CLAOL: Literacy Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. covered x 26 optional x 19 	<ul style="list-style-type: none"> • Participate in group talk, role play and performances. covered x 10 optional x 6 	<ul style="list-style-type: none"> • Talk confidently in a group or whole class scenario in a range of different contexts. covered optional x 2 	<ul style="list-style-type: none"> • Articulate and justify an idea or opinion. covered x 11 optional x 8 	<ul style="list-style-type: none"> • Challenge opinions and points of view, offering an alternative viewpoint or opinion. covered 	<ul style="list-style-type: none"> • Present opinions, points of view and arguments related to a topic or debate. covered x 3 optional x 3 	<ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others. covered x 3 optional x 3
	Articulating	<ul style="list-style-type: none"> • AOL: CL Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular. covered x 5 optional x 8 	<ul style="list-style-type: none"> • AOL: CL Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. covered x 14 optional x 23 	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. covered x 2 optional x 3 	<ul style="list-style-type: none"> • Speak clearly, pronouncing words correctly and audibly. covered x 3 	<ul style="list-style-type: none"> • Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. covered x 4 optional x 3 	<ul style="list-style-type: none"> • Respond appropriately to others and make some extended contributions in formal and informal discussions. covered 	<ul style="list-style-type: none"> • Give clear, concise descriptions, explanations and narratives in different contexts. covered x 5 optional x 3 	<ul style="list-style-type: none"> • Choose between formal and informal language, depending on the situation. covered x 5 optional x 2
Reading	Word reading – phonic knowledge	<ul style="list-style-type: none"> • AOL: Literacy Identify and suggest rhymes and join in with rhyming games. covered x 4 optional x 4 	<ul style="list-style-type: none"> • AOL: Literacy Blend sounds to read words. optional 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words. covered x 3 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent). covered 				
	Comprehension – genre and conventions	<ul style="list-style-type: none"> • AOL: Literacy Join in with repeated refrains and phrases when being read to. covered x 2 optional x 2 	<ul style="list-style-type: none"> • AOL: Literacy Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. covered x 6 optional x 2 	<ul style="list-style-type: none"> • Recognise and say aloud predictable phrases from familiar genres of writing. optional 	<ul style="list-style-type: none"> • Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems. covered x 2 	<ul style="list-style-type: none"> • Identify some themes and conventions in a range of books, texts and poetry. covered x 2 optional x 2 	<ul style="list-style-type: none"> • Identify the main themes and conventions in a range of text types. covered 	<ul style="list-style-type: none"> • Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types. covered optional 	<ul style="list-style-type: none"> • Analyse and compare the themes and conventions within and across a wide range of writing. covered optional
	Comprehension – reading widely							<ul style="list-style-type: none"> • Become familiar with a wide range of books, including those from other cultures and traditions. covered 	<ul style="list-style-type: none"> • Compare a wide range of books and identify fiction from our literary heritage. covered
	Comprehension – structure and purpose				<ul style="list-style-type: none"> • Notice that non-fiction books are structured in different ways. covered 	<ul style="list-style-type: none"> • Read books for a range of purposes that are structured in different ways and describe their structure. optional x 2 	<ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured. covered 	<ul style="list-style-type: none"> • Read books that are structured in different ways and read for an increasing range of purposes. covered 	<ul style="list-style-type: none"> • Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes. covered
	Comprehension – questioning and explaining	<ul style="list-style-type: none"> • AOL: Literacy Begin to use recently introduced vocabulary to talk about the main characters in stories. optional x 2 	<ul style="list-style-type: none"> • AOL: Literacy Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. covered x 8 optional x 4 	<ul style="list-style-type: none"> • Give a simple explanation about the information, characters and events in books or texts that have been read to them. covered optional 	<ul style="list-style-type: none"> • Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned. covered x 2 	<ul style="list-style-type: none"> • Ask simple questions to improve their understanding of a text. covered 	<ul style="list-style-type: none"> • Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves. covered 	<ul style="list-style-type: none"> • Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views. optional 	<ul style="list-style-type: none"> • Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views. optional x 2

