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|  | **Pre-School** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Word Reading | I can hear and say the initial sound in words and recognise when words begin with the same sound (satpin) | Say a sound for each letter in the alphabet and at least 10 digraphs. | I can say quickly the sound of all the letters and letter groups I have been taught | I can read and blend all sounds I have been taught and recognise alternative sounds and letters or groups of letters. | I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet. | I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet. To include words in English Appendix 1 | I can read aloud and understand the meaning of at least half the words on the Y5/6 list | I can read aloud and understand the meaning of new words that are on the Year 6 spelling lists |
| Comprehension | Beginning to retell stories using props and role play. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | I can use background information or information given by the teacher to help me understand what I am reading. | I can ask and answer simple questions about what I have read and also say what I think will happen next | I can understand what is being read by thinking about things such as characters feelings, thoughts, motivations and actions | I can tell from what I have read how a character is feeling and thinking and why they take action. I can show what parts of the text tell me this | I can understand what I am reading by checking the text makes sense by discussing my understanding of meaning and new words | I can understand what I am reading by understanding how language, structure and presentation contribute to the meaning of text |
| Writing | I am beginning to make letter type shapes | I can write simple sentences. | Sequence sentences to form a short narrative. | Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required | Use punctuation taught at KS1 correctly in most of their writing  (full stops, capital letters, question marks, exclamation marks, commas in lists). | I can add detail to my writing through the use of adverbs, prepositions and expanded noun phrases. | I am beginning to use some devices to build cohesion within and across sentences and  paragraphs (pronouns, determiners, adverbial phrases and conjunctions). | I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. |