



Clara Grant

Key Knowledge, Skills and Understanding

ENGLISH

Knowledge, Skills and Understanding breakdown for English- Being a Speaker

EYFS “Communication and Language”

Characteristics of Effective Learning (Skills)	Early Learning Goals		
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to ‘have a go’ <p>Active learning – motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Listening and Attention</p> <p>By the end of Reception a child should be able to:</p> <p>Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Understanding</p> <p>By the end of Reception a child should be able to:</p> <p>Follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<p>Speaking</p> <p>By the end of Reception a child should be able to:</p> <p>Express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

Knowledge, Skills and Understanding breakdown for English- Being a Speaker

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Speak clearly and confidently in front of people in my class. • Re-tell a well known story and remember the main characters. • Hold old attention when playing and learning with others. • Keep to the main topic when we are talking in a group. • Ask questions in order to get more information. • Start a conversation with an adult they know well or with their friends. • Listen carefully to the things other people have to say in a group. • Join in with conversations in a group. • Join in with role play. 	<ul style="list-style-type: none"> • Ask questions to get more information and clarify meaning. • Talk in complete sentences. • Decide when they need to use specific vocabulary. • Take turns when talking in pairs or a small group. • Aware that formal and informal situations require different language (beginning). • Retell a story using narrative language and linking words and phrases. • Hold the attention of people I am speaking to by adapting the way I talk. • Understand how to speak for different purposes and audiences (beginning). • Perform a simple poem from memory. 	<ul style="list-style-type: none"> • Sequence and communicate ideas in an organised and logical way, always using complete sentences. • Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • Take a full part in paired and group discussions. • Show that I know when Standard English is required and use it (beginning). • Retell a story using narrative language and add relevant detail. • Show that I have listened carefully because I make relevant comments. • Present ideas or information to an audience. • Recognise that meaning can be expressed in different ways, depending on the context. • Perform poems from memory adapting expression and tone as appropriate.

Knowledge, Skills and Understanding breakdown for English- Being a Speaker

Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Ask questions to clarify or develop my understanding. • Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • Show that they understand the main point and the details in a discussion. • Adapt what they are saying to the needs of the listener or audience (increasingly). • Show that they know that language choices vary in different contexts. • Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • Justify an answer by giving evidence. • Use Standard English when it is required. • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • Engage the listener by varying my expression and vocabulary. • Adapt my spoken language depending on the audience, the purpose or the context. • Develop my ideas and opinions, providing relevant detail. • Express my point of view. • Show that they understand the main points, including implied meanings in a discussion. • Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. • Use Standard English in formal situations. • Beginning to use hypothetical language to consider more than one possible outcome or solution. • Perform my own compositions, using appropriate intonation and volume so that meaning is clear. • Perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. • Begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> • Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • Ask questions to develop ideas and take account of others' views. • Explain ideas and opinions giving reasons and evidence. • Take an active part in discussions and can take on different roles. • Listen to, and consider the opinions of, others in discussions. • Make contributions to discussions, evaluating others' ideas and respond to them. • Sustain and argue a point of view in a debate, using the formal language of persuasion. • Express possibilities using hypothetical and speculative language. • Engage listeners through choosing appropriate vocabulary and register that is matched to the context. • Perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Knowledge, Skills and Understanding breakdown for English- Being a Reader

EYFS “Literacy”

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation		Early Learning Goal
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to ‘have a go’ <p>Active learning – motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Reading in Nursery</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p>Reading in Reception</p> <ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 1

Word Reading

- match all 40+ graphemes to their phonemes.
- blend sounds in unfamiliar words.
- divide words into syllables.
- read compound words.
- read words with contractions and understand that the apostrophe represents the missing letters.
- read phonetically decodable words.
- read words that end with 's, -ing, -ed, -est
- read words which start with un-.
- add -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.

Comprehension

- say what they like and do not like about a text.
- link what they have heard or read to my own experiences.
- retell key stories orally using narrative language.
- talk about the main characters within a well known story.
- learn some poems and rhymes by heart.
- use what they already know to understand texts.
- check that their reading makes sense and go back to correct when it doesn't.
- draw inferences from the text and/or the illustrations. (beginning)
- make predictions about the events in the text.
- explain what they think a text is about.

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 2

Word Reading

- decode automatically and fluently.
- blend sounds in words that contain the graphemes we have learned.
- recognise and read alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same GPCs.
- read words with common suffixes.
- read common exception words.
- read and comment on unusual correspondence between grapheme and phoneme.
- read most words quickly and accurately when I have read them before without sounding out and blending.
- read most suitable books accurately, showing fluency and confidence.