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Comprehension – predicting		<ul style="list-style-type: none"> ● AOL: Literacy Suggest how a story might end. covered 	<ul style="list-style-type: none"> ● AOL: Literacy Suggest what might happen at different points in a story. covered 	<ul style="list-style-type: none"> ● Predict what might happen from what has been read so far. covered 	<ul style="list-style-type: none"> ● Make plausible predictions about what might happen from what has been read so far. covered 	<ul style="list-style-type: none"> ● Make increasingly plausible predictions based on details stated in the text and their wider knowledge. covered 	<ul style="list-style-type: none"> ● Predict what might happen from details stated in the text, giving some examples. covered 	<ul style="list-style-type: none"> ● Give evidence from more challenging texts to support their predictions, relying mainly on stated details. covered 	<ul style="list-style-type: none"> ● Predict what might happen from details stated and implied. optional
Comprehension – inference		<ul style="list-style-type: none"> ● AOL: Literacy Talk about the pictures in story books. covered x 2 optional x 5 	<ul style="list-style-type: none"> ● AOL: Literacy Talk about the pictures in story books and use them to discuss how characters might be feeling. covered x 6 optional x 8 	<ul style="list-style-type: none"> ● Make simple inferences from what is being said and done in a text. covered 	<ul style="list-style-type: none"> ● Make inferences from what is being said and done. covered 	<ul style="list-style-type: none"> ● Draw inferences supported with some evidence from the text. covered 	<ul style="list-style-type: none"> ● Draw inferences supported with evidence from the text. covered 	<ul style="list-style-type: none"> ● Make inferences supported with specific evidence and distinguish between statements of fact and opinion. covered 	<ul style="list-style-type: none"> ● Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. covered x 2
Comprehension – writer's craft		<ul style="list-style-type: none"> ● AOL: Literacy Handle books and identify the title and how a book should be read. covered optional x 13 	<ul style="list-style-type: none"> ● AOL: Literacy Be aware of how the title and blurb give information about a book. optional 	<ul style="list-style-type: none"> ● Discuss the importance of the title, information and events in a short text. optional 	<ul style="list-style-type: none"> ● Discuss their favourite words and phrases in a text, giving simple reasons for their choices. covered x 3 	<ul style="list-style-type: none"> ● Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. covered x 5 optional 	<ul style="list-style-type: none"> ● Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. covered x 2 	<ul style="list-style-type: none"> ● Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect. covered x 5 optional 	<ul style="list-style-type: none"> ● Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. covered x 5
Comprehension – retrieval		<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Begin to talk about the main events and principle characters in stories, using props and materials for role play. covered optional x 2 	<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Talk about the characters, events and settings in stories they have listened to, using props and materials for role play. covered x 3 optional x 4 	<ul style="list-style-type: none"> ● Identify and understand what is happening within a short piece of text. covered 	<ul style="list-style-type: none"> ● Identify the main facts or events in simple texts. covered x 4 	<ul style="list-style-type: none"> ● Identify key details in a text in response to a retrieval question or research task. covered x 2 	<ul style="list-style-type: none"> ● Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. covered x 2 	<ul style="list-style-type: none"> ● Retrieve, record and present a range of information from fiction and non-fiction texts. covered x 3 	<ul style="list-style-type: none"> ● Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. covered x 5 optional
Comprehension – understanding		<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Demonstrate awareness of what has been read to them and by retelling stories in their play using props. covered x 4 optional x 3 	<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Talk about stories that have been read to them and retell them through role play and small world play. covered x 2 optional x 8 	<ul style="list-style-type: none"> ● Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know. covered 	<ul style="list-style-type: none"> ● Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary. covered 	<ul style="list-style-type: none"> ● Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary. covered x 2 	<ul style="list-style-type: none"> ● Check that texts make sense to them, confidently explaining their understanding and word meanings. covered 	<ul style="list-style-type: none"> ● Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings. covered 	<ul style="list-style-type: none"> ● Check that longer, more complicated texts make sense to them, presenting their understanding in different ways. covered
