English end points

| Year group | Expectation by the end of the year |
| --- | --- |
| Nursery | ReadingChildren can:* Understand the five key concepts about print:

-print has meaning-print can have different purposes-we read English text from left to right and top to bottom-names of different parts of a book-page sequencing* Develop phonological awareness to be able to spot rhymes, clap syllables and recognise words with the same initial sound
* Engage in extended conversations about stories, learning new vocabulary

WritingChildren can:* Write some or all of their name
* Use some of their print and letter knowledge in their early writing- for example a shopping list with some initial sounds on it
* Write some letters accurately
 |
| Reception  | ReadingComprehensionChildren can:* Demonstrate an 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 roleplay

Word Reading Children can:* Say a asound 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

WritingChildren can:* 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
 |
|  Year 1 | ReadingChildren can:* Read all common graphemes and unfamiliar words containing these graphemes
* Read unfamiliar words containing graphemes taught accurately and without hesitation by sounding them out in books that are matched closely to the level of word reading knowledge
* Read many common words containing GPCs taught so far without needing to blend the sounds out loud first
* Read common exception words
* Retell familiar stories that have been read and discussed

WritingChildren can:* Compose individual sentences orally and write them down
* Spell correctly many of the words covered in Year 1
* Make phonetically plausible attempts to spell words they have not yet learnt
* Form individual letters correctly, beginning good handwriting habits
 |
| Year 2 | ReadingChildren can:* Read age appropriate books accurately and fluently enough to read rather than decoding
* Decode most words outside their spoken vocabulary, making a good approximation to the word’s pronunciation
* Read a wide range of books independently, fluently and enthusiastically
* Show understanding and enjoyment of stories, plays, poetry and non-fiction and be able to read silently
* Begin to justify their views with support

WritingChildren can:* Write down their ideas with a reasonable degree of accuracy and good punctuation
* Write a larger range of writing with more varied grammar, vocabulary and narrative structures
* Begin to understand how writing can be different from speech
* Join their handwriting and write quickly enough to keep pace with what they want to say
* Spell common and common exception words correctly
* Spell words as accurately as possible using knowledge of phonics, morphology and etymology
* Show understanding of figurative language, distinguishing shades of meaning
 |
| Year 3 | ReadingChildren can:* Read age appropriate books accurately and fluently
* Decode almost all words outside their spoken vocabulary, pronouncing unfamiliar words accurately on almost all occasions
* Read a wide range of books independently, fluently and enthusiastically
* Show understanding and enjoyment of stories, plays, poetry and non-fiction and be able to read silently
* Justify their views of what they have read both orally and written

WritingChildren can:* Write down their ideas with accuracy and good punctuation
* Write a large range of writing with varied grammar, vocabulary and narrative structures
* Begin to understand how writing can be different from speech
 |
| Year 4 | ReadingChildren can:* Read aloud a wider range of age appropriate poetry and books with accuracy and at a reasonable pace
* Read most words effortlessly and pronounce unfamiliar words automatically
* Ask for help when reading an unfamiliar word for meaning and how to pronounce it correctly
* Prepare readings with intonation
* Summarise and present a familiar story in their own words
* Read widely and frequently for pleasure and information
* Read silently with good understanding, inferring the meanings of unfamiliar words and discuss what they have read

WritingChildren can:* Write down their ideas quickly
* Write with accurate grammar and punctuation
* Spell most the words taught so far accurately
* Spell unfamiliar words by using what they have learnt about how spelling works in English
 |
| Year 5 | Reading and writingChildren can:* Read and write fluently and effortlessly to be able to manage the general demands of the curriculum in all subjects
* Begin to have an awareness of the audience and purpose of their writing by selecting appropriate vocabulary and grammar
* Vary sentence structure in writing with increasing accuracy and begin to understand why sentences are constructed as they are
* Have a growing understanding of nuances in vocabulary choice and age appropriate academic vocabulary
* Discuss what they are learning and begin to develop wider skills in spoken language as a result of activities such as public speaking, performance and debate
 |
| Year 6 | Reading and writingChildren can:* Read and write fluently and effortlessly to be able to manage the general demands of the curriculum in Year 7 across all subjects
* Reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar
* Control sentence structure in writing and understand why sentences are constructed as they are
* Understand nuances in vocabulary choice and age appropriate academic vocabulary
* Discuss what they are learning and develop wider skills in spoken language as a result of activities such as public speaking, performance and debate
 |