



Dishforth CE Primary School – English Skills and Knowledge Ladder

Spoken Language	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story Developing their communication but may struggle with using tenses accurately Beginning to use sentences with four to six words Beginning to start a conversation with an adult or friend and continuing it in turns 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s) Participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Rhymes Turn taking	Own ideas Vocabulary Stories Non-fiction Rhymes Poems Feeling words Past Present Future	Questions Ask Understanding Knowledge	Vocabulary Articulate Justify Answers Argument Opinions	Descriptions Explanation Narrative Purpose Feelings Collaborative Conversation Structured	Audibly Fluently Speculating Hypothesising Imagining ideas Exploring ideas	Gain interest Maintain interest Monitor interest Discussions Presentations Performance Role Play Improvisations debate	Evaluation Consider Viewpoints Registers	

Phonic and Spelling	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Joining in with rhymes and stories Identifying rhymes Joining in with the rhythm of well-known rhymes and song Recognising own name 	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with the letter or letters Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Rhymes Name	Letter sounds Alphabet Fred Talk – Blending Sentences Read RWI – Phonics	Letter sounds Alphabet Fred Talk – Blending Sentences Read RWI – Phonics Special Friends Days of the week	Fred Talk – Segmenting Homophones	Homophones	Homophones	Morphology Etymology	“Silent” letters Homophones Morphology Etymology	



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Reading – Word Reading	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> We read English text from left to right and from top to bottom Recognise words with the same initial sound, such as money and mother Count or clap syllables in a word 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting 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 words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 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 Re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> 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 Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 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 fluency and confidence in word reading. 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud* To apply their growing knowledge of root words and suffixes/word endings, including - ation, -ly, -ous, -ture, -sure, -sion, - tion, -ssion and - cian, to begin to read aloud To begin to read Y3/Y4 exception words* Fluency - at this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud* To apply their growing knowledge of root words and suffixes/word endings, including - ation, -ly, -ous, -ture, -sure, -sion, - tion, -ssion and - cian, to begin to read aloud* To begin to read Y3/Y4 exception words* Fluency - at this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, - tial, -ant/-ance/- ancy, -ent/-ence/- ency, -able/-ably and -ible/ibly, to read aloud fluently* To begin to read Y5/Y6 exception words* discussing the unusual correspondences between spelling and sound and where these occur in the word Fluency - at this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues To begin to read Y5/Y6 exception words* discussing the unusual correspondences between spelling and sound and where these occur in the word Fluency - at this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Top Start	Alphabet Special Friends – digraphs Fred talk – blending Sentences	Fred talk – segmenting Fred talk – decoding Contractions Apostrophe Fluency Confidence	RWI – phonics Fred talk – decoding Fluency Suffixes	Fred talk – decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency



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Reading – Comprehension

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> 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 they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them To discuss word meaning and link new meanings to those already known To begin to make simple inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far To talk about characters feelings To recite simple poems by heart To recognise that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> 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 they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To use appropriate terminology when discussing texts (plot, character, setting) To identify main ideas drawn from one paragraph and summarise these To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To discuss authors' choice of words and phrases for effect To talk about what words mean and learn new vocabulary in order to understand what has been read To discuss and clarify the meaning of words, linking new meanings to known vocabulary To check meanings of words using teacher prepared definitions To explain the meanings of words used in a familiar context To discuss how adjectives, nouns and verbs have been used to build a picture for the reader To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives To justify predictions using evidence from the text. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud <ul style="list-style-type: none"> To begin to use appropriate intonation and volume when reading aloud To retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To discuss and compare texts from a wide variety of genres and writers To read for a range of purposes To identify themes and conventions in a wide range of books To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) To identify how language, structure and presentation contribute to meaning To identify main ideas drawn from more than one paragraph and summarise these Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Discuss vocabulary used to capture readers' interest and imagination To check the meanings of words using teacher prepared definitions To explain the meanings of words and know how to use in the correct context To write own definitions for words To use dictionaries to check the meaning of words read To discuss how words and phrases have been used to build a picture for the reader To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text To justify predictions from details stated and implied. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings thoughts and motives to improve understanding of the text 	<ul style="list-style-type: none"> To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice To know and discuss setting, character and events changes across the text. To discuss vocabulary used by the author to create effect including figurative language To evaluate the use of authors' language and explain how it has created an impact on the reader To check the meanings of words using teacher prepared definitions To explain the meanings of words and know how to use in the correct context To ask questions to improve understanding of vocabulary To explore the meaning of words in context (asking questions, checking word meanings) To write own definitions for words To use dictionaries to check the meaning of words read To discuss how words and phrases have been used to build a picture for the reader To draw inferences from characters' feelings, thoughts and motives and justify inferences with evidence from the text and general knowledge To make predictions based on details stated and implied, 	<ul style="list-style-type: none"> To continue to clarify unknown words and phrases using context and own prior knowledge To ask questions during reading to self-monitor understanding To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions To recognise more complex themes in what they read (such as loss or heroism) To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions To draw out key information and to summarise the main ideas in a text To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views To compare characters, settings and themes within a text and across more than one text To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) To discuss how characters change and develop through texts by drawing inferences based on indirect clues To confidently perform texts (including poems learnt by heart) using a wide range of



