

Key Skills in English (Taken from the National Curriculum 2014)

English Year 1

Key Skills:

Speaking and Listening

- Read aloud, fluently, a book they are familiar with that is appropriate for their current reading ability (e.g. by re-reading the book previously to develop fluency).
- Listen intently to a story being read.
- Join in a discussion about a story, listening to what others say.
- Be able to discuss what they are going to write about before starting to write.
- Compose sentences orally first.

Reading

- Know, on sight, the correct sounds to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
- Decipher unfamiliar words by blending sounds accurately.
- Be able to decode words containing GPCs they have been taught and the endings –s, -es, -ing, -ed, -er and -est.
- Begin to read words of more than one syllable.
- Read an increasing bank of 'regular and frequent' words on sight.
- Read words with contractions e.g. I'm, I'll and begin to understand that an apostrophe is instead of certain letters.
- Show understanding of a book that they are familiar with and/or can read quickly and fluently (either a book they have read lots of times to gain fluency or a book that has been read to them), by answering basic comprehension questions.
- Know the difference between an information book and a story book.

Writing

- Sit correctly at a table, holding a pencil correctly and comfortably.
- Form lower case letters correctly.
- Form capital letters correctly.
- Understand 'handwriting families' (letters which are formed in a similar way).
- Leave clear finger spaces between words.
- From memory, write simple sentences that are dictated by the teacher.
- Write simple sentences independently.
- Begin to use a capital letter at the beginning and a full stop at the end of their sentences.
- Use capital letters for names of people, days of the week and the pronoun 'I'.
- Be able to write a simple story with some evidence of story language, characters and problem.
- Be able to write a simple recount, information text and poem, with the right amount of support where needed.

Phonics & Spelling

Vowel digraphs and trigraphs:

- ai (rain, sail)
- oi (boil, coin)
- ay (play, say)
- oy (boy, enjoy)
- a_e (made, came)
- e_e (these, theme)
- i_e (like, kite)
- o_e (home, bone)
- u_e (rule, tune- both /yoo/ and /oo/ sounds)
- ar (car, park)
- ee (see, meet)
- ea (/ee/ - sea, leaf)
- ea (/e/- head, bread)
- er (stressed sound- her, term)
- er (unstressed sound- butter, letter)
- ir (girl, bird)
- ur (turn, curl)
- oo (food, cool)
- oo (/u/ - look, good)
- oa (boat, road)
- oe (toe, goes)
- ou (cloud, out)
- ow (/ou/ - now, clown)
- ow (/oa/ - blow, snow)
- ue (blue, true)
- ew (new, chew)
- ie (/igh/ - lie, pie)
- ie (/ee/ - field, chief)
- igh (high, night)
- or (for, born)
- ore (more, sore)
- aw (saw, yawn)
- au (August, author)

- air (pair, stairs)
- ear (dear, hear)
- ear (/air/ - pear, bear)
- are (/air/ - care, stare)
- Words ending in -y (sorry, happy, party - /ee/ or /i/ sound)
- Words with ph or wh (photo, dolphin, which, where, when)
- Words using k for the /k/ sound (kit, skip)
- Simple words with the prefix un – (undo, unhappy, unlock)
- Compound words (laptop, bedroom, carpark, playground)
- Words with tch (catch, hutch, fetch)

- Words with /v/ sound at the end (have, live, give, love)
- Plurals with s or es at the end (sounded /s/ /z/ or /iz/ - cats, logs, foxes)

English Year 2

Key Skills:

Speaking and Listening

- Read aloud, fluently, a book they are familiar with that is appropriate for their current reading ability.
- Listen intently to a story/poem being read.
- Discuss books and poems that are read to them, giving opinions and listening to others.
- Be able to recite well known poems and rhymes clearly and fluently and with intonation.
- Know how spoken language is different from written language.