Comprehension – word meaning		<ul style="list-style-type: none"> ● AOL: CLAOL: Literacy Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. covered x 4 optional x 5 	<ul style="list-style-type: none"> ● AOL: CLAOL: Literacy Show an understanding of the meanings of new words by using them in discussion and role play situations. covered x 5 optional x 6 	<ul style="list-style-type: none"> ● Discuss the meanings of new words in their reading, drawing on known meanings. covered x 2 	<ul style="list-style-type: none"> ● Discuss and check the meanings of words, linking them to known and given vocabulary. covered x 2 	<ul style="list-style-type: none"> ● Explain the meaning of words based on the context, using a dictionary where appropriate. covered 	<ul style="list-style-type: none"> ● Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. covered 	<ul style="list-style-type: none"> ● Explore the meaning of words, including figurative language. covered x 4 optional 	<ul style="list-style-type: none"> ● Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. covered x 6
Comprehension – retelling and performing		<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Begin to remember and repeat key phrases and refrains from well-known stories and narratives. optional 	<ul style="list-style-type: none"> ● AOL: LiteracyAOL: Exp A&D Retell stories and narratives through role play and small world play, using some key vocabulary. covered x 3 optional x 5 	<ul style="list-style-type: none"> ● Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories. covered x 5 optional 	<ul style="list-style-type: none"> ● Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear. covered 	<ul style="list-style-type: none"> ● Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. optional 	<ul style="list-style-type: none"> ● Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action. covered x 3 	<ul style="list-style-type: none"> ● Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear. covered x 2 	<ul style="list-style-type: none"> ● Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience. covered
Word reading – grapheme-phoneme correspondence		<ul style="list-style-type: none"> ● AOL: Literacy Recognise words that start with the same initial sound. covered x 4 optional x 3 	<ul style="list-style-type: none"> ● AOL: Literacy Recognise and say sounds represented by graphemes. covered x 3 optional x 7 	<ul style="list-style-type: none"> ● Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable. Assign 					
Comprehension – sequencing and summarising		<ul style="list-style-type: none"> ● AOL: Literacy Engage in extended conversations about stories and, with support, make links to other familiar stories. covered x 3 optional x 5 	<ul style="list-style-type: none"> ● AOL: Literacy Talk about stories and make connections with events in their own lives or other familiar stories. covered x 9 optional x 7 	<ul style="list-style-type: none"> ● Link what they read or hear to their own experiences and understanding of a topic or events. covered x 7 optional 	<ul style="list-style-type: none"> ● Identify the sequence of events in a simple text, saying what happens next and why it happens. covered x 3 	<ul style="list-style-type: none"> ● Identify the main point of each paragraph in a short text. covered 	<ul style="list-style-type: none"> ● Identify and summarise the main ideas drawn from more than one paragraph in longer texts. covered 	<ul style="list-style-type: none"> ● Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. covered x 3 	<ul style="list-style-type: none"> ● Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas. optional
Comprehension – pleasure and motivation to read		<ul style="list-style-type: none"> ● AOL: CL Listen to longer stories and demonstrate that they can remember much of 	<ul style="list-style-type: none"> ● AOL: CL Listen to and talk about selected non-fiction books to develop a deep familiarity with new 	<ul style="list-style-type: none"> ● Listen to, enjoy and talk about poems, stories and 	<ul style="list-style-type: none"> ● Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing 	<ul style="list-style-type: none"> ● Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference 	<ul style="list-style-type: none"> ● Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books 	<ul style="list-style-type: none"> ● Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with 	<ul style="list-style-type: none"> ● Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books

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		what happens. covered optional	knowledge and vocabulary. covered x 8 optional x 11	non-fiction texts. covered x 2 optional x 3	motivation. covered x 2	books, making enthusiastic and positive contributions in turn that show their understanding. covered x 2 optional	and textbooks, making increasingly effective contributions in turn that show their understanding. covered	enthusiasm and understanding, in a range of contexts. covered x 2	or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively. covered
	Word reading – fluency	<ul style="list-style-type: none"> • AOL: Literacy Have favourite stories that they enjoy listening to. optional 	<ul style="list-style-type: none"> • AOL: Literacy Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment. covered x 2 optional x 2 	<ul style="list-style-type: none"> • Reread books to improve their fluency and word reading. covered 	<ul style="list-style-type: none"> • Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence. covered 				