Comprehension

- talk about and give an opinion on a range of texts.
- discuss the sequence of events in books and how they relate to each other.
- use prior knowledge, including context and vocabulary, to understand texts.
- retell stories, including fairy stories and traditional tales.
- read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- find recurring language in stories and poems.
- talk about my favourite words and phrases in stories and poems.
- recite some poems by heart, with appropriate intonation.
- answer and ask questions.
- make predictions based on what I have read.
- I draw (simple) inferences from illustrations, events, characters' actions and speech.

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 3

Word Reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- read a range of fiction, poetry, plays, and non-fiction texts.
- discuss the texts that I read.
- read aloud and independently, taking turns and listening to others.
- explain how non-fiction books are structured in different ways and can use them effectively.
- explain some of the different types of fiction books.
- ask relevant questions to get a better understanding of a text.
- predict what might happen based on details I have.
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- use a dictionary to check the meaning of unfamiliar words.
- identify the main point of a text.
- explain how structure and presentation contribute to the meaning of texts.
- use non-fiction texts to retrieve information.
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 4

Word Reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- know which books to select for specific purposes, especially in relation to science, geography and history learning.
- use a dictionary to check the meaning of unfamiliar words.
- discuss and record words and phrases that writers use to engage and impact on the reader.
- identify some of the literary conventions in different texts.
- identify the (simple) themes in texts.
- prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- explain the meaning of words in context.
- ask relevant questions to improve my understanding of a text.
- infer meanings and begin to justify them with evidence from the text.
- predict what might happen from details stated and from the information I have deduced.
- identify where a writer has used precise word choices for effect to impact on the reader.
- identify some text type organisational features, for example, narrative, explanation and persuasion.
- retrieve information from non-fiction texts.
- build on others' ideas and opinions about a text in discussion

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 5

Word Reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- re-read and read ahead to check for meaning.

Comprehension

- familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- identify significant ideas, events and characters; and discuss their significance.
- recite poems by heart, e.g. narrative verse, haiku.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Knowledge, Skills and Understanding breakdown for English- Being a Reader

Year 6

Word Reading

Word reading

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- attempt the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- read fluently, using punctuation to inform meaning.

Comprehension

Comprehension

- familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- read books that are structured in different ways.
- recognise texts that contain features from more than one text type.
- evaluate how effectively texts are structured and presented.
- read non-fiction texts to help with my learning.
- accurately and check that I understand.
- recommend books to others and give reasons for my recommendation.
- identify themes in texts.
- identify and discuss the conventions in different text types.
- identify the key points in a text.
- recite a range of poems by heart, e.g. narrative verse, sonnet.
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

EYFS "Literacy"

Characteristics of Effective Learning (Skills)	Knowledge and Interpretation		Early Learning Goal
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> • Finding out and exploring • Playing with what they know • Being willing to 'have a go' <p>Active learning – motivation</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Choosing ways to do things 	<p>Writing in Nursery</p> <ul style="list-style-type: none"> • Children sometimes give meaning to marks as they draw and paint. • Children can ascribe meanings to marks that they see in different places. 	<p>Writing in Reception</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels and captions. • Attempts to write short sentences in meaningful contexts. 	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 1

Transcription

Composition

Grammar and punctuation

Spelling

- identify known phonemes in unfamiliar words.
- use syllables to divide words when spelling.
- use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- name all the letters of the alphabet in order.
- use letter names to show alternative spellings of the same phoneme.

Handwriting

- sit correctly at a table, holding a pencil comfortable and correctly.
- form lower case letters in the correct direction, starting and finishing in the right place.
- form capital letters and digits 0-9.

- compose a sentence orally before writing it.
- sequence sentences in chronological order to recount and event or experience.
- re-read what I have written to check that it makes sense.
- leave spaces between words.
- know how the prefix 'un' can be added to words to change meaning.
- use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- combine words to make a sentence.
- join two sentences using 'and'.

Text structure

- sequence sentences to form a narrative.

Punctuation

- separate words using finger spaces.
- use capital letters to start a sentence.
- use a full stop to end a sentence.
- use a question mark.
- use an exclamation mark.
- use capital letters for names.
- use 'I'.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 2

Transcription

Spelling

- segment spoken words into phonemes and record these as graphemes.
- spell words with alternative spellings, including a few common homophones.
- spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- form lower-case letters of the correct size relative to one another.
- begin to use some of the diagonal and horizontal strokes needed to join letters.
- show that I know which letters are best left unjoined.
- use 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.

Composition

- write narratives about personal experiences and those of others, both real and fictional.
- write for different purposes, including real events.
- plan and discuss the content of writing and record my ideas.
- able to orally rehearse structured sentences or sequences of sentences.
- evaluate my own writing independently, with friends and with an adult.
- proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

- use subordination and co-ordination.
- use expanded noun phrases.
- say how the grammatical patterns in a sentence indicate its function.

