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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 text  Learn some poems and rhymes by heart  Check 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 spelling  Use 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 experience  Use 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 understanding  Read most common exception words by sight, (including all those in the Yr 2 spelling appendix) noting unusual correspondence between spelling and sound  Know 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, incorrect  Prepare 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 presented  Recognise some different forms of poetry, such as shape poems, free verse or narrative; explaining their differences  Draw 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 implied  Explain 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 punctuation  Use 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 –ssion  Write words spelt ei, eigh or ey e.g. vein, weight, obey  Spell a range of common homophones from the Year 3 spelling appendix  Embed use of apostrophe for a range of contractions and for singular nouns  Introduce plural possession e.g. boys’ coats  Spell words from the Year 3 statutory word list and begin to look at the Year 4 spelling list |
| **Composition** | Compose and rehearse sentences orally  Talk about initial ideas in order to plan and draft before writing  Use coordinating and simple subordinating conjunctions to join clauses  Identify and use a range of prepositions  Consolidate knowledge of word classes: noun, adjective, verb, adverb  Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel  Usually use the past or present tense appropriately  Sometimes 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 preferences  Begin to know preferred authors and text types; talk about books enjoyed both in and out of school  Listen 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-checking  Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions  Retrieve and record information from non-fiction texts  Identify 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 facts  Discuss words and phrases that capture the reader’s interest and imagination  During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say |
| **Transcription** | Writing is legible  Letters are gaining in consistency of size and formation  Capital letters are the correct size relative to lower case  Writing is usually spaced sufficiently so that ascenders and descenders do not meet  Appropriate letters are joined, according to the school’s handwriting policy |
| **Composition** | Write to suit purpose, and show some features of the genre being taught  Create chronological narratives; write in sequence  Write simple beginning, middle, ending  With scaffold, organise sections broadly, within a theme  Use headings and subheadings to aid presentation  Describe characters, settings and /or plot in a simple way, with some interesting details  Evaluate own and others’ writing, with direction; reread and check own writing; make changes  Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements  Express time, place and cause using conjunctions e.g. when, before, after, while, so, because  Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists  Identify direct speech  Begin 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, plough  Read and enjoy a growing repertoire of texts, both fiction and non-fiction  Be 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 texts  Recommend books they have read to their peers, giving reasons  Read and recite age-appropriate poetry which has been learned by heart  Explain 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 paragraphs  Discuss their understanding of the meaning of words in context, finding other words which are similar  Discuss 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 curriculum  Spell words with prefixes and suffixes from the Year’s 3,4,5 spelling appendix  Spell correctly words with letters which are not sounded e.g. knight, solemn  Spell some homophones from the Year 5-6 spelling appendix  Spell the majority of words from the Year 3-4 statutory word list and some words from the Year 5-6 list  Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram  Write a range of sentence structures which are grammatically accurate  Understand ‘relative clause’ which begins with relative pronouns: who, which, where, when, whose  Begin to recognise active and passive voice |
| **Composition** | Discuss and develop initial ideas in order to plan and draft before writing  Write 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/reception  Use 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 genres  Readily ask questions to enhance understanding  Make comparisons within and across texts e.g. compare two ghost stories  Draw inferences and justify these with evidence from the text e.g. explain how a character’s feelings changed and how they know this; make predictions  Distinguish fact from opinion with some success  Retrieve, record and present information from non-fiction texts  Summarise main ideas from more than one paragraph, identifying key details which support these  Participate 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-enter  Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed)  Demarcate sentences correctly  Use comma for a pause in complex sentences  Begin to use punctuation for parenthesis: brackets, commas, dashes  Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must  Usually maintain correct tense  Identify and select determiners  Choose vocabulary and grammar to suit formal and informal writing, with guidance  Use vocabulary which is becoming more precise  Use 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 suspense  Use a range of presentational devices, including use of title, subheadings and bullet points  Use dialogue to indicate character and event  Describe characters, settings and plot, with growing precision  Find key words and ideas; begin to write a summary  Evaluate 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 books  Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction  Demonstrate that they have learned a wide range of poetry by heart  Distinguish 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 meaning  Identify 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; personification  Make accurate and appropriate comparisons within and across different texts  Make 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 curriculum  Use 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, -ial  Writing is legible and fluent  Write 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 writing  Evaluate 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 texts  Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear  Correct 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 texts  Identify key details which support main ideas; summarise content drawn from more than one paragraph  Participate 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, innocence  Recommend books to others, giving reasons for their choices; state preferences  Use 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 context  During 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 patterns  Spell some challenging homophones from the Year 5-6 spelling appendix  Spell the majority of words from the Year 5-6 statutory word list  Use modal verbs to indicate degrees of possibility  Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells  Understand and use active and passive voice  Identify the subject and object  Identify synonym and antonym  Select vocabulary and grammar to suit formal and informal writing  Use vocabulary which is varied, interesting and precise  Use a dictionary and thesaurus to define words and expand vocabulary |
| **Composition** | Discuss and develop ideas; routinely use the drafting process before and during writing  Use paragraphs to develop and expand some ideas in depth adding detail within each paragraph  Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase  Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader  Integrate dialogue to convey character and advance the action  Describe characters, settings and atmosphere, with some precision  Summarise 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 | |