	Word reading – reading aloud	<ul style="list-style-type: none"> • AOL: Literacy Listen to stories and rhymes in a small group. optional x 4 	<ul style="list-style-type: none"> • AOL: Literacy Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. covered x 12 optional x 3 	<ul style="list-style-type: none"> • Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies. covered 	<ul style="list-style-type: none"> • Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. covered 				
	Word reading – contractions			<ul style="list-style-type: none"> • Read words with contractions. covered 					
	Word reading – words containing GPCs	<ul style="list-style-type: none"> • AOL: Literacy Join in with oral blending activities. optional 	<ul style="list-style-type: none"> • AOL: Literacy Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. covered x 5 optional x 6 	<ul style="list-style-type: none"> • Read words of one or more syllables that contain taught GPCs. covered 	<ul style="list-style-type: none"> • Accurately read words of two or more syllables that contain known graphemes. covered 				
	Word reading – prefixes, suffixes, morphology and etymology	<ul style="list-style-type: none"> • AOL: Literacy Join in with rhyme, rhythm and alliteration activities. optional x 9 	<ul style="list-style-type: none"> • AOL: Literacy Use phonic knowledge to blend sounds into words. covered x 2 optional x 3 	<ul style="list-style-type: none"> • Read words containing taught GPCs and word endings. covered 	<ul style="list-style-type: none"> • Read words containing common suffixes. covered 	<ul style="list-style-type: none"> • Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud. covered 	<ul style="list-style-type: none"> • Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words. covered 	<ul style="list-style-type: none"> • Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words. covered optional 	<ul style="list-style-type: none"> • Analyse the etymology and morphology of words to read aloud and understand the meaning of new words. covered optional
	Word reading – common exception words	<ul style="list-style-type: none"> • AOL: Literacy Recognise familiar words and signs, such as their own name and advertising signs. covered optional x 3 	<ul style="list-style-type: none"> • AOL: Literacy Read some common exception words. covered 	<ul style="list-style-type: none"> • Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word. covered 	<ul style="list-style-type: none"> • Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word. covered 	<ul style="list-style-type: none"> • Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary. covered 	<ul style="list-style-type: none"> • Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary. covered 		
	Word reading – blending	<ul style="list-style-type: none"> • AOL: Literacy Count or clap syllables in a word. covered x 4 	<ul style="list-style-type: none"> • AOL: Literacy Use phonic knowledge to decode monosyllabic real and nonsense words. covered 	<ul style="list-style-type: none"> • Read accurately by blending sounds in unfamiliar words containing taught GPCs. covered 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes. covered 				
	Comprehension – recommending							<ul style="list-style-type: none"> • Recommend books that they have read to their peers, giving reasons for their choices. covered 	<ul style="list-style-type: none"> • Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices. optional
Writing	Transcription – spelling – spelling rules and strategies	<ul style="list-style-type: none"> • AOL: Literacy Hear and say the initial sound in words and begin to orally segment the sounds in simple words. covered 	<ul style="list-style-type: none"> • AOL: Literacy Spell words by identifying the sounds and then writing the sounds with letters. covered x 9 optional x 10 	<ul style="list-style-type: none"> • Spell words containing taught phonemes. covered 	<ul style="list-style-type: none"> • Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules. covered 				

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Composition – performing and presenting		<ul style="list-style-type: none"> • AOL: Literacy Share their mark making with others. covered 	<ul style="list-style-type: none"> • AOL: Literacy Share their writing with others, reading it aloud where appropriate. covered x 2 optional 	<ul style="list-style-type: none"> • Read their writing aloud, clearly enough to be heard by other children and the teacher. covered x 3 optional x 2 	<ul style="list-style-type: none"> • Read their writing aloud clearly, audibly and with appropriate intonation. covered x 3 	<ul style="list-style-type: none"> • Read aloud their own writing with appropriate intonation and volume so that the meaning is clear. covered x 4 	<ul style="list-style-type: none"> • Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear. covered x 3 	<ul style="list-style-type: none"> • Perform their own compositions with appropriate intonation and volume, and some consideration of movement. covered x 5 	<ul style="list-style-type: none"> • Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. covered x 4
Transcription – spelling – dictionaries and thesauri						<ul style="list-style-type: none"> • Begin to use the first two or three letters of a word to check its spelling in a dictionary. optional 	<ul style="list-style-type: none"> • Independently use the first two or three letters of a word to check its spelling in a dictionary. covered 	<ul style="list-style-type: none"> • Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary. covered x 2 	<ul style="list-style-type: none"> • Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms. covered x 3