Text structure

- consistently use the present tense and past tense correctly.
- use the progressive forms of verbs in the present and past tense.

Punctuation

- use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- correctly use question marks and exclamation marks,
- use commas to separate items in a list.
- use apostrophes to show where letters are missing and to mark singular possession in nouns.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 3

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> spell words with additional prefixes and suffixes and understand how to add them to root words. recognise and spell homophones. use the first two or three letters of a word to check its spelling in a dictionary. spell words correctly which are in a family. spell the commonly mis-spelt words from the Y3/4 word list. identify the root in longer words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters. understand which letters should be left unjoined. 	<ul style="list-style-type: none"> discuss models of writing, noting its structure, grammatical features and use of vocabulary. compose sentences using a wider range of structures. write a narrative with a clear structure, setting, characters and plot. write non-narrative using simple organisational devices such as headings and sub-headings. suggest improvements to my own writing and that of others. make improvements to grammar, vocabulary and punctuation. use a range of sentences with more than one clause by using a range of conjunctions. use the perfect form of verbs to mark the relationship of time and cause. proof-read to check for errors in spelling and punctuation. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> express time, place and cause by using conjunctions, adverbs and prepositions. <p><u>Text structure</u></p> <ul style="list-style-type: none"> starting to use paragraphs. use headings and sub headings. use the present perfect form of verbs instead of the simple past. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> use inverted commas to punctuate direct speech.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 4

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> spell words with prefixes and suffixes and can add them to root words. recognise and spell homophones. use the first two or three letters of a word to check a spelling in a dictionary. spell the commonly mis-spelt words from the Y3/4 word list. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters. understand which letters should be left unjoined. handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> compose sentences using a range of sentence structures. orally rehearse a sentence or a sequence of sentences. write a narrative with a clear structure, setting and plot. improve my writing by changing grammar and vocabulary to improve consistency. use a range of sentences which have more than one clause. use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. use direct speech in my writing and punctuate it correctly. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. use fronted adverbials. <p><u>Text structure</u></p> <ul style="list-style-type: none"> write in paragraphs. make an appropriate choice of pronoun and noun within and across sentences. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> use inverted commas and other punctuation to indicate direct speech. use apostrophes to mark plural possession. use commas after fronted adverbials.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 5

Transcription

Spelling

- form verbs with prefixes.
- convert nouns or adjectives into verbs by adding a suffix.
- understand the rules for adding prefixes and suffixes.
- spell words with silent letters.
- distinguish between homophones and other words which are often confused.
- spell the commonly mis-spelt words from the Y5/6 word list.
- use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- use a thesaurus.
- use a range of spelling strategies.

Handwriting

- choose the style of handwriting to use when given a choice.
- choose the handwriting that is best suited for a specific task.

Composition

- discuss the audience and purpose of the writing.
- start sentences in different ways.
- use the correct features and sentence structure matched to the text type we are working on.
- develop characters through action and dialogue.
- establish a viewpoint as the writer through commenting on characters and events.
- use grammar and vocabulary to create an impact on the reader.
- use stylistic devices to create effects in writing.
- add well chosen detail to interest the reader.
- summarise a paragraph.
- organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- use relative clauses.
- use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- build cohesion between paragraphs.
- use adverbials to link paragraphs.

Punctuation

- use brackets, dashes and commas to indicate parenthesis.
- use commas to clarify meaning or avoid ambiguity.

Knowledge, Skills and Understanding breakdown for English- Being a Writer

Year 6

Transcription	Composition	Grammar and punctuation
<p><u>Spelling</u></p> <ul style="list-style-type: none"> • convert verbs into nouns by adding a suffix. • distinguish between homophones and other words which are often confused. • spell the commonly mis-spelt words from the Y5/6 word list. • understand that the spelling of some words need to be learnt specifically. • use any dictionary or thesaurus. • use a range of spelling strategies. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • choose the style of handwriting to use when given a choice. • choose the handwriting that is best suited for a specific task. 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing. • choose the appropriate form and register for the audience and purpose of the writing. • use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • use a range of sentence starters to create specific effects. • use developed noun phrases to add detail to sentences. • use the passive voice to present information with a different emphasis. • use commas to mark phrases and clauses. • sustain and develop ideas logically in narrative and non-narrative writing. • use character, dialogue and action to advance events in narrative writing. • summarise a text, conveying key information in writing. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • use the passive voice. • vary sentence structure depending whether formal or informal. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • use a variety of organisational and presentational devices correct to the text type. • write in paragraphs which can clearly signal a change in subject, time, place or event. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • use the semi-colon, colon and dash. • use the colon to introduce a list and semi-colon within lists. • use a hyphen to avoid ambiguity.