

Key Learning in Reading and Writing

Linked to

Key Stage 1 and 2 Assessment Expectations in

Reading and Writing

KS1 and KS2

This document outlines the end of Key Stage 1 and 2 assessment expectations for reading and writing linked to Lancashire Key Learning documents.

Key Stage 1

The Teacher Assessment Framework (TAF) for Reading and Writing at the end of Key Stage 1, alongside KS1 Reading Content Domains have been outlined with the relevant key learning statements, which support progression towards these, detailed from Year 1 and Year 2.

Key Stage 2

The Teacher Assessment Framework (TAF) for Writing at the end of Key Stage 2 has been outlined with the relevant key learning statements, which support progression towards these, detailed from Year 3, Year 4, Year 5 and Year 6.

The Reading Content Domains for Key Stage 2 have been matched with the relevant key learning statements in reading from Year 3, Year 4, Year 5 and Year 6. This illustrates the development of reading skills across Key Stage 2 in order to support the teaching and learning towards assessment expectations.

How can this document be used?

Schools may wish to use this document to ensure clear links between the teaching, learning and assessment of English, and how each year group contributes to the end of key stage assessment in reading and writing.

Key Learning in Reading links to Reading Teacher Assessment Framework for End of KS1

| TAF KS1 Reading Statements for the Expected Standard | Statements from Lancashire <i>Key Learning in Reading</i> |
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| <ul style="list-style-type: none"> read accurately most words of two or more syllables. | <p>Y1 Split two and three syllable words into the separate syllables to support blending for reading. Y2 Read accurately words of two or more syllables that contain alternative sounds for a grapheme, e.g. shoulder, roundabout, grouping.</p> |
| <ul style="list-style-type: none"> read most words containing common suffixes (Teachers should refer to the spelling appendix to the national curriculum English Appendix 1 to exemplify the words that pupils should be able to read as well as spell). | <p>Y1 Read words containing –s, -es, -ing, -ed, -er, -est endings. Y2 Read words containing common suffixes e.g. –ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> |
| <ul style="list-style-type: none"> read most common exception words. | <p>Y1 Read common exception words, noting tricky parts. (Y1 list) Y2 Read further common exception words, noting tricky parts. (Y2 list)</p> |
| <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. <p><i>Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials. STA KS1 TAF Reading</i></p> | <p>Y1 Read aloud accurately books that are consistent with their developing phonic knowledge. Y1 Apply phonic knowledge and skills as the route to decode words. Y1 Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter. Y1 Develop fluency, accuracy and confidence by re-reading books. Y2 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Y2 Read frequently encountered words quickly and accurately without overt sounding and blending. Y2 Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> |
| <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> sound out most unfamiliar words accurately, without undue hesitation. | <p>Y1 Apply phonic knowledge and skills as the route to decode words. Y1 Read accurately by blending sounds in unfamiliar words. Y2 Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace. Y2 Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> |

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| <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading. <p><i>Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.</i></p> | <p>Y1 Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Y1 Apply phonic knowledge and skills as the route to decode words.</p> <p>Y1 Check that texts make sense while reading and self-correct.</p> <p>Y1 Develop fluency, accuracy and confidence by re-reading books.</p> <p>Y2 Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Y2 Check that texts make sense while reading and self-correct.</p> <p>Y2 Re-read books to build up fluency and confidence in word reading.</p> |
| <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • answer questions and make some inferences. | <p>Y1 Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Y1 Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Y1 Give opinions and support with reasons e.g. I like the Little Red Hen because she...</p> <p>Y1 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>Y1 Identify and discuss the main characters in stories.</p> <p>Y1 Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Y1 Make basic inferences about what is being said and done.</p> <p>Y1 Make predictions based on what has been read so far.</p> <p>Y2 Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Y2 Use tone and intonation when reading aloud.</p> <p>Y2 Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Y2 Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Y2 Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Y2 Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Y2 Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Y2 Make predictions based on what has been read so far.</p> <p>Y2 Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Y2 Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> |