Vocabulary, grammar and punctuation – formality					<ul style="list-style-type: none"> • Use some conventions of written standard English. covered 		<ul style="list-style-type: none"> • Use standard English verb forms in their writing. covered 		<ul style="list-style-type: none"> • Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing. covered x 2
Vocabulary, grammar and punctuation – verbs and tenses					<ul style="list-style-type: none"> • Use the present and past tense correctly and consistently, including the progressive form. covered x 4 	<ul style="list-style-type: none"> • Begin to use the present perfect form of verbs. covered 	<ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense. covered 	<ul style="list-style-type: none"> • Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs. covered x 3 	<ul style="list-style-type: none"> • Choose the appropriate verb form for different contexts, including passive verbs. covered
Vocabulary, grammar and punctuation – vocabulary					<ul style="list-style-type: none"> • Use simple expanded noun phrases with an adjective that describes the noun. covered x 3 	<ul style="list-style-type: none"> • Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. covered x 2 	<ul style="list-style-type: none"> • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. covered x 5 	<ul style="list-style-type: none"> • Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. covered x 2 	<ul style="list-style-type: none"> • Use and identify expanded noun phrases that convey complicated information concisely. covered x 4
Handwriting – joining and legibility				<ul style="list-style-type: none"> • Start using some diagonal and horizontal strokes to join letters. covered 	<ul style="list-style-type: none"> • Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters. covered x 2 optional x 2 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting. covered 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. covered optional 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate. covered x 2 	
Transcription – spelling – homophones				<ul style="list-style-type: none"> • Distinguish between homophones and near-homophones. covered 	<ul style="list-style-type: none"> • Recognise and spell an increasing range of homophones. covered 	<ul style="list-style-type: none"> • Spell further homophones with increasing accuracy. covered 	<ul style="list-style-type: none"> • Recognise age-appropriate homophones and other words that are often confused. covered 	<ul style="list-style-type: none"> • Distinguish confidently between homophones and other words that are often confused. Assign 	
Transcription – spelling – using apostrophes				<ul style="list-style-type: none"> • Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe. Assign 	<ul style="list-style-type: none"> • Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession. covered 	<ul style="list-style-type: none"> • Use the possessive apostrophe correctly to show singular and plural possession. Assign 			
Vocabulary, grammar and punctuation – punctuation			<ul style="list-style-type: none"> • AOL: Literacy Be aware of the different punctuation marks in books. covered 	<ul style="list-style-type: none"> • Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). covered x 7 optional x 2 	<ul style="list-style-type: none"> • Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). covered x 7 	<ul style="list-style-type: none"> • Use taught punctuation and new punctuation (inverted commas). covered x 6 	<ul style="list-style-type: none"> • Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). covered x 4 	<ul style="list-style-type: none"> • Use taught punctuation and the new uses of punctuation (commas, brackets, dashes, comma). covered x 7 	<ul style="list-style-type: none"> • Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). covered x 5
Vocabulary, grammar and punctuation – sentences		<ul style="list-style-type: none"> • AOL: CL Begin to understand that writing is a representation of speech. covered 	<ul style="list-style-type: none"> • AOL: CL Break the flow of speech into words. optional x 2 	<ul style="list-style-type: none"> • Leave spaces between words and join words and clauses using 'and'. covered x 3 	<ul style="list-style-type: none"> • Use coordination and subordination to extend their sentences. covered x 2 	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions, adverbs and prepositions. covered x 3 optional x 2 	<ul style="list-style-type: none"> • Use fronted adverbials, pronouns and conjunctions to vary their sentence structure. covered x 4 	<ul style="list-style-type: none"> • Use relative clauses to give more information about the noun. covered x 3 	
Vocabulary, grammar and punctuation – grammar rules, concepts and terminology		<ul style="list-style-type: none"> • AOL: CL Communicate their ideas and thoughts with others. optional 	<ul style="list-style-type: none"> • AOL: CL Talk in full sentences and connect ideas and actions making use of simple conjunctions. covered 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. covered 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. covered x 2 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. covered x 3 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. Assign 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. Assign 	<ul style="list-style-type: none"> • Apply the grammar rules and concepts, and use suitable grammatical terminology. covered
