

Dishforth Airfield 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 storyDeveloping their communication but may struggle with using tenses accuratelyBeginning to use sentences with four to six wordsBeginning 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 peersAsk relevant questions to extend their understanding and knowledge	<ul style="list-style-type: none">Use relevant strategies to build their vocabularyArticulate 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 feelingsMaintain 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 EnglishUse 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 othersSelect and use appropriate registers for effective communication.
	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 storiesIdentifying rhymesJoining in with the rhythm of well-known rhymes and songRecognising own name	<ul style="list-style-type: none">Spell words by identifying sounds in them and representing the sounds with the letter or lettersSay 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 taughtSpell common exception wordsSpell the days of the weekName the letters of the alphabet in orderUsing 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 correctlyLearning 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 homophonesLearning to spell common exception wordsDistinguishing between homophones and near-homophones	<ul style="list-style-type: none">Spell further homophonesSpell words that are often misspelt (Appendix 1)	<ul style="list-style-type: none">Spell further homophonesSpell words that are often misspelt (Appendix 1)	<ul style="list-style-type: none">Spell some words with ‘silent’ lettersContinue to distinguish between homophones and other words which are often confusedUse 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’ lettersContinue to distinguish between homophones and other words which are often confusedUse 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
	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 Key Learning Outcomes	Reception Key Learning Outcomes	Year 1 Key Learning Outcomes	Year 2 Key Learning Outcomes	Year 3 Key Learning Outcomes	Year 4 Key Learning Outcomes	Year 5 Key Learning Outcomes	Year 6 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 ad• 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
	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

