



## **Nursery – Key Performance Indicators for English**

### **Reading**

By the end of Nursery, children should be fully immersed into high quality texts and know how to handle and care for books. Children should enjoy listening to a story, join in with repeated refrains and begin to be able to discuss the story. Children should also be able to tell a simple story. They should know that print conveys meaning and beginning to recognize letters important to them.

- I enjoy rhyming and rhythmic activities and show some awareness of rhyme and alliteration.
- I can listen to and join in with stories and poems, one-to-one and also in small groups.
- I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- I can suggest how the story might end.
- I can listen to stories with increasing attention and recall.
- I can describe the main story setting, events and principal characters.
- I shows interest in illustrations and print in books and print in the environment.
- I can recognize familiar words and signs such as own name and advertising logos.
- I can handle books carefully.
- I know information can be relayed in the form of print.
- I can hold books the correct way up and turns pages.
- I know that print carries meaning and, in English, is read from left to right and top to bottom.
- I can tell a simple story.

### **Writing**

By the end of Nursery, children should be making marks with intention and be able to explain and give meaning to the marks they have made. Children Should be developing an effective pencil grip and be able to copy some letters.

### **Handwriting**

- I can draw lines and circles using gross motor movements.
- I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- I can hold a pencil near point between my first two fingers and thumb and use it with good control.
- I can copy some letters (eg) letters from their name.

### **Composition**

- I can give meaning to marks as I draw/paint.
- I show an interest in writing my own name.



## **Reception – Key Performance Indicators for English**

### **Reading**

By the end of YR, a child should be able to read and understand simple sentences, using phonic knowledge to decode regular words (and some common irregular words) and read them aloud accurately, demonstrating understanding when talking with others about what has been read.

- I can continue a rhyming string.
- I can segment the sounds in simple words and blend them together, knowing which letters represent some of them.
- I can link sounds to letters, naming and sounding the letters of the alphabet.
- I can read words and simple sentences.
- I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.
- I can enjoy an increasing range of books.
- I can understand that information can be retrieved from books and computers.

### **Writing**

By the end of YR, a child should be able to form recognisable letters and be able to write a short sentence which can be read by themselves and others, using their phonic knowledge to write words in ways which match spoken sounds or are phonetically plausible.

### **Spelling**

- I can segment the sounds in simple words and blend them together to write some words correctly or are phonetically plausible.
- I can spell some common irregular words.

### **Handwriting**

- I can show a preference for a dominant hand.
- I can hold a pencil effectively.
- I can form recognisable letters.
- I can leave a finger space between words.

### **Composition**

- I can give meaning to marks I make as I draw, write and paint.
- I can write my own name and other things such as labels and captions.
- I can attempt to write short sentences in meaningful contexts.
- I can count out the words in my sentence before writing.

### **Vocabulary, Punctuation and Grammar**

- I can use a full stop and a capital letter.
- I can use a capital for my name and the personal pronoun I.



## Year 1 – Key Performance Indicators for English



### Reading

By the end of Y1, a child should be able to read all common graphemes (and unfamiliar words containing these graphemes) accurately and without undue hesitation, by sounding them out in books that are matched closely to the level of word reading knowledge.

- I can quickly say the correct sound to match graphemes (letters or groups of letters).
- I can read words I don't know by blending.
- I can read tricky words.
- I can listen to, join in with, retell and discuss stories and poems.
- I can re-read text that doesn't make sense.
- I can answer "how" and "why" questions about what I have read and heard.
- I can find and talk about key events and make predictions.

### Writing

By the end of Y1 a child should be able to compose individual sentences orally and then write them down, and be able to spell correctly many of the words covered in Y1.

### Spelling

- I can use my phonic knowledge to spell words.
- I can name the letters of the alphabet in order.
- I can use letter names to identify different spellings of the same sound e.g. "c" and "ck".

### Handwriting

- I can begin to form capital letters, lower-case letters and digits 0-9 in the correct direction, starting and finishing in the right place.

### Composition

- I can say my sentences before I write them.
- I can put my sentences in order when I write a story.
- I can re-read what I have written to check that it makes sense.

### Vocabulary, Grammar and Punctuation

- I can leave spaces between words.
- I can use "and" in my sentences.
- I can use a capital letter and a full stop.
- I am starting to use question marks and exclamation marks.
- I can use a capital letter for names of people, places and the days of the week.