Composition – evaluating and editing		<ul style="list-style-type: none"> • AOL: Literacy Talk about their drawing and mark making with the teacher. covered 	<ul style="list-style-type: none"> • AOL: Literacy Talk about their writing with the teacher. covered 	<ul style="list-style-type: none"> • Discuss their writing with the teacher or other pupils. covered optional 	<ul style="list-style-type: none"> • Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. covered x 3 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance

Subject area	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
						the genre. covered x 9 optional x 7	consistency. covered x 3	punctuation. covered x 7 optional	effects and clarify meaning. covered x 10	
	Transcription – spelling – common exception words and frequently misspelt words	<ul style="list-style-type: none"> • AOL: Literacy Use mark making to represent familiar people and events and write some or all of their name. covered 	<ul style="list-style-type: none"> • AOL: Literacy Begin to spell some simple common exception words, such as the, to, no, go and I. covered x 2 	<ul style="list-style-type: none"> • Spell age-appropriate common exception words and days of the week. covered 	<ul style="list-style-type: none"> • Spell age-appropriate common exception words with increasing confidence and accuracy. covered 	<ul style="list-style-type: none"> • Develop an increasing range of strategies to spell words that are often misspelt. covered 	<ul style="list-style-type: none"> • Spell words that are often misspelt with increasing accuracy. covered 	<ul style="list-style-type: none"> • Recognise words with 'silent' letters, such as knight and solemn. covered 	<ul style="list-style-type: none"> • Spell some words with 'silent' letters. covered 	
	Composition – proofreading	<ul style="list-style-type: none"> • AOL: Literacy Begin to talk about what their mark making represents. covered 	<ul style="list-style-type: none"> • AOL: Literacy Begin to read back what they have written to check it makes sense. covered 	<ul style="list-style-type: none"> • Reread their writing to check that it makes sense. covered x 4 optional x 3 	<ul style="list-style-type: none"> • Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time. covered x 6 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. covered x 5 optional x 2 	<ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. covered x 3 	<ul style="list-style-type: none"> • Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. covered x 3 optional 	<ul style="list-style-type: none"> • Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. covered x 6 optional x 4 	
	Composition – narrative	<ul style="list-style-type: none"> • AOL: Literacy Begin to use letters and shapes to communicate meaning. covered 	<ul style="list-style-type: none"> • AOL: Literacy Put words in order to make a simple phrase or sentence. covered optional x 4 	<ul style="list-style-type: none"> • Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text. covered x 6 optional 	<ul style="list-style-type: none"> • Write longer sequences of sentences about their own experiences and those of fictional characters. covered 	<ul style="list-style-type: none"> • Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. covered x 3 	<ul style="list-style-type: none"> • Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. covered 	<ul style="list-style-type: none"> • Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. covered x 4 	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. covered x 2 optional 	
	Composition – sentences	<ul style="list-style-type: none"> • AOL: Literacy Talk about their pictures and mark making as they create. optional 	<ul style="list-style-type: none"> • AOL: Literacy Say words, captions and sentences out loud before writing. covered optional x 4 	<ul style="list-style-type: none"> • Orally rehearse and write short sentences. covered optional x 4 	<ul style="list-style-type: none"> • Explain, one sentence at a time, what they want to write. covered x 2 	<ul style="list-style-type: none"> • Orally compose and write sentences using an increasing range of vocabulary and sentence structures. covered x 5 optional 	<ul style="list-style-type: none"> • Make some choices about vocabulary and sentence structure. covered x 3 	<ul style="list-style-type: none"> • Select increasingly appropriate vocabulary and sentence structures for the genre of writing. covered x 7 optional x 5 	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary to change and enhance meaning. covered x 7 optional x 2 	
	Composition – planning	<ul style="list-style-type: none"> • AOL: Literacy Give meaning to the marks they are making as they are drawing, writing or painting. optional 	<ul style="list-style-type: none"> • AOL: Literacy Use talk to support the writing process. covered x 2 optional x 4 	<ul style="list-style-type: none"> • Say out loud what they are going to write about, making simple pictorial or written records where appropriate. covered x 5 optional x 2 	<ul style="list-style-type: none"> • Write down or say what they want to write about before beginning, including ideas and new vocabulary. covered x 7 	<ul style="list-style-type: none"> • Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. covered x 14 optional 	<ul style="list-style-type: none"> • Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. covered x 3 	<ul style="list-style-type: none"> • Choose the most appropriate planning format and note initial ideas effectively. covered x 6 optional x 3 	<ul style="list-style-type: none"> • Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. covered x 14 optional 	