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| <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • explain what has happened so far in what they have read. | <p>Y1 Explain clearly their understanding of what is read to them. Y1 Recall specific information in fiction and non-fiction texts. Y1 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Y1 Identify and discuss the main events in stories. Y1 Make predictions based on what has been read so far. Y2 Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. Y2 Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Y2 Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Y2 Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Y2 Make predictions based on what has been read so far.</p> |
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| KS1 Reading Content Domain | Statements from Lancashire <i>Key Learning in Reading</i> |
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| <p>Reading Domain 1a</p> <p>Draw on knowledge of vocabulary to understand texts</p> | <p>Y1 Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Y2 Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Y2 Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</p> |
| <p>Reading Domain 1b</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> | <p>Y1 Explain clearly their understanding of what is read to them.</p> <p>Y1 Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Y1 Identify and discuss the main characters in stories.</p> <p>Y1 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p> <p>Y1 Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</p> <p>Y1 Recall specific information in fiction and non-fiction texts.</p> <p>Y1 Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</p> <p>Y2 Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Y2 Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Y2 Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Y2 Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Y2 Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Y2 Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> |
| <p>Reading Domain 1c</p> <p>Identify and explain the sequence of events in texts.</p> | <p>Y1 Explain clearly their understanding of what is read to them.</p> <p>Y1 Identify and discuss the main events in stories.</p> <p>Y1 Use patterns and repetition to support oral retelling, e.g. <i>fairy stories, traditional tales and stories by well-known authors</i>.</p> <p>Y1 Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</p> <p>Y2 Sequence and discuss the main events in stories and recounts.</p> <p>Y2 Orally retell a wider range of stories, fairy tales and traditional tales.</p> |

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| <p>Reading Domain 1d Make inferences from the text.</p> | <p>Y1 Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Y1 Make basic inferences about what is being said and done. Y1 Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Y2 Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Y2 Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Y2 Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> |
| <p>Reading Domain 1e Predict what might happen on the basis of what has been read so far.</p> | <p>Y1 Make predictions based on what has been read so far. Y2 Make predictions based on what has been read so far.</p> |

Key Learning in Reading links to KS2 Reading Content Domains

| KS2 Reading Content Domain | Statements from Lancashire <i>Key Learning in Reading</i> |
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| <p>Reading Domain 2a Give / explain the meaning of words in context</p> | <p>Y3 Explain the meaning of unfamiliar words by using the context.</p> <p>Y3 Use dictionaries to check meanings of words they have read.</p> <p>Y3 Use knowledge of root words to understand meanings of words.</p> <p>Y3 Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</p> <p>Y3 Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</p> <p>Y3 Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).</p> <p>Y4 Explain the meaning of key vocabulary within the context of the text.</p> <p>Y4 Use dictionaries to check meanings of words in the texts that they read.</p> <p>Y4 Use knowledge of root words to understand meanings of words.</p> <p>Y4 Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter- super-, anti-, auto-</i>.</p> <p>Y4 Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion</i>.</p> <p>Y4 Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).</p> <p>Y5 Explain the meaning of words within the context of the text.</p> <p>Y5 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Y5 Use a thesaurus.</p> <p>Y5 Use knowledge of root words to understand meanings of words.</p> <p>Y5 Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>.</p> <p>Y5 Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list).</p> <p>Y6 Explain the meaning of new vocabulary within the context of the text.</p> <p>Y6 Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading invitation for imitation</i>.</p> <p>Y6 Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>.</p> <p>Y6 Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</p> <p>Y6 Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).</p> <p>Y6 Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.</p> |

**Reading
Domain 2b**
Retrieve and
record
information
/ identify
key details
from fiction
and non-
fiction

Y3 Read books and texts for a range of purposes e.g. *enjoyment, research, skills development, reference.*

Y3 Read a range of non-fiction texts, e.g. *information, discussion, explanation, biography and persuasion.*

Y3 Discuss their understanding of the text.

Y3 Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*

Y3 Justify responses to the text using the PE prompt (Point + Evidence).

Y3 Identify a key idea in a paragraph.

Y3 Prepare for research by identifying what is already known about the subject and key questions to structure the task.

Y3 Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams.*

Y3 Navigate texts in print and on screen.

Y3 Record information from a range of non-fiction texts.

Y4 Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.

Y4 Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*

Y4 Justify responses to the text using the PE prompt (Point + Evidence).

Y4 Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*

Y4 Prepare for research by identifying what is already known about the subject and key questions to structure the task.

Y4 Navigate texts, e.g. *using contents and index pages, in order to locate and retrieve information in print and on screen.*

Y4 Record information from a range of non-fiction texts.

Y4 Scan for dates, numbers and names.

