

## Core Knowledge EYFS

### English

#### Reading

Read and understand simple sentences

Decode regular words using phonic knowledge

Read some common irregular words

Demonstrate understanding when talking with others about what they have read

#### Writing

Most letters formed correctly

Use phonic knowledge to write words that match their spoken sound

Write some irregular common words, some words are spelt correctly and others are phonetically plausible

Write simple sentences which can be read by themselves and others

## Core Knowledge Year 1

### English

#### Reading

Read some common exception words

Retell familiar stories and traditional tales

Read all basic phoneme/graphemes

Read accurately by blending known grapheme phoneme correspondents

Read common suffixes

Answer simple questions about a text

Recall and retell key events from texts, including order

Draw inferences from the text

Predict what might happen in a story

Read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Recognise and join in with predictable phrases

#### Writing

Compose a sentence orally before writing it

Write sentences to create short narratives, recounts of experiences and non-fiction texts that have been modelled

Re-read what has been written to check that it makes sense

Use conjunction 'and' in sentences

Use capital letters to begin sentences, and for names of people and the word 'I'

Use finger spaces between most words

Correctly demarcate most sentences with full stops

Begin to use a question mark and exclamation mark correctly

Form capital letters and lower case letters in the correct direction, starting and finishing in the right place

Spell words using the standard phonemes

Spell 25 Y1 common exception words

Name all letters of the alphabet

## Core Knowledge/Skills Year 2

### English

#### Reading

Read most common exception words

Read fluently using decoding skill

Read most words quickly and accurately without overt sounding and blending

Be able to discuss a range of text types, describing purpose of a text and acknowledging any differences/similarities in layout/structure

Recognise simple recurring literary language in stories and poetry

Discuss and clarify the meanings of words

Discuss the sequence of events in books

Make inferences on the basis of what is being said and done

Ask and answer questions about a text

Predict what might happen in a story – these predictions should be based on common story conventions

Read aloud using appropriate intonation

#### Writing

Write for different purposes

Break words into phonemes for spelling

Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly

Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs

Spell some words with contracted forms

Use noun phrases

Use four main types of sentence appropriately

Use present and past tense correctly

Use the possessive apostrophe

Use commas to separate items in a list

Write simple and compound sentences that make grammatical sense

Construct subordination (using when, if, that, because) and co-ordination (using or, and, but)

Use adjectives, adverbs and interesting verb choices

Use capital letters to begin sentences, and for names, places, days of the week

Correctly demarcate most sentences (statements, commands, exclamations and questions with appropriate punctuation)!

Spell most common Y2 common exception words.

Use appropriate handwriting joins, including choosing unjoined letters

## Core Knowledge/Skills Year 3

### English

#### Reading

Read aloud and understand words based on knowledge of root words, prefixes and suffixes

Make choices and explain preferences when choosing books

Read further exception words, including those with unusual spelling/sound links

Recognise some different forms of poetry

Use dictionaries to check the meanings of words

Predict what might happen from details stated and implied

Ask questions to improve understanding of a text

Summarise important information from text read in a guided reading session

Draw inferences about feelings thoughts and motives

Use evidence to justify inferences

Retrieve and record information from non-fiction texts

Read aloud using appropriate intonation, tone and volume

#### Writing

Write simple and compound sentences that make grammatical sense – attempt more complex sentences when writing

Spell words which are often misspelt from the Y3-4 list

First and third person is used consistently in most writing

Develop detail of characters, settings and plot in narratives including similes

Build sentences with varied vocabulary and structures

Organise paragraphs around a theme

Use simple organisational devices in non-fiction

Suggest improvements to grammar and vocabulary

Proofread own work for spelling and punctuation errors

Use a range of conjunctions to extend sentences with more than one clause

Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box

Choose nouns and pronouns for clarity and cohesion

Use conjunctions, adverbs and prepositions to express time, cause & place

Use fronted adverbials

Understand the difference between plural and possessive '-s'

Choice of tense is mostly correct and consistent

Use extended noun phrases, including with prepositions

Use and punctuate direct speech correctly

Introduce inverted commas to punctuate direct speech

Correctly demarcate most sentences with appropriate punctuation, including comma splicing.

Use apostrophes for possession or omission.

Use a neat, joined handwriting style

## Core Knowledge/Skills Year 4

### English

#### Reading

Read aloud and understand words based on knowledge of root words, prefixes and suffixes

Read most common exception words, including those with unusual spelling/sound links

Draw inferences from the text and justifying the inferences with evidence from the text.

Check that a text makes sense, including explaining the meaning of words in context

Summarise important information from one chapter/section

Use evidence to justify inferences

Discuss words and phrases which capture the reader's interest

Identify how language contributes to meaning

Identify how structure and presentation contribute to meaning

Retrieve and record information from non-fiction texts

#### Writing

Write fiction and non-fiction texts, using genre-specific sentence types, layout and structure studied in lessons

Simple/compound sentences make grammatical sense

Use dialogue in narrative with correct punctuation

Use a thesaurus

Develop detail of characters, settings and plot in narratives

Write in paragraphs, grouped logically.

Use a variety of adjectives, adverbs and noun phrases to add interest

Use subordinate clauses, using subordinating conjunctions in most writing.

Use commas after subordinate clauses or prepositional phrases that open sentences

Use the possessive apostrophe accurately with plurals

Proof-read for spelling and punctuation errors and suggest improvements to grammar and vocabulary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Use a range of conjunctions to extend sentences with more than one clause

Choose nouns and pronouns for clarity and cohesion

Use fronted adverbials

Understand the difference between plural and possessive '-s'

Use standard English forms for verb inflections instead of local spoken forms

## Core Knowledge/Skills Year 5

### English

#### Reading

Clearly understand what is read by asking and answering questions about a text

Use techniques to understand meanings of new words, doing so mostly correctly e.g. using context, studying root words, considering meaning of suffixes or prefixes, using knowledge of similar words

Draw reasonable inferences, justifying with evidence from the text

Justify opinions on texts with reasoned text-based evidence

Summarise main themes of whole texts.

Use non-fiction texts to retrieve, record and present information

Knowledge of root words prefixes and suffixes.

Discuss how authors use language, including figurative language, to affect the reader

Participate in discussions about books, building on and challenging ideas

Participate in formal presentations and debates about reading and provide reasoned justifications for views

#### Writing

Evidence of writer considering audience and purpose throughout most of the text, attempting to use appropriate sentence types, tone and formality

Sentences make grammatical sense

Organisational and presentational tools pertinent to the text type

To comment/expand on events or speak directly to the reader e.g. asides in brackets

Describe settings and characters to consciously engage the reader.

Write in paragraphs, where writing is grouped logically and reasons for changing paragraphs is clear

To use modal verbs to indicate degrees of possibility

Use the perfect form of verbs to mark relationships of time and cause

Use dialogue effectively to advance the action and convey character when necessary – dialogue should be used in moderation at carefully selected points

To write using simple sentences, subordinate clauses or prepositional phrases at the beginning/ending of complex sentences, relative clauses.

Use ellipsis

Use commas to clarify meaning or avoid ambiguity

Use brackets, dashes and commas to indicate parenthesis

Use hyphens to avoid ambiguity

Use semi-colons, colons and dashes between independent clauses

Use a colon to introduce a list

Punctuate bullet points consistently

Inverted commas used correctly with: a change of line for a change of speaker; commas before speech that does not open a sentence, correct punctuation inside of speech marks

Commas after subordinate clauses that open sentences in relative clauses

Recognise difference in informal and formal language

Use grammatical connections and adverbials for cohesion

**To consolidate:**

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