



Robert Bloomfield Academy: Key Stage 2 Grade Descriptors – English



Year 6 Age Related Expectations	<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
6 Secure	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questioning, and drawing ideas together.</p> <p>Create and sustain different roles, adapting techniques in a range of dramatic activities to explore ideas, texts and issues.</p> <p>Identify the variety and uses of spoken language, comment on their meaning and impact, and draw on these in talking to others.</p>
Year 5 Age Related Expectations	<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
5 Secure	<p>Increase their 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</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<p>Talk in purposeful and imaginative ways to explore ideas and feelings, using non-verbal features for clarity and effect.</p>

	<p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph. 	<p>noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages 	<p>Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented.</p> <p>Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, selecting and using the features of spoken standard English appropriately.</p>
<p>Year 4 Age Related Expectations</p>	<p><u>Reading</u></p>	<p><u>Writing</u></p>	<p><u>Speaking and Listening</u></p>
<p>4 Secure</p>	<ul style="list-style-type: none"> ☑ main ideas drawn from more than one paragraph and summarising these ☑ identifying how language, structure, and presentation contribute to meaning ☑ retrieve and record information from non-fiction ☑ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> ☑ I narratives, create settings, characters and plot ☑ in non-narrative material, use simple organisational devices [for example, headings and sub-headings] ☑ evaluate and edit by: ☑ assessing the effectiveness of their own and others' writing and suggesting improvements ☑ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ☑ proof-read for spelling and punctuation errors ☑ read aloud their own writing, to a group or the whole class, using appropriate 	<p>Gain, maintain and monitor the interest of the listener(s)</p> <ul style="list-style-type: none"> ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others ☑ select and use appropriate registers for effective communication.

		intonation and controlling the tone and volume so that the meaning is clear.	
Year 3 Age Related Expectations	<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
3 Secure	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ asking questions to improve their understanding of a text ☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ predicting what might happen from details stated and implied 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ☐ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ☐ discussing and recording ideas ☐ draft and write by: <ul style="list-style-type: none"> ☐ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ☐ organising paragraphs around a theme 	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> ☐ speak audibly and fluently with an increasing command of Standard English ☐ participate in discussions, presentations, performances, role play, improvisations and debates
Year 2 Age Related Expectations	<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
2 secure	<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> ☐ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ☐ read accurately words of two or more syllables that contain the same graphemes as above ☐ read words containing common suffixes 	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> ☐ write about real events ☐ write poetry ☐ write for different purposes ☐ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ☐ planning or saying out loud what they are going to write about ☐ writing down ideas and/or key words, including new vocabulary ☐ encapsulating what they want to say, sentence by sentence 	<p>Articulate and justify answers, arguments and opinions</p> <ul style="list-style-type: none"> ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

	<ul style="list-style-type: none"> ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ☐ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ☐ re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ☐ make simple additions, revisions and corrections to their own writing by: ☐ evaluating their writing with the teacher and other pupils ☐ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ☐ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ☐ read aloud what they have written with appropriate intonation to make the meaning clear. 	
Year 1 Age Related Expectations	<u>Reading</u>	<u>Writing</u>	<u>Speaking and Listening</u>
1 Secure	<ul style="list-style-type: none"> ☐ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☐ link what they read or hear read to their own experiences ☐ recognise and join in with predictable phrases ☐ learn to appreciate rhymes and poems, and to recite some by heart ☐ discuss word meanings, linking new meanings to those already known ☐ draw on what they already know or on background information and vocabulary provided by the teacher ☐ check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> ☐ name the letters of the alphabet: ☐ name the letters of the alphabet in order ☐ use letter names to distinguish between alternative spellings of the same sound ☐ add prefixes and suffixes: ☐ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ☐ use the prefix un– ☐ use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ☐ leave spaces between words ☐ join words and joining clauses using and ☐ begin to punctuate sentences using a capital letter and a full stop, question 	<ul style="list-style-type: none"> ☐ Listen and respond appropriately to adults and their peers ☐ ask relevant questions to extend their understanding and knowledge ☐ use relevant strategies to build their vocabulary

	<ul style="list-style-type: none"> ☒ discuss the significance of the title and events ☒ make inferences on the basis of what is being said and done ☒ predict what might happen on the basis of what has been read so far ☒ participate in discussion about what is read to them, taking turns and listening to what others say ☒ explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ☒ mark or exclamation mark ☒ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	
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NB: Whole Grade levels have been described in the above grid.

To achieve **Beginning** or **Developing** within a grade level, a pupil will be on the way to achieving the criteria for success

To achieve **Secure** within a grade level, a pupil will be demonstrating these skills most of the time

To achieve **Exceeding** within a grade level, a pupil will be successfully using all of these skills consistently and effectively.