Y5 Read books and texts that are structured in different ways for a range of purposes.

Y5 Demonstrate active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal.*

Y5 Through close reading of the text, re-read and read ahead to locate clues to support understanding.

Y5 Distinguish between statements of fact and opinion within a text.

Y5 Scan for key words and text mark to locate key information.

Y5 Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Y5 Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt - Point + Evidence + Explanation.*

Y6 Independently read longer texts with sustained stamina and interest.

Y6 Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*

Y6 Provide reasoned justifications for their views.

Y6 Justify opinions and elaborate by referring to the text e.g. *using the PEE prompt – Point+Evidence+Explanation.*

Y6 Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.

Y6 Distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.*

Y6 Skim for gist.

Y6 Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*

Y6 Use a combination of skimming, scanning and close reading across a text to locate specific detail.

Y6 Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.

2c
Summarise
main ideas
from more
than one
paragraph

Y3 Discuss the purpose of paragraphs.

Y3 Identify a key idea in a paragraph.

Y3 Sequence and discuss the main events in stories.

Y3 Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. *Grimm's Fairy Tales*.

Y3 Evaluate how specific information is organised within a non-fiction text e.g. *text boxes, contents, bullet points, glossary, diagrams*.

Y3 Navigate texts in print and on screen.

Y3 Record information from a range of non-fiction texts.

Y4 Explain how paragraphs are used to order or build up ideas, and how they are linked.

Y4 Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.

Y4 Navigate texts, e.g. *using contents and index pages, in order to locate and retrieve information in print and on screen*.

Y4 Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.

Y4 Prepare for research by identifying what is already known about the subject and key questions to structure the task.

Y4 Record information from a range of non-fiction texts.

Y4 Scan for dates, numbers and names.

Y4 Orally retell a range of stories, including less familiar fairy stories, myths and legends.

Y5 Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.

Y5 Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.

Y5 Scan for key words and text mark to locate key information.

Y5 Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Y6 Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*.

Y6 Skim for gist.

Y6 Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting*.

Y6 Use a combination of skimming, scanning and close reading across a text to locate specific detail.

Y6 Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.

2d Make inferences from the text / explain and justify inferences with evidence from the text

- Y3 Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*
Y3 Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
Y3 Justify responses to the text using the PE prompt (Point + Evidence).
- Y4 Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*
Y4 Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
Y4 Justify responses to the text using the PE prompt (Point + Evidence).
- Y5 Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
Y5 Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
Y5 Through close reading of the text, re-read and read ahead to locate clues to support understanding.
Y5 Justify opinions and elaborate by referring to the text, e.g. *using the PEE prompt - Point + Evidence + Explanation.*
- Y6 Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
Y6 Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. *Point+Evidence+Explanation.*
Y6 Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
Y6 Justify opinions and elaborate by referring to the text e.g. *using the PEE prompt – Point+Evidence+Explanation.*

2e Predict what might happen from details stated and implied

- Y3 Make predictions based on details stated.
Y3 Raise questions during the reading process to deepen understanding e.g. *I wonder why the character.*
- Y4 Make predictions based on information stated and implied.
Y4 Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*
- Y5 Predict what might happen from information stated and implied.
- Y6 Predict what might happen from information stated and implied.

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| <p>2f Identify / explain how information / narrative content is related and contributes to meaning as a whole</p> | <p>Y3 Discuss the purpose of paragraphs. Y3 Identify a key idea in a paragraph. Y3 Navigate texts in print and on screen. Y3 Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. Y3 Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. Y3 Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</p> <p>Y4 Explain how paragraphs are used to order or build up ideas, and how they are linked. Y4 Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Y4 Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Y4 Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>.</p> <p>Y5 Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. Y5 Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. Y5 Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</p> <p>Y6 Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>. Y6 Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>. Y6 Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</p> |
| <p>2g identify / explain how meaning is enhanced through choice of words and phrases</p> | <p>Y3 Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Y3 Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> Y3 Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>.</p> <p>Y4 Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. Y4 Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Y4 Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</p> <p>Y5 Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. Y5 Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. Y5 Explore, recognise and use the terms metaphor, simile, imagery. Y5 Explain the effect on the reader of the authors' choice of language.</p> <p>Y6 Explore, recognise and use the terms personification, analogy, style and effect. Y6 Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p> |
| <p>2h Make comparisons within the text</p> | <p>Y5 Make comparisons within a text e.g. <i>characters' viewpoints of same events</i>. Y6 Compare characters within and across texts.</p> <p>Y6 Compare texts written in different periods. Y6 Make comparisons within and across texts e.g. <i>similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom</i>.</p> |