	Composition – audience and purpose	<ul style="list-style-type: none"> • AOL: Literacy Use mark making to support their play. optional x 4 	<ul style="list-style-type: none"> • AOL: Literacy Use writing to support their play. covered x 5 optional x 5 	<ul style="list-style-type: none"> • Write for a range of purposes. covered x 14 optional x 6 	<ul style="list-style-type: none"> • Write for a range of purposes with increasing stamina and positivity. covered x 6 	<ul style="list-style-type: none"> • Use simple organisational devices in non-narrative writing. covered x 8 optional x 6 	<ul style="list-style-type: none"> • Use a range of organisational devices effectively to structure non-narrative writing. covered x 4 	<ul style="list-style-type: none"> • Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. covered x 3 optional 	<ul style="list-style-type: none"> • Use a range of organisational devices effectively, adapting their text to suit the audience and purpose. covered x 5 optional x 6 	
	Composition – drafting paragraphs	<ul style="list-style-type: none"> • AOL: Literacy Begin to use mark making to communicate thoughts. optional 	<ul style="list-style-type: none"> • AOL: Literacy Use writing to communicate thoughts, ideas, experiences and events. covered x 16 optional x 22 	<ul style="list-style-type: none"> • Write a sentence or sequence of sentences for a given purpose. covered x 17 optional x 5 	<ul style="list-style-type: none"> • Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre. covered x 2 	<ul style="list-style-type: none"> • Begin to group related ideas into paragraphs. covered x 9 	<ul style="list-style-type: none"> • Organise sentences with the same theme in paragraphs. covered x 4 	<ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within paragraphs. covered x 7 	<ul style="list-style-type: none"> • Link ideas within and across paragraphs using a wider range of cohesive devices. covered x 5 optional x 2 	
	Handwriting – letter formation	<ul style="list-style-type: none"> • AOL: PDAOL: Literacy Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately. covered x 4 optional x 3 	<ul style="list-style-type: none"> • AOL: PDAOL: Literacy Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly. covered x 13 optional x 5 	<ul style="list-style-type: none"> • Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly. covered x 6 optional 	<ul style="list-style-type: none"> • Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters. Assign 					
	Transcription – spelling – dictations	<ul style="list-style-type: none"> • AOL: Literacy Give meaning to the marks they make as they draw, write or paint and share this with others. covered 	<ul style="list-style-type: none"> • AOL: Literacy Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. covered x 4 optional x 6 	<ul style="list-style-type: none"> • Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words. covered 	<ul style="list-style-type: none"> • Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation. covered 	<ul style="list-style-type: none"> • Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3. covered 	<ul style="list-style-type: none"> • Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4. covered 			

Subject area	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Transcription – spelling – prefixes, suffixes, morphology and etymology	<ul style="list-style-type: none"> • AOL: Literacy Join in with oral segmenting activities. covered 	<ul style="list-style-type: none"> • AOL: Literacy Use phonic knowledge to spell words. covered optional x 2 	<ul style="list-style-type: none"> • Add the prefix un– and the suffixes –ing, –ed, –er, –est, –s or –es where no change is needed in the spelling of root words. covered 	<ul style="list-style-type: none"> • Add suffixes to spell longer words, including the suffixes –ment, –ness, –ful, –less and –ly. covered 	<ul style="list-style-type: none"> • Add prefixes and suffixes with increasing confidence. covered 	<ul style="list-style-type: none"> • Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules. covered 	<ul style="list-style-type: none"> • Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words. covered 	<ul style="list-style-type: none"> • Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate. covered
	Transcription – spelling – alphabet	<ul style="list-style-type: none"> • AOL: Literacy Use some of their print and letter knowledge in their early writing. covered 	<ul style="list-style-type: none"> • AOL: Literacy Begin to link the letters of the alphabet with the corresponding phoneme. covered 	<ul style="list-style-type: none"> • Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. Assign 					
	Composition – précising							<ul style="list-style-type: none"> • Write key information drawn from more than one paragraph, including some details that support the main idea of the text. covered x 3 	<ul style="list-style-type: none"> • Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs. covered