

Subject Strands	AF1- Speaking and Listening	AF2 – Reading	AF3 – Writing
National Curriculum Level 1	<ul style="list-style-type: none"> • Pupils talk about matters of immediate interest. • They listen to others and usually respond appropriately. • They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail. 	<ul style="list-style-type: none"> • Pupils recognise familiar words in simple texts. • They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. • They express their response to poems, stories and non-fiction by identifying aspects they like 	<ul style="list-style-type: none"> • Pupils’ writing communicates meaning through simple words and phrases. • In their reading or their writing, pupils begin to show awareness of how full stops are used. • Letters are usually clearly shaped and correctly orientated
National Curriculum Level 2	<ul style="list-style-type: none"> • Pupils begin to show confidence in talking and listening, particularly where the topics interest them. • On occasions, they show awareness of the needs of the listener by including relevant detail. • In developing and explaining their ideas they speak clearly and use a growing vocabulary. • They usually listen carefully and respond with increasing appropriateness to what others say. • They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used 	<ul style="list-style-type: none"> • Pupils’ reading of simple texts shows understanding and is generally accurate. • They express opinions about major events or ideas in stories, poems and non-fiction. • They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. 	<ul style="list-style-type: none"> • Pupils’ writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. • Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. • Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. • In handwriting, letters are accurately formed and consistent in size
National Curriculum Level 3	<ul style="list-style-type: none"> • Pupils talk and listen confidently in different contexts, exploring and communicating ideas. • In discussion, they show understanding of the main points. • Through relevant comments and questions, they show they have listened carefully. 	<ul style="list-style-type: none"> • Pupils read a range of texts fluently and accurately. • They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. 	<ul style="list-style-type: none"> • Pupils’ writing is often organised, imaginative and clear. • The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. • Sequences of sentences extend ideas logically and words are chosen for variety and interest.

	<ul style="list-style-type: none"> • They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. • They are beginning to be aware of standard English and when it is used 	<ul style="list-style-type: none"> • They use their knowledge of the alphabet and of search techniques to locate sources and find information. 	<ul style="list-style-type: none"> • The basic grammatical structure of sentences is usually correct. • Spelling is usually accurate, including that of common, polysyllabic words. • Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. • Handwriting is joined and legible
National Curriculum Level 4	<ul style="list-style-type: none"> • Pupils talk and listen with confidence in an increasing range of contexts. • Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. • They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. • They adapt their spoken language appropriately and use some of the features of standard English vocabulary and grammar 	<ul style="list-style-type: none"> • In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. • They understand that texts reflect the time and culture in which they were written. • They refer to the text when explaining their views and are able to locate and use ideas and information 	<ul style="list-style-type: none"> • Pupils' writing in a range of forms is lively and thoughtful. • Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. • Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. • Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. • Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. • Handwriting style is fluent, joined and legible
National Curriculum Level 5	<ul style="list-style-type: none"> • Pupils talk and listen with confidence in an increasing range of contexts. • Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. • They begin to vary their expression and vocabulary. • They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. 	<ul style="list-style-type: none"> • Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. • In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. • They understand that texts fit into historical and literary traditions. 	<ul style="list-style-type: none"> • Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. • Vocabulary choices are imaginative and words are used precisely. • Sentences, including complex ones, and paragraphs are coherent, clear and well developed.

	<ul style="list-style-type: none"> • They use some of the features of standard English vocabulary and grammar 	<ul style="list-style-type: none"> • They retrieve and collate information from a range of sources 	<ul style="list-style-type: none"> • Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. • Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks
National Curriculum Level 6	<ul style="list-style-type: none"> • Pupils adapt their talk to the demands of different contexts, purposes and audiences with increasing confidence. • Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. • Pupils take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. • They demonstrate their knowledge of language variety and usage effectively and use standard English fluently in formal situations. 	<ul style="list-style-type: none"> • In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. • They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. • They summarise a range of information from different sources 	<ul style="list-style-type: none"> • Pupils' writing is fluent and often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. • Pupils use a range of sentence structures and varied vocabulary to create effects. • Spelling, including that of irregular words, is generally accurate. Handwriting is neat and legible. • A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs
National Curriculum Level 7	<ul style="list-style-type: none"> • Pupils are confident in matching their talk to the demands of different contexts, including those that are unfamiliar. • They use vocabulary in precise and creative ways and organise their talk to communicate clearly. • They make significant contributions to discussions, evaluating others' ideas and varying how and when they participate. • They use standard English confidently in situations that require it. 	<ul style="list-style-type: none"> • Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. • They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. • They understand why some texts are particularly valued and influential. • They select, synthesise and compare information from a variety of sources. 	<ul style="list-style-type: none"> • Pupils' writing is confident and shows appropriate and imaginative choices of style in a range of forms. • Characters and settings are developed in their narrative writing. • Their nonfiction writing is coherent and gives clear points of view, taking account of different perspectives. • Grammatical features and vocabulary are used accurately and effectively. • Spelling is correct, including that of complex irregular words. • Work is legible and attractively presented. Paragraphing and correct punctuation are

			used to make the sequence of events or ideas coherent and clear to the reader
National Curriculum Level 8	<ul style="list-style-type: none"> • Pupils maintain and develop their talk purposefully in a range of contexts. • They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. • They make a range of contributions that show they have listened perceptively and are sensitive to the development of discussions. • They use standard English confidently in a range of situations, adapting as necessary. 	<ul style="list-style-type: none"> • Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. • They select and analyse information and ideas, and comment on how these are conveyed in different texts. • They explore some of the ways in which texts from different times and cultures have influenced literature and society. 	<ul style="list-style-type: none"> • Pupils show creativity in the way they select specific features or expressions to convey effects and to interest the reader. • Their narrative writing shows control of characters, events and settings, and shows variety in structure. • In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. • Their use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. • Their writing shows a clear grasp of the use of punctuation and paragraphing.
Exceptional Progress	<ul style="list-style-type: none"> • Pupils select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying their vocabulary and expression confidently for a range of purposes and audiences. • They initiate and sustain discussion through the sensitive use of a variety of contributions. • They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. • They show assured and fluent use of standard English in a range of situations and for a variety of purposes. 	<ul style="list-style-type: none"> • Pupils confidently sustain their responses to a demanding range of texts across different times and cultures, developing their ideas and referring in detail to aspects of language, structure and presentation. • They make apt and careful comparisons between texts, including consideration of audience, purpose and form. • They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate 	<ul style="list-style-type: none"> • Pupils' writing is original, has shape and impact, shows control of a range of styles and maintains the interest of the reader throughout. • Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. • A variety of grammatical constructions and punctuation is used accurately, appropriately and with sensitivity. • Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole