

Key assessment criteria

The key assessment criteria for English have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as speakers, readers and writers.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value.

Key Assessment Criteria: *Being a speaker*

A Year 1 speaker	A Year 2 speaker	A Year 3 speaker
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can re-tell a well known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	<ul style="list-style-type: none"> • I can ask questions to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate.

Key Assessment Criteria: *Being a speaker*

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

Key Assessment Criteria: *Being a reader*

A Year 1 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un-. • I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about.

Key Assessment Criteria: *Being a reader*

A Year 2 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can decode automatically and fluently. • I can blend sounds in words that contain the graphemes we have learned. • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read common exception words. • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can talk about and give an opinion on a range of texts. • I can discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • I can retell stories, including fairy stories and traditional tales. • I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense. • I can find recurring language in stories and poems. • I can talk about my favourite words and phrases in stories and poems. • I can recite some poems by heart, with appropriate intonation. • I can answer and ask questions. • I can make predictions based on what I have read. • I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Key Assessment Criteria: *Being a reader*

A Year 3 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a reader*

A Year 4 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I know which books to select for specific purposes, especially in relation to science, geography and history learning. • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify the (simple) themes in texts. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can explain the meaning of words in context. • I can ask relevant questions to improve my understanding of a text. • I can infer meanings and begin to justify them with evidence from the text. • I can predict what might happen from details stated and from the information I have deduced. • I can identify where a writer has used precise word choices for effect to impact on the reader. • I can identify some text type organisational features, for example, narrative, explanation and persuasion. • I can retrieve information from non-fiction texts. • I can build on others' ideas and opinions about a text in discussion.

Key Assessment Criteria: *Being a reader*

A Year 5 reader

Word reading

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

Comprehension

- I am 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.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a reader*

A year 6 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u>. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • I can read fluently, using punctuation to inform meaning. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I am 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. • I can read books that are structured in different ways. • I can recognise texts that contain features from more than one text type. • I can evaluate how effectively texts are structured and presented. • I can read non-fiction texts to help with my learning. • I read accurately and check that I understand. • I can recommend books to others and give reasons for my recommendation. • I can identify themes in texts. • I can identify and discuss the conventions in different text types. • I can identify the key points in a text. • I can recite a range of poems by heart, e.g. narrative verse, sonnet. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.



Key Assessment Criteria: *Being a writer*

A Year 1 writer

Transcription

Spelling

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

Handwriting

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

Composition

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

Grammar and punctuation

Sentence structure

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

Text structure

- I can sequence sentences to form a narrative.

Punctuation

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



Key Assessment Criteria: Being a writer

A Year 2 writer

Transcription

Spelling

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

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

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

Grammar and punctuation

Sentence structure

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

Text structure

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

Punctuation

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

Key Assessment Criteria: *Being a writer*

A Year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.



Key Assessment Criteria: *Being a writer*

A Year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My 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.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

Key Assessment Criteria: *Being a writer*

A year 5 writer

Transcription

Spelling

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

Handwriting

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

Composition

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

Grammar and punctuation

Sentence structure

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

Text structure

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

Punctuation

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

Key Assessment Criteria: *Being a writer*

A Year 6 writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

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

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.