Reading

- Read accurately by reading frequently encountered words on sight and by blending the sounds to decipher unfamiliar words.
- Read words of two syllables or more that contain the GPCs taught.
- Read on sight common exception words for Year 2 (see spelling & phonics)
- Show evidence of self-correction when reading.
- Make sensible predictions about what might happen next.
- Show an understanding of the books they are reading through discussion and answering basic comprehension and inference questions.
- Pick out 'wow' words from the text and talk about why they have been used.
- Know the difference between an information book, a story book and poems.

Writing

- Form lower case sentences correctly that are consistent in size.
- Begin using pre-cursive diagonal and horizontal strokes (when letters are formed correctly and consistently).
- Form capital letters correctly and of the correct size in relation to lower case letters.
- From memory, write simple sentences that are dictated by the teacher.
- Plan writing first, at a basic level (can be oral or written).
- Write for a sustained period of time (e.g. 25 minutes).
- Write simple sentences and compound sentences using but, and, because.
- Use full stops and capital letters to separate sentences.
- Begin to use an exclamation mark or question mark sometimes instead of a full stop.
- Begin to use the apostrophe for contracted words.
- Begin to use commas in a list.
- Begin to use adjectives.
- Be able to write a recount, simple story, letter, instructions and invitation and use some of the right features.

- Use the past tense correctly when writing stories.
- Read their own writing, or that of others, check it makes sense and check for punctuation.

Phonics & Spelling

To revise GPCs taught in Year 1.

To spell words with:

- The /j/ sound spelt ge and dge (badge, ledge, fudge)
- The /s/ sound spelt c (race, prince, fancy)
- The /n/ sound spelt kn or gn (gnome, knight, knife)
- The /r/ sound spelt wr (write, wrong, wrap)
- The /l/ spelt le (apple, bottle)
- The /l/ spelt el (camel, towel)
- The /l/ spelt al (metal, animal)
- Ending in il (pencil, fossil, nostril)
- The /igh/ sound spelt y at the end of words (July, cry, reply)
- The /u/ sound spelt o (mother, other, Monday, wonder)
- The /ee/ sound spelt ey (donkey, honey, key, chimney)
- The /o/ sound spelt a after w (wash, want, wander)
- To add es to nouns and verbs ending in y (cries, replies, flies)
- To add –ed, -er, -ing, -est to words ending in y (happiest, happier, flying, copied)
- To add –ed, -er, -ing, -est –y to words ending in e (Shining, shinier, shiniest, shiny, hiked, hiker, hiking)
- To add –ed, -er, -ing, -est when the consonant is doubled (running, runner, fatter, fattest, skipped)
- To spell contracted words (can't, didn't, haven't)

English Year 3

Key Skills:

Speaking and Listening

- Speak in front of a small group or class with appropriate volume and clarity.
- Listen to and follow stories, being able to answer key questions about the text.
- Listen to and discuss poetry and non-fiction texts.
- Understand the difference between spoken and written language.

Reading

- Read age appropriate books accurately and at a speed that allows understanding of the meaning of the text.
- Use decoding skills to decipher new vocabulary (when not completely decodeable, identify the 'tricky' bit).
- Show an awareness of different genres by describing attributes.
- Be able to describe themes in stories (e.g. a happy ending, good over evil).
- Show an awareness of basic inference.
- Make sensible predictions that follow the story.
- Summarise the main points from a text.

Writing

- Use clear, joined up handwriting.
- Write sentences expressing time and cause, using conjunctions (when, while, before, if, after) or time words (then, next, soon, meanwhile, afterwards).
- Use full stops, capital letters, exclamation marks and commas in a list accurately and begin to use question marks and apostrophes for singular possession and contractions.
- Show some use of speech marks.
- Write for a sustained period of time (30 minutes).
- Write sentences that are grammatically correct e.g. the subject must match the verb (The children **were** happy).
- Use pronouns to avoid repetition.
- Begin to chunk related materials into paragraphs.
- Plan writing at a basic level first (orally or on paper).
- Use features of different text types in their writing.
- In narrative texts, write about characters, setting and plot.
- Begin to use exciting adjectives and verbs and more precise nouns to add description.
- Make changes to their writing to improve it and correct any errors.

Phonics & Spellings

- To learn to spell words with:
 - The /u/ sound spelt ou (young, cousin, double)
 - The suffix -ly (sadly, happily)
 - The /k/ sound spelt ch (Greek in origin- school, chorus, chemist)
 - The /ch/ sound spelt ch (mostly French in origin- chef, machine)
 - Ending with the /g/ sound spelt -gue (tongue, league)
 - Ending with the /k/ sound spelt -que (antique, unique)
 - The /s/ sound spelt sc (Latin in origin- scene, science, scissors)
 - The /ai/ sound spelt ei, eigh or ey (vein, weigh, neighbour, they, obey)
 - The /ur/or/aw sound after w (worm, work, warm, water)
 - The /zh/ sound spelt s (vision, usual, treasure)
 - The suffixes -ment, -ness, -ful and -less.
 - Ending in -tion.
 - Similar sounds but different spellings (homophones).
 - Spell words from the Year 3/4 Spelling list.

English Year 4

Key Skills:

Speaking and Listening

- Read aloud a range of different texts with fluency, clarity and intonation (their own writing, stories, poems, playscripts, information texts).
- Listen to a wide range of texts and take part in the discussion about these texts.

- Discuss what they have learnt from their reading, including new vocabulary.
- Be able to distinguish between spoken and written language and identify colloquial ('slang') terms that we might not use in our writing.

Reading

- Read age-appropriate books with fluency, aiding comprehension of the text.
- Show a clear understanding of the text they are reading.
- Infer character's thoughts and feelings from their actions.
- Identify words the author has used for effect and what effect these have.
- Research effectively by reading, summarising and then noting down the main points.
- Comment upon the organisational features of the text they are reading.

Writing

- Use clear, joined up handwriting, consistent in size, orientation and shape.
- Plan before writing - orally or on paper.
- Organise their writing well, using paragraphs, headings, sub-headings.
- Write compound sentences using the conjunctions because, if, while and when and begin to use complex sentences.
- Write for a sustained period of time (e.g. 35 minutes).
- Use capital letters, full stops, exclamation marks, question marks, speech marks and commas in a list.
- Begin to use commas to mark clauses in sentences.
- Use the apostrophe for singular possession and to mark contractions.
- Use the correct features of different text types in their writing.
- Stick to the correct tense throughout their writing.
- Use adjectives, exciting verbs and begin to use adverbs.
- Proof read their work, make improvements and correct any errors in spelling or punctuation.
- To know technical vocabulary on relation to their writing (e.g. adverb).

Phonics & Spellings

To learn to spell words with:

- The /i/ sound spelt y elsewhere than at the end of words (myth, gym, mystery).
- The suffix –ation (information, adoration, sensation)
- Endings sounding like /ahuh/ or /chuh/ (measure, pleasure, picture)
- Endings which sound like /zhun/ spelt sion (division, confusion, invasion)
- The suffix –ous (poisonous, dangerous, ravenous)
- Endings which sound like /shun/ spelt –tion, –sion, –cian, –ssion (invention, expression, musician)
- The same sound but different spellings (homophones)
- Add suffixes –er, –ed, ing, –en to root words with more than one syllable (forgetting, forgotten, beginning, beginner)
- Spell words from the Year 3/4 word list.

English Year 5

Key Skills:

Speaking and Listening

- Read aloud a range of different texts with fluency, clarity and intonation.
- Listen and respond to a wide range of texts, showing understanding through discussion.
- Adapt the formality of spoken language, depending on who they are speaking to.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect these have.
- Summarise and identify the main points in a text.
- Research quickly and effectively by using summarising skills and noting these down.
- Identify the organisational and text-level features of a text.
- Skim read to find key vocabulary and answers to questions.
- Ask questions to improve their understanding of a text.
- Use a dictionary to look up the meaning of new words encountered.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know the organisational features.
- Write using a mixture of compound and complex sentences, using simple sentences for effect.
- Ensure consistency of tense and subject-verb agreement throughout.
- Use a wider range of connectives (e.g. which, while, when, because, if, although)
- Write for a sustained period of time (e.g 40 minutes)
- Use figurative language (metaphor/simile) to enhance writing.
- Use adventurous vocabulary including a range of adjectives, adverbs, exciting verbs and precise nouns.
- Experiment with different ways of opening sentences.
- Use commas accurately to mark clauses in sentences.
- Use a wide range of punctuation and begin to use brackets, dashes and ellipsis.

