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**ECCLESTON C.E. PRIMARY SCHOOL**

**LITERACY END POINTS AND**

**KNOWLEDGE**

**By the end of Year 1, our children will;**

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| **Knowledge** |
| **Word Reading** | Match all 40+ graphemes to their phonemes (Phase 3) Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset  |
| **Comprehension** |  Link what they read or hear read to their own experiences  Retell key stories orally using narrative language  Understand and talk about the main characteristics within a known key story  Use prior knowledge, context and vocabulary provided to understand texts Explain what they understand about a text |
| **Transcription** | Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these  Identify known phonemes in unfamiliar words  Name the letters of the alphabet in order  |
| **Composition** |  Re-read what they have written to check that it makes sense Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark |
| **Skills** |
| **Word Reading** |  Read compound words, for example, football, playground, farmyard, bedroom  Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence  Read words containing ‘s, es, ing, ed, er , est’ endings  Read words which have the prefix –un added  Add the endings –ing, –ed and –er to verbs where no change is needed to the root word  Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)  |
| **Comprehension** | Say what they like or dislike about a textLearn some poems and rhymes by heartCheck that the text makes sense to them as they read and correct miscues  Begin to draw inferences from the text and/or the illustrations  Make predictions based on the events in the text |
| **Transcription** | 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  Form capital letters and the digits 0-9 Use syllables to divide words when spellingUse knowledge of alternative phonemes to narrow down possibilities for accurate spelling  Use the spelling rule for adding -s or -es for verbs in 3rd person singular Use letter names to show alternative spellings of the same phoneme |
| **Composition** | Compose a sentence orally before writing it Sequence sentences to form short narratives Sequence sentences in chronological order to recount an event or an experienceUse a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Use ‘and’ to join sentences together Know how the prefix ‘un’ can be added to words to change meaning  Use the suffixes: -s,- es, -ed, -er and -ing within their writing |
| **Vocabulary** |
| Words from Year 1 list, words containing phonemes, common exception words, days of the week, letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark |

**By the end of Year 3, our children will;**

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| **Knowledge** |
| **Word Reading** | Read with fluency a range of age-appropriate text types from those specified for Yr 3, (which may include fairy stories, myths and legends, poetry, plays and non-fiction books) Read at a speed sufficient for them to focus on understandingRead most common exception words by sight, (including all those in the Yr 2 spelling appendix) noting unusual correspondence between spelling and soundKnow and use phonic skills consistently and automatically to address unfamiliar or challenging words Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrectPrepare poems and play scripts to read aloud and perform Show appropriate intonation and volume when reciting or reading aloud  |
| **Comprehension** |  Identify themes and features in a range of books e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the features of a fairy story or play; recognise how a nonfiction book is often organised and presentedRecognise some different forms of poetry, such as shape poems, free verse or narrative; explaining their differencesDraw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words.Predict what might happen from details stated and impliedExplain the meaning of words in context; use dictionaries to check meanings |
| **Transcription** | Write from memory, simple dictated sentences which include familiar words, common exception words and punctuationUse knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and –ssionWrite words spelt ei, eigh or ey e.g. vein, weight, obeySpell a range of common homophones from the Year 3 spelling appendix Embed use of apostrophe for a range of contractions and for singular nounsIntroduce plural possession e.g. boys’ coatsSpell words from the Year 3 statutory word list and begin to look at the Year 4 spelling list |
| **Composition** | Compose and rehearse sentences orallyTalk about initial ideas in order to plan and draft before writingUse coordinating and simple subordinating conjunctions to join clausesIdentify and use a range of prepositionsConsolidate knowledge of word classes: noun, adjective, verb, adverbUse ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowelUsually use the past or present tense appropriatelySometimes use the present perfect e.g. He has gone out to play |
| **Skills** |
| **Word Reading** | Fully engage with and enjoy reading a range of texts, making choices and explaining preferencesBegin to know preferred authors and text types; talk about books enjoyed both in and out of schoolListen to, discuss and express views about a wide range of fiction, (including fairy stories and myths and legends over the two year cycle), poetry (including those read aloud and performed) and plays Listen to and discuss a range of non-fiction and reference or text books which are structured in different ways, identifying their particular characteristics and recognising typical presentational features |
| **Comprehension** | Check the text makes sense, reading to the punctuation and usually re-reading or self-checkingExplain and discuss their understanding of the text e.g. explain events; describe a character’s actionsRetrieve and record information from non-fiction textsIdentify how language, structure and presentation contribute to meaning e.g. that the use of the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick factsDiscuss words and phrases that capture the reader’s interest and imaginationDuring discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say |
| **Transcription** | Writing is legibleLetters are gaining in consistency of size and formationCapital letters are the correct size relative to lower caseWriting is usually spaced sufficiently so that ascenders and descenders do not meetAppropriate letters are joined, according to the school’s handwriting policy |
| **Composition** | Write to suit purpose, and show some features of the genre being taughtCreate chronological narratives; write in sequenceWrite simple beginning, middle, endingWith scaffold, organise sections broadly, within a themeUse headings and subheadings to aid presentationDescribe characters, settings and /or plot in a simple way, with some interesting detailsEvaluate own and others’ writing, with direction; reread and check own writing; make changesWrite a range of sentence types which are usually grammatically accurate e.g. commands, questions and statementsExpress time, place and cause using conjunctions e.g. when, before, after, while, so, becauseDemarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in listsIdentify direct speechBegin to use inverted commas for direct speech |
| **Vocabulary** |
| Words from Year 1, plus: Words from Yr2 and 3 spellings lists, common exception words, contractions, common homophones, a range of prefixes and suffixes, adverb, adjective, verb, statement, question, exclamation, command, noun phrase, present tense, past tense, apostrophe, comma, compound, preposition, conjunction, word family, clause, subordinate clause, direct speech, consonant, vowel, inverted commas/speech marks  |