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Reading – Comprehension	Nursery Key Learning Outcomes	Reception Key Learning Outcomes	Year 1 Key Learning Outcomes	Year 2 Key Learning Outcomes	Year 3 Key Learning Outcomes	Year 4 Key Learning Outcomes	Year 5 Key Learning Outcomes	Year 6 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 independentlyBeing encouraged to link what they read or hear read to their own experiencesBecoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristicsRecognising and joining in with predictable phrasesLearning to appreciate rhymes and poems, and to recite some by heartDiscussing word meanings, linking new meanings to those already knownUnderstand 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 teacherChecking that the text makes sense to them as they read and correcting inaccurate readingDiscussing the significance of the title and eventsMaking inferences on the basis of what is being said and donePredicting what might happen on the basis of what has been read so farParticipate in discussion about what is read to them, taking turns and listening to what others sayExplain clearly their understanding of what is read to themTo discuss word meaning and link new meanings to those already knownTo begin to make simple inferences on the basis of what is being said and doneTo predict what might happen on the basis of what has been read so farTo talk about characters feelingsTo recite simple poems by heartTo 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 independentlydiscussing the sequence of events in books and how items of information are relatedbecoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional talesbeing introduced to non-fiction books that are structured in different waysrecognising simple recurring literary language in stories and poetrydiscussing and clarifying the meanings of words, linking new meanings to known vocabularydiscussing their favourite words and phrasescontinuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clearUnderstand 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 teacherchecking that the text makes sense to them as they read and correcting inaccurate readingmaking inferences on the basis of what is being said and doneanswering and asking questionspredicting what might happen on the basis of what has been read so farParticipate 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 knowledgeTo ask questions during reading to self-monitor understandingTo recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooksTo use appropriate terminology when discussing texts (plot, character, setting)To identify main ideas drawn from one paragraph and summarise theseTo check that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextTo discuss authors’ choice of words and phrases for effectTo talk about what words mean and learn new vocabulary in order to understand what has been readTo discuss and clarify the meaning of words, linking new meanings to known vocabularyTo check meanings of words using teacher prepared definitionsTo explain the meanings of words used in a familiar contextTo discuss how adjectives, nouns and verbs have been used to build a picture for the readerTo ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motivesTo 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 aloudTo 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 knowledgeTo ask questions during reading to self-monitor understandingTo discuss and compare texts from a wide variety of genres and writersTo read for a range of purposesTo identify themes and conventions in a wide range of booksTo 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 meaningTo identify main ideas drawn from more than one paragraph and summarise theseDiscuss 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 imaginationTo check the meanings of words using teacher prepared definitionsTo explain the meanings of words and know how to use in the correct contextTo write own definitions for wordsTo use dictionaries to check the meaning of words readTo discuss how words and phrases have been used to build a picture for the readerTo draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the textTo 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 knowledgeTo ask questions during reading to self-monitor understandingTo 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 courteouslyTo identify main ideas drawn from more than one paragraph and to summarise these.To recommend texts to peers based on personal choiceTo know and discuss setting, character and events changes across the text.To discuss vocabulary used by the author to create effect including figurative languageTo evaluate the use of authors’ language and explain how it has created an impact on the readerTo check the meanings of words using teacher prepared definitionsTo explain the meanings of words and know how to use in the correct contextTo ask questions to improve understanding of vocabularyTo explore the meaning of words in context (asking questions, checking word meanings)To write own definitions for wordsTo use dictionaries to check the meaning of words readTo discuss how words and phrases have been used to build a picture for the readerTo draw inferences from characters’ feelings, thoughts and motives and justify inferences with evidence from the text and general knowledgeTo 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 knowledgeTo ask questions during reading to self-monitor understandingTo 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<ul style="list-style-type: none">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 necessaryTo listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussionsTo draw out key information and to summarise the main ideas in a textTo distinguish independently between statements of fact and opinion, providing reasoned justifications for their viewsTo compare characters, settings and themes within a text and across more than one textTo 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 effectTo 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 cluesTo 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	<ul style="list-style-type: none">justifying them in detail with evidence from the text• 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	<ul style="list-style-type: none">devices to engage the audience and for effect• 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)	
	<div>Key vocabulary</div> <div>Conversation</div> <div>Vocabulary</div>	<div>Key vocabulary</div> <div>Anticipate</div> <div>Vocabulary</div> <div>Key events</div> <div>Non-fiction</div> <div>Rhymes</div> <div>Poems</div>	<div>Key vocabulary</div> <div>Vocabulary</div> <div>Poems</div> <div>Stories</div> <div>Non-fiction</div> <div>Traditional tales</div> <div>Retelling</div> <div>Characteristics</div> <div>Predictable phrases</div> <div>Rhymes</div> <div>Poems</div> <div>Word meanings</div> <div>Accuracy</div> <div>Fluency</div> <div>Title</div> <div>Evens</div> <div>Inferences</div> <div>Predicting</div> <div>Character</div> <div>Feelings</div>	<div>Key Vocabulary</div> <div>Motivation</div> <div>Pleasure</div> <div>Views</div> <div>Sequencing</div> <div>Retelling</div> <div>Fairy stories</div> <div>Traditional tales</div> <div>Non-fiction</div> <div>Accurate</div> <div>Fluent</div> <div>Predicting</div> <div>Questions</div> <div>Clarify</div>	<div>Key Vocabulary</div> <div>Clarify</div> <div>Question</div> <div>Poems</div> <div>Plays</div> <div>Non-fiction</div> <div>Reference</div> <div>Textbooks</div> <div>Terminology</div> <div>Plot</div> <div>Character</div> <div>Setting</div> <div>Paragraphs</div> <div>Discussing</div> <div>Explaining</div> <div>Adjectives</div> <div>Inference</div> <div>Prediction</div> <div>Audience</div> <div>Intonation</div> <div>Volume</div> <div>Retrieve</div>	<div>Key Vocabulary</div> <div>Questions</div> <div>Purpose</div> <div>Theme</div> <div>Conversations</div> <div>Features</div> <div>Diary</div> <div>Headings</div> <div>Main ideas</div> <div>Paragraph</div> <div>Summaries</div> <div>Narrative</div> <div>Setting</div> <div>Character</div> <div>Event</div> <div>Vocabulary</div> <div>Interest</div> <div>Imagination</div> <div>Definitions</div> <div>Context</div> <div>Organisational devices</div> <div>Presentational devices</div> <div>Forms of poetry</div>	<div>Key Vocabulary</div> <div>Dictionaries</div> <div>Phrases</div> <div>Inferences</div> <div>Motives</div> <div>Thoughts</div> <div>Justifies</div> <div>Action</div> <div>Prediction</div> <div>Stated</div> <div>Implied</div> <div>Techniques</div> <div>Intonation</div> <div>Tone</div> <div>Volume</div> <div>Non-fiction</div> <div>Retrieve</div> <div>Discuss</div>	<div>Key Vocabulary</div> <div>Clarify</div> <div>Question</div> <div>Genres</div> <div>Characteristics</div> <div>First person</div> <div>Dairies</div> <div>Discussion</div> <div>Courteously</div> <div>Summaries</div> <div>Paragraphs</div> <div>Character</div> <div>Events</div> <div>Vocabulary</div> <div>Effects</div> <div>Definitions</div> <div>Dictionaries</div> <div>Inferences</div> <div>Feelings</div> <div>Organisational devices</div> <div>Auto biographies</div> <div>Figurative language</div>	<div>Key Vocabulary</div> <div>Motives</div> <div>Thoughts</div> <div>Justify</div> <div>Prediction</div> <div>Details</div> <div>Audience</div> <div>Intonation</div> <div>Tone</div> <div>Volume</div> <div>Action</div> <div>Retrieve</div> <div>Record</div> <div>Information</div> <div>Non-fiction</div> <div>Fact</div> <div>Opinion</div> <div>Structure</div> <div>presentation</div>