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			<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To discuss and clarify the meanings of words, linking new meanings to known vocabulary To discuss their favourite words and phrases To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far in a text To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear To recognise that non-fiction books are often structured in different ways 		<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud To retrieve and record information from non-fiction text To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information To use dictionaries to check the meaning of words that they have read 	<p>justifying them in detail with evidence from the text</p> <ul style="list-style-type: none"> To ask and answer questions appropriately, including some more complex inference questions based on characters' feelings, thoughts and motives to improve understanding of the text To continually show an awareness of audience when reading out loud using intonation, tone, volume and action To retrieve and record information from non-fiction text To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts To distinguish between fact and opinion To identify how text structure/presentation contributes to meaning and understanding 	<p>devices to engage the audience and for effect</p> <ul style="list-style-type: none"> To retrieve, record and present information from non-fiction texts To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review) 		
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary		
Conversation Vocabulary	Anticipate Vocabulary Key events Non-fiction Rhymes Poems	Vocabulary Poems Stories Non-fiction Traditional tales Retelling Characteristics Predictable phrases Rhymes Poems Word meanings Accuracy Fluency Title Evens Inferences Predicting Character Feelings	Motivation Pleasure Views Sequencing Retelling Fairy stories Traditional tales Non-fiction Accurate Fluent Predicting Questions Clarify	Clarify Question Poems Plays Non-fiction Reference Textbooks Terminology Plot Character Setting Paragraphs Discussing Explaining Adjectives Inference Prediction Audience Intonation Volume Retrieve	Questions Purpose Theme Conversations Features Diary Headings Main ideas Paragraph Summaries Narrative Setting Character Event Vocabulary Interest Imagination Definitions Context Organisational devices Presentational devices Forms of poetry	Dictionaries Phrases Inferences Motives Thoughts Justifies Action Prediction Stated Implied Techniques Intonation Tone Volume Non-fiction Retrieve Discuss	Clarify Question Genres Characteristics First person Dairies Discussion Courteously Summaries Paragraphs Character Events Vocabulary Effects Impact Definitions Dictionaries Inferences Feelings Organisational devices Auto biographies Figurative language	Motives Thoughts Justify Prediction Details Audience Intonation Tone Volume Action Retrieve Record Information Non-fiction Fact Opinion Structure presentation	Clarify Question Discussing Comparing Myths Legends Modern fiction Literary fiction Heritage Cultures Traditions Loss Heroism Presentations Debates Explanations Key information Summarise Justification Statements Views Characters Figurative language Reasoned justifications Range of devices Complex themes Traditional stories



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Writing - Transcription	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Write some or all of their name Write some letters accurately Telling an adult what they have drawn or painted Recognising a capital letter at the start of their name Identifying sounds from own name in other words Ascribing meaning to other marks, like on signage Starting to write identifiable shapes and letters Drawing lines and circles in the air, on the floor or on large sheets of paper Using tools for mark making with control Gripping using five fingers or preferably two fingers and thumb for control Copying shapes, letter and pictures 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be ready by others. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Letters Capital letters Lines Circles Grip Thumb Shape	Sentences Letters Fred talk –sounds	Sentences Hold a sentence -Dictated Spelling rule Prefix Endings	Sentences Punctuation Apostrophe – singular Suffixes	Dictation Punctuation Prefixes Suffixes Possessive apostrophe Irregular plurals Dictionary	Sentences Prefixes Suffixes Possessive apostrophe Regular plurals Irregular plurals Dictionary	Prefixed Suffixes Dictionaries	Prefixed Suffixes Dictionaries	

Writing – Composition	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Print can have different purposes 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 page; writing ‘m’ for mummy. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear Writing narratives about personal experiences and those of others (real and fictional) <ul style="list-style-type: none"> writing about real events writing poetry writing for different purposes Planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence Writing down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings & subheadings) Assessing the effectiveness of their own and others’ writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings & subheadings) Assessing the effectiveness of their own and others’ writing and suggesting improvements Proposing changes to grammar and vocabulary to improve 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages



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				accurate use of pronouns in sentences • Proofread for spelling and punctuation errors	consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Mark make Singing	Sentences Phrases	Sentences Hold a sentence Narrative Re-reading – check meaning	Narrative Intonation Real-events Poetry Purpose Planning – Hold a sentence Edit a sentence Proofreading	Tone and volume Planning Structure Vocabulary Grammar Composing Rehearsing Dialogue Narrative Paragraphs Setting Character Plot Non-narrative Heading Sub-heading Assessing/reviewing Proof reading Grammar Vocabulary Pronouns	Intonation Tone Volume Structure Vocabulary Grammar Composing sentences Rehearsing sentences Paragraphs Theme Narrative Character Plot Organisational devices Headings Sub-headings Assessing Effectiveness Improvements Proof reading	Composition Intonation Volume Movement Audience Purpose Form Narrative Author Character Setting Atmosphere Integrating dialogue Action Passages Cohesion Tenses Subject Verb Agreement Singular Plural Proofread	Composition Intonation Volume Movement Audience Purpose Form Narrative Author Character Setting Atmosphere Integrating dialogue Action Passages Cohesion Tenses Subject Verb Agreement Singular Plural Proofread

Writing – Vocabulary, grammar and punctuation	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> To make marks to signify their name 	<ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using "and" Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) Un- prefix to change meaning of adjectives/adverbs To combine words to make sentences, including using and Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Some features of written Standard English 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place) Using fronted adverbials 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Converting nouns or adjectives into verbs 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence



Dishforth CE Primary School – English Skills and Knowledge Ladder

		<ul style="list-style-type: none"> Separation of words with spaces Sentence demarcation (. ! ?) Capital letters for names and pronoun 'I') Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> Suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission and singular possession Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an' Word families based on common words (solve, solution, dissolve, insoluble) Using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> Difference between plural and possessive -s Standard English verb inflections (I did vs I done) Extended noun phrases, including with prepositions Appropriate choice of pronoun or noun to create cohesion Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> Verb prefixes Devices to build cohesion, including adverbials of time, place and number Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause Differences in informal and formal language Synonyms & Antonyms Further cohesive devices such as grammatical connections and adverbials Use of ellipsis Using hyphens to avoid ambiguity Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Recognising Capital letter – name	Plurals Past tense – when speaking	Letter Capital letter Word, singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	Noun Noun phrase Statement Question Exclamation Command Compound Adjective Verb Suffix Adverb Tense (past, present) , Apostrophe Comma	Adverb Preposition conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')	Determiner Pronoun Possessive Pronoun, Adverbial	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points

Handwriting	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
	<ul style="list-style-type: none"> Picking up tiny objects using pincer grasp Making simple models using small pieces such as lego Making small cuts in paper with scissors Using a comfortable grip with good control when holding pens, pencils and paint brushes Beginning to show a preference for a dominant hand 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases; 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place <ul style="list-style-type: none"> form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> 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 un-joined Write capital letters and digits 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. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task
Key vocabulary	Key vocabulary	Key vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Grip Cut Scissors Hold	Letters Pencils Grip	Lower-case Leading lines – whoosh Capital letters Digits	Lower-case letters Correct size Diagonal Horizontal Strokes Left un-joined Orientation Spaces	Diagonal Horizontal Strokes Un-joined Legibility Consistency	Diagonal Horizontal Strokes Un-joined Legibility Consistency	Cursive style	Cursive style	