**By the end of Year 5, our children will;**

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| **Knowledge** |
| **Word Reading** | Fluently and automatically read a range of age appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, ploughRead and enjoy a growing repertoire of texts, both fiction and non-fictionBe familiar with text types specified in the Year 5 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction textsRecommend books they have read to their peers, giving reasonsRead and recite age-appropriate poetry which has been learned by heartExplain what they know or have read, including through formal presentation and debates, using notes where necessary. |
| **Comprehension** | Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphsDiscuss their understanding of the meaning of words in context, finding other words which are similarDiscuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader |
| **Transcription** | Write from memory, dictated sentences which include words from the ks2 curriculumSpell words with prefixes and suffixes from the Year’s 3,4,5 spelling appendixSpell correctly words with letters which are not sounded e.g. knight, solemnSpell some homophones from the Year 5-6 spelling appendixSpell the majority of words from the Year 3-4 statutory word list and some words from the Year 5-6 listCorrect choice is made about whether to join handwriting or print letters e.g. to label a diagramWrite a range of sentence structures which are grammatically accurateUnderstand ‘relative clause’ which begins with relative pronouns: who, which, where, when, whoseBegin to recognise active and passive voice |
| **Composition** | Discuss and develop initial ideas in order to plan and draft before writingWrite to suit purpose and with a growing awareness of audience, using appropriate features |
| **Skills** |
| **Word Reading** | Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/receptionUse appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear |
| **Comprehension** | Discuss and comment on themes and conventions in a variety of genresReadily ask questions to enhance understandingMake comparisons within and across texts e.g. compare two ghost storiesDraw inferences and justify these with evidence from the text e.g. explain how a character’s feelings changed and how they know this; make predictionsDistinguish fact from opinion with some successRetrieve, record and present information from non-fiction textsSummarise main ideas from more than one paragraph, identifying key details which support theseParticipate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously |
| **Transcription** | Use the hyphen to join a prefix to a root e.g. re-enterWriting is legible and becoming increasingly fluent. (Quality may not be maintained at speed)Demarcate sentences correctlyUse comma for a pause in complex sentencesBegin to use punctuation for parenthesis: brackets, commas, dashesIndicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, mustUsually maintain correct tenseIdentify and select determinersChoose vocabulary and grammar to suit formal and informal writing, with guidanceUse vocabulary which is becoming more preciseUse a dictionary and thesaurus to check the meaning of words and expand vocabulary |
| **Composition** | Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs, (joins between sections may need development; coverage within sections may vary)May include humour or suspenseUse a range of presentational devices, including use of title, subheadings and bullet pointsUse dialogue to indicate character and eventDescribe characters, settings and plot, with growing precisionFind key words and ideas; begin to write a summaryEvaluate own and others’ writing; with direction, proof read, edit and revise |
| **Vocabulary** |
| Words from previous years, plus: determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

**By the end of Year 6, our children will;**

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| **Knowledge** |
| **Word Reading** | Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text booksDemonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fictionDemonstrate that they have learned a wide range of poetry by heartDistinguish between fact and opinion |
| **Comprehension** | Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaningIdentify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personificationMake accurate and appropriate comparisons within and across different textsMake developed inferences e.g. characters’ thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text |
| **Transcription** | Write from memory, dictated sentences which include words and punctuation from the ks2 curriculumUse knowledge of morphology to spell words with the full range of prefixes and suffixes in the Year 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ialWriting is legible and fluentWrite a range of sentence structures (simple and complex) including relative clauses e.g. using ‘that’, ‘which’Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points |
| **Composition** | Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writingEvaluate own and others’ writing; proof read, edit and revise |
| **Skills** |
| **Word Reading** | Show familiarity with different text types specified in the Year 6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction textsUse appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clearCorrect choice is made about whether to join handwriting or print letters e.g. to label a diagram |
| **Comprehension** | Retrieve, record and present information from non-fiction textsIdentify key details which support main ideas; summarise content drawn from more than one paragraphParticipate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocenceRecommend books to others, giving reasons for their choices; state preferencesUse contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in contextDuring discussion, ask pertinent questions to enhance understanding |
| **Transcription** | Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patternsSpell some challenging homophones from the Year 5-6 spelling appendixSpell the majority of words from the Year 5-6 statutory word listUse modal verbs to indicate degrees of possibilityMaintain correct tense; also control perfect form of verbs e.g. He has collected some shellsUnderstand and use active and passive voiceIdentify the subject and objectIdentify synonym and antonymSelect vocabulary and grammar to suit formal and informal writingUse vocabulary which is varied, interesting and preciseUse a dictionary and thesaurus to define words and expand vocabulary |
| **Composition** | Discuss and develop ideas; routinely use the drafting process before and during writingUse paragraphs to develop and expand some ideas in depth adding detail within each paragraphUse a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phraseUse a range of presentational devices, including use of bullet points, tables and columns, to guide the readerIntegrate dialogue to convey character and advance the actionDescribe characters, settings and atmosphere, with some precisionSummarise longer passages, when required |
| **Vocabulary** |
| Words from previous years, plus: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, words with silent letters, morphology, etymology |