## Year 2 – Key Performance Indicators for English



### Reading

By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.

- I can read accurately words of two or more syllables by blending the sounds in words that contain the graphemes that I have been taught so far (e.g. unicorn, gingerbread and handkerchief).
- I can recognise alternative sounds for graphemes (e.g. photo, when, want)
- I can read most of the words that I have seen a lot, quickly and accurately, without sounding and blending aloud.
- I can read books aloud using my phonic knowledge and sound out unfamiliar words accurately, automatically and without hesitating.
- I can listen to, discuss and express my views about a wide range of poetry, stories and non-fiction that I read and hear.
- I can discuss the sequence of events in books and how items of information are connected.
- I can check that the text makes sense to me as I read and correct when I have misread a word.
- I can make simple inferences on the basis of what is being said and done in what I read.
- I can answer and ask questions about what I read.
- I can predict what might happen on the basis of what has been read so far.

### Writing

By the end of Y2, a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.

### Spelling

- I can spell by segmenting spoken words into phonemes (sounds) and represent these by graphemes (letters).
- I can spell by using different graphemes for the same phoneme (e.g. race, rain, stay) and learn some new words with using these.
- I know a few common homophones (e.g. some/sum, blew/blue, knight/night.)
- I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

### Handwriting

- I can write capital letters and lower-case letters accurately.
- I can write the digits 0 – 9 accurately.

### Composition

- I can show I have a positive attitude towards writing.
- I have good stamina for writing and can write for different purposes.
- I know what I am going to write and sometimes say my sentences out loud before I start writing.
- I can edit my own writing by proof-reading to check for errors in spelling and punctuation.

**Vocabulary, grammar and punctuation**

- I can use capital letters, full stops, question marks and exclamation marks accurately in sentences.
- I can use commas in lists.
- I can use the present and past tenses correctly and consistently (She is drumming, she drummed, she was drumming.)
- I can use different conjunctions in my sentences such as “and”, “but”, “when”, “if”, “that”, “or”, and “because”.
- I can expand my nouns by adding adjectives (eg) the beautiful, blue butterfly.
- I can use an apostrophe to show something belongs to someone (eg) John’s coat.



## Year 3 – Key Performance Indicators for English



### Reading

By the end of Y3, a child should be able to justify their views about books written at an age-appropriate interest level. A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

- I can apply my growing knowledge of root words, prefixes and suffixes (un-, dis-, mis-, sub-, super-, -ation, -ly, -ally).
- I can use a dictionary to check the meaning of words that I have read.
- I can identify and discuss features and organisation of fiction and non-fiction writing.
- I can check that the text makes sense by discussing the meaning of new or unusual words.
- I can self-correct when I have misread words in a sentence.
- I can draw inferences such as inferring characters' feelings and thoughts from what they do.
- I can predict what might happen from details either stated or implied in a text.
- I can listen to and discuss a range of fiction, poetry, non-fiction and reference books

### Writing

By the end of Y3, a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

### Spelling

- I can use prefixes and suffixes from my list and understand how to add them (un-, dis-, mis-, sub-, super-, -ation, -ly, -ally).
- I can place possessive apostrophes accurately in words with regular plurals (girls' and boys')

### Handwriting

- I can join letters and understand which letters are best left unjoined.

### Composition

- I can begin to organise paragraphs around a theme.
- I can use simple organisational devices (e.g., headings and subheadings) in non-fiction writing.
- I can create simple settings and plots in narrative writing.
- I can describe characters in narrative writing.
- I can proof-read for spelling and punctuation errors.

### Vocabulary, Grammar and Punctuation

- I can write more than one clause by using a variety of conjunctions from my list ("when", "but", "after", "so", "because", "although").
- I can use the present perfect form of verbs in contrast to the past tense (I have eaten / he has eaten).
- I can use conjunctions from my list to express time, cause and place ("then", "next", "soon", "therefore", "during", "after", "because of").
- I can use and punctuate direct speech by putting inverted commas around spoken words.



## Year 4 – Key Performance Indicators for English



### **Reading**

By the end of Y4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace.

- I can apply my growing knowledge of root words, prefixes (in-, im-, il-, anti- ir-, inter-, un-, re-, dis-) and suffixes (-tion, -sion, -ly,).
- I can identify themes and conventions in a wide range of books.
- I can check that the text makes sense to me and show my understanding of what I have read.
- I can explain the meaning of words.
- I can infer characters' feelings from their actions, and use evidence from the text.
- I can identify main ideas drawn from more than one paragraph and summarise these.
- I can find and record information from non-fiction books using my own words.
- I can listen to and discuss a range of fiction, poetry, non-fiction and reference books expressing my opinions, views and preferences.