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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 Letters Capital letters Lines Circles Grip Thumb Shape	Key vocabulary Sentences Letters Fred talk –sounds	Key vocabulary Sentences Hold a sentence -Dictated Spelling rule Prefix Endings	Key Vocabulary Sentences Punctuation Apostrophe – singular Suffixes	Key Vocabulary Dictation Punctuation Prefixes Suffixes Possessive apostrophe Irregular plurals Dictionary	Key Vocabulary Sentences Prefixes Suffixes Possessive apostrophe Regular plurals Irregular plurals Dictionary	Key Vocabulary Prefixes Suffixes Dictionaries	Key Vocabulary Prefixes Suffixes Dictionaries

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 Grip Cut Scissors Hold	Key vocabulary Letters Pencils Grip	Key vocabulary Lower-case Leading lines – whoosh Capital letters Digits	Key Vocabulary Lower-case letters Correct size Diagonal Horizontal Strokes Left un-joined Orientation Spaces	Key Vocabulary Diagonal Horizontal Strokes Un-joined Legibility Consistency	Key Vocabulary Diagonal Horizontal Strokes Un-joined Legibility Consistency	Key Vocabulary Cursive style	Key Vocabulary Cursive style

Dishforth Airfield Primary School – English Skills and Knowledge Ladder

Writing – Composition	Nursery Key Learning Outcomes	Reception Key Learning Outcomes	Year 1 Key Learning Outcomes	Year 2 Key Learning Outcomes	Year 3 Key Learning Outcomes	Year 4 Key Learning Outcomes	Year 5 Key Learning Outcomes	Year 6 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 accurate use of pronouns in sentences• Proofread for spelling and punctuation errors	<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 accurate use of pronouns in sentences• Proofread for spelling and punctuation errors	<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• 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">• 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• 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	Intonation Tone Volume Structure Vocabulary Grammar Composing sentences Rehearsing sentences Paragraphs	Composition Intonation Volume Movement Audience Purpose Form Narrative Author	Composition Intonation Volume Movement Audience Purpose Form Narrative Author

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					Paragraphs Setting Character Plot Non-narrative Heading Sub-heading Assessing/reviewing Proof reading Grammar Vocabulary Pronouns	Theme Narrative Character Plot Organisational devices Headings Sub-headings Assessing Effectiveness Improvements Proof reading	Character Setting Atmosphere Integrating dialogue Action Passages Cohesion Tenses Subject Verb Agreement Singular Plural Proofread	Character Setting Atmosphere Integrating dialogue Action Passages Cohesion Tenses Subject Verb Agreement Singular Plural Proofread
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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 shmulti-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	<ul style="list-style-type: none">Leaving spaces between wordsJoining 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/adverbsTo combine words to make sentences, including using andSequencing sentences to form short narrativesSeparation of words with spacesSentence demarcation (. ! ?)Capital letters for names and pronoun 'I')Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markUsing a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’	<ul style="list-style-type: none">Expanded noun phrases to describe and specifySentences with different forms: statement, question, exclamation, commandThe present and past tenses correctly and consistently including the progressive formSubordination (using when, if, that, or because) and co-ordination (using or, and, or but)Some features of written Standard EnglishSuffixes to form new words (-ful, -er, -ness)<ul style="list-style-type: none">sentence demarcationcommas in listsapostrophes for omission and singular possessionLearning 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">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughChoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionUsing conjunctions, adverbs and prepositions to express time and cause (and place)Using the present perfect form of verbs in contrast to the past tenseForm 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">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughChoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionUsing conjunctions, adverbs and prepositions to express time and cause (and place)Using fronted adverbialsDifference between plural and possessive -sStandard English verb inflections (I did vs I done)Extended noun phrases, including with prepositionsAppropriate choice of pronoun or noun to create cohesion<ul style="list-style-type: none">Using commas after fronted adverbialsIndicating possession by using the possessive apostrophe with singular and plural nounsUsing and punctuating direct speech (including punctuation within and surrounding inverted commas)	<ul style="list-style-type: none">Use a thesaurusUsing expanded noun phrases to convey complicated information conciselyUsing modal verbs or adverbs to indicate degrees of possibilityUsing relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronounConverting nouns or adjectives into verbsVerb prefixesDevices to build cohesion, including adverbials of time, place and numberUsing commas to clarify meaning or avoid ambiguity in writingUsing brackets, dashes or commas to indicate parenthesis	<ul style="list-style-type: none">Use a thesaurusUsing expanded noun phrases to convey complicated information conciselyUsing modal verbs or adverbs to indicate degrees of possibilityRecognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsUsing passive verbs to affect the presentation of information in a sentenceUsing the perfect form of verbs to mark relationships of time and causeDifferences in informal and formal languageSynonyms & AntonymsFurther cohesive devices such as grammatical connections and adverbialsUse of ellipsisUsing hyphens to avoid ambiguityUsing semicolons, colons or dashes to mark boundaries between independent clausesUsing a colon to introduce a listPunctuating 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

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