Key Learning in Writing links to Writing Teacher Assessment Framework for End of KS1

| TAF KS1 Writing Statements for the Expected Standard | Statements from Lancashire <i>Key Learning in Writing</i> |
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| <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) | <p>Y1 Sequence ideas and events in narrative. Y1 Sequence ideas and events in non-fiction. Y1 Compose and sequence their own sentences to write short narratives. Y1 Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. Y2 Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Y2 Write about real and fictional events. Y2 Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</p> |
| <ul style="list-style-type: none"> write about real events, recording these simply and clearly | <p>Y1 Orally compose every sentence before writing. Y1 Re-read every sentence to check it makes sense. Y1 Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. Y2 Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Y2 Develop a positive attitude to writing. Y2 Develop stamina for writing in order to write at length. Y2 Orally rehearse each sentence prior to writing. Y2 Write about real and fictional events. Y2 Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</p> |
| <ul style="list-style-type: none"> demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required | <p>Y1 Say, and hold in memory whilst writing, simple sentences which make sense. Y1 Write simple sentences that can be read by themselves and others. Y1 Separate words with spaces. Y1 Use punctuation to demarcate simple sentences (capital letters and full stops). Y1 Identify and use question marks and exclamation marks. Y2 Use sentences with different forms: statement, question, command, exclamation. Y2 Secure the use of full stops, capital letters, exclamation marks and question marks.</p> |
| <ul style="list-style-type: none"> use present and past tense mostly correctly and consistently | <p>Y1 Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. Y2 Select, generate and effectively use verbs. Y2 Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Y2 Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. Y2 Use present tense for non-chronological reports and persuasive adverts.</p> |

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| <ul style="list-style-type: none"> use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses | <p>Y1 Use the joining word and to link words and clauses. Y1 Extend range of joining words to link words and clauses using but and or. Y2 Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Y2 Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Y2 Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Y2 Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.</p> |
| <ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others | <p>Y1 Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Y1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Y2 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Y2 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |
| <ul style="list-style-type: none"> spell many common exception words | <p>Y1 Spell common exception words. Y2 Learn to spell common exception words.</p> |
| <ul style="list-style-type: none"> form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | <p>Y1 Sit correctly at a table and hold a pencil correctly. Y1 Hold a pencil with an effective grip. Y1 Form lower-case letters correctly –starting and finishing in the right place, going the right way round, correctly oriented. Y1 Form digits 0-9 correctly. - Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z Y1 Have clear ascenders ('tall letters') and descenders ('tails'). Y1 Form capital letters correctly. Y2 Form lower-case letters of the correct size relative to one another. Y2 Orientate capital letters correctly. Y2 Write capital letters and digits of the correct size relative to one another and to lower case letters.</p> |
| <ul style="list-style-type: none"> use spacing between words that reflects the size of the letters | <p>Y1 Separate words with spaces. Y2 Use spacing between words which reflects the size of the letters.</p> |

Key Learning in Writing links to Writing Teacher Assessment Framework for End of KS2

| TAF KS2 Writing Statements for the Expected Standard | Statements from Lancashire <i>Key Learning in Writing</i> |
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| <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) | <p>Y3 Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Y3 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Y3 Create and develop plots based on a model.</p> <p>Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Y4 Plan and write an opening paragraph which combines setting and character/s.</p> <p>Y5 Identify the audience and purpose.</p> <p>Y5 Select appropriate structure, vocabulary and grammar.</p> <p>Y5 Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Y5 Consciously control the use of different sentence structures for effect.</p> <p>Y6 Identify audience and purpose.</p> <p>Y6 Choose appropriate text-form and type for all writing.</p> <p>Y6 Select the appropriate structure, vocabulary and grammar.</p> <p>Y6 Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Y6 Select appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal)</i>.</p> <p>Y6 Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>.</p> <p>Y6 Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> |
| <ul style="list-style-type: none"> in narratives, describe settings, characters and atmosphere | <p>Y3 Create and develop settings for narrative.</p> <p>Y3 Create and develop characters for narrative.</p> <p>Y3 Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type</i>.</p> <p>Y4 Plan and write an opening paragraph which combines setting and character/s</p> <p>Y4 Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Y4 Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house</i>.</p> <p>Y4 Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</p> <p>Y5 Blend action, dialogue and description within and across paragraphs.</p> <p>Y5 Use a thesaurus.</p> <p>Y6 Blend action, dialogue and description within sentences and paragraphs to convey character and advance the</p> |