### **Writing**

By the end of Y4, a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

#### **Spelling**

- I can use prefixes and suffixes from my list and understand how to use them.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### **Handwriting**

- My handwriting has become more readable. It is more regular and even in size and I position the letters accurately.

#### **Composition**

- I can organise paragraphs around a theme.
- I can create descriptive settings, characters and plot in my narrative writing.
- I can use organisational devices (e.g. headings and subheadings) in non-fiction writing.
- I can proof-read for spelling and punctuation errors.

#### **Vocabulary, Grammar and Punctuation**

- I can use nouns and pronouns to avoid repeating myself.
- I can use fronted adverbials (e.g. "Suddenly", "At the park", "Without", "Every week", "At last").
- I can use and fully punctuate direct speech.
- I can use apostrophes to show singular possession (e.g. Julie's bag, Tim's hat) and plural possession (e.g. girls' changing room, teachers' staffroom).
- I can use more than one clause and link them together using a range of conjunctions including "when", "if", "because", "although".



## Year 5 – Key Performance Indicators for English



### Reading

By the end of Y5, a child's reading should demonstrate increasing fluency across all subjects and not just in English

- I can apply my growing knowledge of root words, prefixes and suffixes from my list (-cial, -tial, -ible, -able, -ably, -ibly)
- I can infer the characters' feelings, thoughts and motives from their actions using evidence from the text.
- I can summarise the main ideas drawn from more than one paragraph and identify key details that support the main ideas.
- I can find, record and present information from non-fiction.
- I can provide reasoned arguments for my views.
- I can participate in discussions about texts that I have read, expressing my views and opinions and discussing the views and opinions of others.

### Writing

By the end of Y5, a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

### Spelling

- I can use “-ate”, “-ise” and “-ify” to convert nouns and adjectives (e.g. hyphen into hyphenate; terrific into terrify; random into randomise).

### Handwriting

- I can select a handwriting style appropriate to the task.

### Composition

- I can use different forms of writing for different purposes.
- I can describe settings, characters and atmosphere and include dialogue to convey character.
- I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- I can propose changes to vocabulary, grammar and punctuation to make my writing more effective.
- I can consistently use the correct tense throughout a piece of writing (e.g. use past tense in narrative, present tense in non-chronological report)
- I can proof-read for spelling and punctuation errors.

### Vocabulary, Grammar and Punctuation

- I can use commas to clarify meaning or avoid ambiguity.
- I can show degrees of possibility using adverbs (e.g. “perhaps”, “surely”) and modals (e.g. “might”, “should”, “could”, “will”, “must”).





## Year 6 – Key Performance Indicators for English



### **Reading:**

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English

- I can apply my growing knowledge of root words, prefixes and suffixes from my list (-cial, -tial, -ible, -able, -ably, -ibly)
- I have increased my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- I understand the majority of terms needed for discussing texts such as metaphor, simile, analogy, imagery, style and effect.
- I can discuss my understanding of a text and explore the meaning of words in context, considering the purpose of language and sentence construction - justifying my views suitably.
- I can identify how language, structure and presentation contribute to meaning.
- I can summarise the main idea drawn from more than one paragraph, identifying key details to support this.
- I can apply the skills of information retrieval, recording and presenting information appropriately.

### **Writing**

By the end of Y6, a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.

### **Spelling**

- I can use a dictionary to check the spelling and meaning of words.
- I can draw on my knowledge of morphology and etymology to spell correctly.

### **Handwriting**

- I can select a handwriting style appropriate to the task.

### **Composition**

- I can identify the audience for, and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
- I can proof-read for spelling and punctuation errors.
- I can consistently use the correct tense throughout a piece of writing (e.g. use past tense in narrative, present tense in non-chronological report)
- I can use organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullet points, or tables).
- I can describe settings, characters and atmosphere and include dialogue to convey character.

### **Vocabulary, Grammar and Punctuation**

- I can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- I can use the passive voice to affect the presentation of information in a sentence.
- I can use a colon to introduce a list
- I can punctuate bullet points to list information.
- I can propose changes to vocabulary, grammar and punctuation to make my writing more effective.