

Tansley Primary School
Reading and Writing End of Year Expectations

Y1	
Reading	Writing
<ul style="list-style-type: none"> • Identify which words appear again and again. • Recognise and join in with predictable phrases. <ul style="list-style-type: none"> • Relate reading to own experiences. • Re-read if reading does not make sense. <ul style="list-style-type: none"> • Re-tell with considerable accuracy. • Discuss significance of title and events. • Make predictions on basis of what has been read. • Make inferences on basis of what is being said and done. • Read aloud with pace and expression, i.e. pause at full stop; raise voice for question. <ul style="list-style-type: none"> • Recognise: capital letters, full stops, question marks, exclamation marks • Know why the writer has used the above punctuation in a text. • Know difference between fiction and non fiction texts. 	<ul style="list-style-type: none"> • Write clearly demarcated sentences. <ul style="list-style-type: none"> • Use 'and' to join ideas. • Use conjunctions to join sentences, e.g. so, but. • Use standard forms of verbs, e.g. go/went. • Introduce use of: capital letters, full stops, question marks, exclamation marks • Use capital letters for names and personal pronoun 'I'. • Write a sequence of sentences to form a short narrative [as introduction to paragraphs]. <ul style="list-style-type: none"> • Use correct formation of lower case – finishing in right place. • Use correct formation of capital letters. <ul style="list-style-type: none"> • Use correct formation of digits.
Y2	
<ul style="list-style-type: none"> • Secure with year group phonic expectations. • Recognise simple recurring literary language. • Read ahead to help with fluency and expression. • Comment on plot, setting and characters in familiar & unfamiliar stories. <ul style="list-style-type: none"> • Recount main themes and events. • Comment on structure of the text. <ul style="list-style-type: none"> • Use commas, question marks and exclamation marks to vary expression. <ul style="list-style-type: none"> • Read aloud with expression and intonation. • Recognise: o commas in lists o apostrophe of omission and possession (singular noun) • Identify past/present tense and why the writer has used a tense. <ul style="list-style-type: none"> • Use content and index to locate information. 	<ul style="list-style-type: none"> • Write different kinds of sentence: statement, question, exclamation, command. <ul style="list-style-type: none"> • Use expanded noun phrases to add description and specification. • Write using subordination (when, if, that, because) and co-ordination (or, and, but). • Correct and consistent use of present tense and past tense. <ul style="list-style-type: none"> • Correct use of verb tenses. • Write with correct and consistent use of: o capital letters o full stops o question marks o exclamation marks <ul style="list-style-type: none"> • Use commas in a list. • Use apostrophe to mark omission and singular possession in nouns. <ul style="list-style-type: none"> • Write under headings. • Write lower case letters correct size relative to one another. <ul style="list-style-type: none"> • Show evidence of diagonal and horizontal strokes to join handwriting

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Y3	
<ul style="list-style-type: none"> • Comment on the way characters relate to one another. <ul style="list-style-type: none"> • Know which words are essential in a sentence to retain meaning. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Recognise how commas are used to give more meaning. <ul style="list-style-type: none"> • Recognise inverted commas • Recognise: plurals, pronouns and how used, collective nouns, adverbs • Explain the difference that the precise choice of adjectives and verbs make 	<ul style="list-style-type: none"> • Use conjunctions (when, so, before, after, while, because). • Use adverbs (then, next, soon). • Use prepositions (before, after, during, in, because of). • Experiment with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. <ul style="list-style-type: none"> • Use perfect form of verbs to mark relationships of time and cause. • Use inverted commas to punctuate direct speech. <ul style="list-style-type: none"> • Group ideas into basic paragraphs. • Write under headings and sub-headings. • Write with increasing legibility, consistency and fluency.
Y4	
<ul style="list-style-type: none"> • Give a personal point of view on a text. <ul style="list-style-type: none"> • Re-explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Recognise apostrophe of possession (plural) <ul style="list-style-type: none"> • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • Explain why a writer has used different sentence types or a particular word order and the effect it has created. • Skim & scan to locate information and/or answer a question 	<ul style="list-style-type: none"> • Vary sentence structure, using different openers. • Use adjectival phrases, e.g. biting cold wind. • Use appropriate choice of noun or pronoun. <ul style="list-style-type: none"> • Use fronted adverbials. • Use apostrophe for plural possession. • Use a comma after fronted adverbial e.g. Later that day, I heard bad news. • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Use paragraphs to organised ideas around a theme. • Use connecting adverbs to link paragraphs. • Write with increasing legibility, consistency and fluency.
Y5	
<ul style="list-style-type: none"> • Summarise main points of an argument or discussion within their reading and make up own mind about issues. <ul style="list-style-type: none"> • Compare between two texts. • Appreciate that people use bias in persuasive writing. 	<ul style="list-style-type: none"> • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Begin to adapt sentence structure to text type. <ul style="list-style-type: none"> • Use pronouns to avoid repetition.

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<ul style="list-style-type: none"> • Appreciate how two people may have a different view on the same event. • Draw inferences and justify with evidence from the text. • Vary voice for direct or indirect speech. <ul style="list-style-type: none"> • Recognise clauses within sentences. • Explain how and why a writer has used clauses to add information to a sentence. • Use more than one source when carrying out research. • Create a set of notes to summarise what has been read. 	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will. • Use the following to indicate parenthesis: o brackets o dashes o comma <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use verb phrases to create subtle differences, e.g. she began to run. <ul style="list-style-type: none"> • Consistently organize into paragraphs. • Link ideas across paragraphs using adverbials of time, place and number. <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed.
Y6	
<ul style="list-style-type: none"> • Refer to text to support opinions and predictions. • Give a view about choice of vocabulary, structure, etc. <ul style="list-style-type: none"> • Distinguish between fact and opinion. • Appreciate how a set of sentences has been arranged to create maximum effect. • Recognise: complex sentences with more than one subordinate clause, phrases which add detail to sentences • Explain how a writer has used sentences to create particular effects. <ul style="list-style-type: none"> • Skim and scan to aide note-taking. 	<ul style="list-style-type: none"> • Use subordinate clauses to write complex sentences. <ul style="list-style-type: none"> • Use passive voice where appropriate. • Use expanded noun phrases to convey complicated information concisely, e.g. The fact that it was raining meant the end of sports day. • Use a sentence structure and layout matched to requirements of text type. <ul style="list-style-type: none"> • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use a colon to introduce a list and semi colon within a list. <ul style="list-style-type: none"> • Use correct punctuation of bullet points. <ul style="list-style-type: none"> • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. • Use wide range of devices to build cohesion within and across paragraphs. <ul style="list-style-type: none"> • Use paragraphs to signal change in time, scene, action, mood or person. • Write legibly, fluently and with increasing speed.