- Use the apostrophe accurately to show singular and plural possession and to mark contractions.
- Organise work well, into paragraphs, using sub-headings and heading where applicable and arranging text on the page appropriately.
- Use the features of different text types in their writing.
- When writing narrative, describe characters, setting and plot.
- Proof-read and edit their work effectively, making improvements to sentence structure or punctuation and language used.
- Use a wider range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).

Phonics & Spelling

- Revise trickier spelling patterns from previous year groups.
- To learn to spell words with:
 - The letter string 'ough' (rough, cough, through)
 - The /ee/ sound spelt ei after c (deceive, receive, perceive)
 - Endings which sound like /shus/ spelt -cious or -tious (vicious, precious, delicious)
 - Endings which sound like /shul/ (official, special, essential)
 - Silent letters (doubt, island, solemn, lamb, thistle)
 - Ending in -ible (possible, horrible, visible)
 - Ending in -able (adorable, applicable, considerable)
 - The same sound but different spellings (homophones)
 - Spell words from the Year 5/6 spelling list.

English Year 6

Key Skills:

Speaking and Listening

- Read aloud with fluency, clarity and intonation (own writing, class text, own text)
- Listen and respond to a wide range of texts, showing understanding through discussion.
- Speak in front of other people (whole class, small groups) clearly and precisely, maintaining eye contact with audience members.

Reading

- Read fluently and with clarity a range of different texts, using their growing knowledge of root words and prefixes/suffixes to identify unfamiliar words, if any.
- Thoroughly understand a text they've read at a literal level and use inference and deduction skills to read between the lines and understand the text at a deeper level.
- Pick out sections from the text to support their views.
- Pick out words and phrases used by the author for effect (including figurative language) and identify the effect

these have.

- Research quickly and effectively by using summarising skills and noting these down.
- Distinguish between fact and opinion.
- Skim read to find key vocabulary and answers to questions.
- Ask questions to improve their understanding of a text.
- Use a dictionary to look up the meaning of new words encountered.

Writing

- Write fluently, quickly and legibly, with a clear, consistent handwriting style.
- Plan writing first, noting down ideas and identifying the purpose and audience and ensuring they know the organisational features.
- Use a range of sentences to make their writing flow and ensure writing is appropriate to task
- Use relative clauses beginning with who, which, where, why or whose.
- Use a wider range of connectives (e.g. which, while, when ,because, if, although, otherwise, however)
- Write for a sustained period of time (e.g 45 minutes)
- Use adventurous vocabulary and language including expanded noun phrases and figurative language.
- Use effective openers, appropriate to the task.
- Use a wide range of punctuation including brackets, semi-colons, dashes and ellipsis.
- Organise and present work well to ensure cohesion and clarity appropriate to text type.
- Use the features of different text types in their writing.
- When writing narrative, use devices to build atmosphere and tension.
- Proof-read and edit their work effectively, making improvements to sentence structure or punctuation and language used.
- Use a wider range of technical vocabulary in relation to their writing (e.g. metaphor, adjective, adverbial).

Phonics & Spelling

- Revise trickier spelling patterns from previous year groups.
- To learn to spell words with:
 - The endings –ant, -ance/-ancy, -ent, -ence/-ency (observant, hesitant, hesitancy, tolerance, innocent, innocence, decency)
 - The same sound but different spellings (homophones)
- Spell words from the Year 5/6 spelling list.