

En 1 Speaking and Listening	En 2 Reading	En 3 Writing							
Pupils talk about matters of immediate interest.	Pupils recognise familiar words in simple texts.	Pupils' writing communicates meaning through simple words and phrases.							
They listen to others and usually respond appropriately.	They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud.	In their reading or their writing, pupils begin to show awareness of how full stops are used.							
They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	In these activities they sometimes require support.	Letters are usually clearly shaped and correctly orientated.							
Pupils begin to show confidence in talking and listening, particularly where the topics interest them.	They express their response to poems, stories and non-fiction by identifying aspects they like.	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader.							
On occasions, they show awareness of the needs of the listener by including relevant detail.	Pupils' reading of simple texts shows understanding and is generally accurate.	Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops.							
In developing and explaining their ideas they speak clearly and use a growing vocabulary.	They express opinions about major events or ideas in stories, poems and non-fiction.	Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.							
They usually listen carefully and respond with increasing appropriateness to what others say.	They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.	In handwriting, letters are accurately formed and consistent in size.							
They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.	Pupils read a range of texts fluently and accurately.	Pupils' writing is often organised, imaginative and clear.							
Pupils talk and listen confidently in different contexts, exploring and communicating ideas.	They read independently, using strategies appropriately to establish meaning.	The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.							
In discussion, they show understanding of the main points.	In responding to fiction and non-fiction they show understanding of the main points and express preferences.	Sequences of sentences extend ideas logically and words are chosen for variety and interest.							
Through relevant comments and questions, they show they have listened carefully.	They use their knowledge of the alphabet to locate books and find information.	The basic grammatical structure of sentences is usually correct.							
They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction.	Spelling is usually accurate, including that of common, polysyllabic words.							
They are beginning to be aware of standard English and when it is used.	They refer to the text when explaining their views.	Punctuation to mark sentences - full stops, capital letters and question marks - is used accurately.							
Pupils talk and listen with confidence in an increasing range of contexts.	They locate and use ideas and information.	Handwriting is joined and legible.							
Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly.	Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.	Pupils' writing in a range of forms is lively and thoughtful.							
In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views.	In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views.	Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader.							
They use appropriately some of the features of standard English vocabulary and grammar.	They retrieve and collate information from a range of sources.	Vocabulary choices are often adventurous and words are used for effect.							
Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.	In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect.	Pupils are beginning to use grammatically complex sentences, extending meaning.							
Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.	They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views.	Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.							
In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.	They summarise a range of information from different sources.	Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence.							
They begin to use standard English in formal situations.	<table border="1"> <tr> <td><b>Key:</b></td> </tr> <tr> <td><b>Level 1</b></td> </tr> <tr> <td><b>Level 2</b></td> </tr> <tr> <td><b>Level 3</b></td> </tr> <tr> <td><b>Level 4</b></td> </tr> <tr> <td><b>Level 5</b></td> </tr> <tr> <td><b>Level 6</b></td> </tr> </table>	<b>Key:</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	Handwriting style is fluent, joined and legible.
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Pupils adapt their talk to the demands of different contexts with increasing confidence.	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.								
Their talk engages the interest of the listener through the variety of its vocabulary and expression.	Vocabulary choices are imaginative and words are used precisely.								
Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others.	Simple and complex sentences are organised into paragraphs.								
They are usually fluent in their use of standard English in formal situations.	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.								
	Pupils' writing 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 is generally accurate, including that of irregular words.								
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