

Implementation - Skills

	Reading	Writing	Grammar and Vocabulary	Spoken English
EYFS	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate an understanding when talking with others about what they have read.	Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.	Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future.	Express themselves effectively, showing awareness of listeners' needs.
Year 1	Apply phonic knowledge and skills as the route to decode words.	Compose a sentence orally and make changes/ improvements before writing it down. Understand how words can combine to make sentences and that a sentence is a complete thought. Write an increasing series of simple sentences to form short narratives.	Form most regular plurals using the suffix –s or –es. Add suffixes to most verbs where no change is needed in the spelling of root words e.g. help, helping, helped. Use the prefix –un to change the meaning of most applicable verbs and adjectives.	Actively and confidently participate in discussion about what is read to them. Explain clearly and concisely what they understand from what has been read to them. Tell stories and describe incidents from their own experience in an audible voice. Retell stories, ordering events using story language. Interpret a text by reading aloud with some variety in pace and emphasis.
Year 2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Write with most features of the given form and at length. Correct and consistent use of tense including progressive forms e.g. I was walking/I am thinking...	Form most nouns using suffixes such as –er and –ness and by compounding. Form most adjectives using suffixes such as –er, –est, –ful and –less.	Articulate and justify answers and opinions. Give well-structured explanations and narratives e.g. in show and tell activities.
Year 3	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures.	Introduce inverted commas for direct speech. Use sub-headings to introduce paragraphs. Use 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).	Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience.
Year 4	Monitor understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue). Progressively build a varied and rich vocabulary and an increasing range of sentence structures.	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.	Regularly use interesting adjectives, adverbial phrases, and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence. Recognise powerful vocabulary in stories/ texts that they read or listen to, build these words and phrases into their own talk in an appropriate way.
Year 5	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters, and imagining events that are described.	Identify the audience for and purpose of the writing; select the appropriate form and use other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Convert nouns or adjectives into verbs. Use devices to build cohesion, including adverbials of time & place.	Regularly use interesting adjectives, adverbial phrases, and extended noun phrases in speech. Know and use language that is acceptable in formal and informal situations with increasing confidence.
Year 6	Link parts of a text together to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning	Identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Recognise differences in informal and formal language. Use synonyms and antonyms. Use further cohesive devices such as grammatical connections.	Use relevant strategies to build vocabulary. Use adventurous and ambitious vocabulary in speech, that is always appropriate to the topic, audience, and purpose. Speak audibly, fluently and with a full command of Standard English in all situations. Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.
Year 7	Develop an appreciation and a love of reading, through whole books, short stories, literary texts, Shakespeare, Poetry, Prose & Drama.	Write stories, scripts, poetry & other imaginative writing, and well-structured, formal expository essays.	Extend & apply grammatical knowledge learned in KS2.	Speak confidently & effectively, using standard English, in classroom discussions.
Year 8	Read increasingly challenging texts, learn new vocabulary, make inference, and refer to evidence in a text.	Apply a growing knowledge of vocabulary, grammar & syntax to writing.	Draw on new vocabulary & grammatical constructions from reading and use them in writing and speech.	Give short speeches & presentations, expressing their own ideas.
Year 9	Through reading, know how language and language features present meaning; make critical comparisons across texts; know purpose, audience & context of a text through reading.	Draw on knowledge of literary and rhetorical devices from reading and listening, to enhance impact of their own writing.	Use Standard English confidently; to know the difference between spoken & written language, including formal & informal registers.	Participate in formal debates, using linguistic & literary terminology where appropriate; to improvise and perform playscripts.
Year 10	Read high-quality, challenging classic literature & literary non-fiction; to appreciate the depth and power of English literary heritage.	Write accurately, fluently, effectively, and at length, for pleasure & information.	Draw on new, more sophisticated, and challenging vocabulary and grammatical constructions from reading and listening and using them in their own writing & speech.	Work successfully in groups, leading and managing discussions, listening to, and building on, the contributions of others.
Year 11	Understand and critically evaluate texts; read in different ways for different purposes, including summarising, synthesizing, evaluating, analysing & interpreting themes & ideas.	Understand and critically evaluate texts; read in different ways for different purposes, including summarising, synthesizing, evaluating, analysing & interpreting themes & ideas.	Analyse some of the differences between spoken & written language, including formal & informal register; to use linguistic & literary terminology accurately.	Plan and present speeches for different purposes & audiences, select and organise information and ideas effectively and persuasively; listen to comments and questions, and respond in a variety of different contexts.
Years 12 and 13	Read texts in a variety of ways and respond critically and creatively, vary strategies for reading, including for detail, overview and gist depending on the texts being studied and purposes for reading them. Explore connections across texts. Identify and consider how attitudes and values are expressed in texts. Draw on their understanding of different interpretations in responding to and evaluating texts.	Communicate fluently, accurately, and effectively their knowledge, understanding and judgement of texts. Use literary critical concepts and terminology with understanding and discrimination.	Make appropriate use of the conventions of writing in literary studies, including accurate referencing and use of quotations. Develop judgement and independence as they synthesise and reflect upon their knowledge and understanding of a range of literary texts and ways of reading them.	