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| | <p>action e.g. <i>Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, "It's not fair!"</i></p> <p>Y6 Manipulate sentences to create particular effects.</p> |
| <ul style="list-style-type: none"> integrate dialogue in narratives to convey character and advance the action | <p>Y3 Improvise, create and write dialogue.</p> <p>Y3 Use inverted commas to punctuate direct speech (speech marks).</p> <p>Y4 Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Y4 Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p> <p>Y5 Blend action, dialogue and description within and across paragraphs.</p> <p>Y6 Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p> |
| <ul style="list-style-type: none"> select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) | <p>Y3 Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so, as.</i></p> <p>Y3 Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Y3 Use different sentence structures</p> <p>Y4 Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</p> <p>Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Y4 Use different sentences structures</p> <p>Y5 Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p> <p>Y5 Create and punctuate complex sentences using ed opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></p> <p>Y5 Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></p> <p>Y5 Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></p> <p>Y5 Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></p> <p>Y5 Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p> <p>Y5 Select appropriate structure, vocabulary and grammar.</p> <p>Y5 Use a thesaurus.</p> |

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| | <p>Y6 Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</p> <p>Y6 Manipulate sentences to create particular effects.</p> <p>Y6 Select appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal)</i>.</p> <p>Y6 Consciously control the use of different sentences structures for effect.</p> |
| <ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs | <p>Y3 Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so, as</i>.</p> <p>Y3 Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</p> <p>Y3 Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>.</p> <p>Y3 Group related material into paragraphs.</p> <p>Y3 Use headings and sub headings to organise information.</p> <p>Y4 Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>.</p> <p>Y4 Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>.</p> <p>Y4 Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>.</p> <p>Y4 Use commas after fronted adverbials.</p> <p>Y4 Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i></p> <p>Y4 Identify, select and effectively use pronouns.</p> <p>Y4 Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Y4 Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</p> <p>Y5 Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Y5 Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</p> <p>Y5 Use devices to build cohesion</p> <p>Y5 Use organisational and presentational devices e.g. <i>underlining, bullet points, headings</i></p> <p>Y5 Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.</p> <p>Y6 Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>.</p> <p>Y6 Use repetition of a word or phrase to link ideas between paragraphs.</p> <p>Y6 Use devices to build cohesion between paragraphs in narrative e.g. <i>adverbials such as: in the meantime, meanwhile, in due course, until then</i>.</p> <p>Y6 Evaluate, select and use a range of organisational and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables</i></p> <p>Y6 Use a wide range of devices to build cohesion within and across paragraphs.</p> |

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| <ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing | <p>Y3 Identify and spell irregular past tense verbs, e.g. <i>send / sent, hear / heard, think / thought</i></p> <p>Y4 Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i></p> <p>Y5 Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Y5 Ensure consistent subject and verb agreement.</p> <p>Y6 Proofread for grammatical, spelling and punctuation errors.</p> <p>Y6 Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse vs the window in the greenhouse was broken</i></p> <p>Y6 Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> my lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect)</i></p> |
| <ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech) | <p>Y3 Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Y3 Use inverted commas to punctuate direct speech (speech marks).</p> <p>Y3 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Y3 Proofread to check for errors in spelling, grammar and punctuation in own and other's writing.</p> <p>Y4 Use commas to mark clauses in complex sentences.</p> <p>Y4 Use commas after fronted adverbials.</p> <p>Y4 Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p> <p>Y4 Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></p> <p>Y4 Explore and use the possessive apostrophe, e.g. <i>boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</i></p> <p>Y4 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Y4 Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Y5 Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Y5 Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></p> <p>Y5 Identify and use brackets to indicate parenthesis, e.g. <i>in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></p> <p>Y5 Identify and use dashes to indicate parenthesis, e.g. <i>in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</i></p> <p>Y5 Proofread for spelling and punctuation errors.</p> <p>Y6 Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></p> <p>Y6 Proofread for grammatical, spelling and punctuation errors.</p> |
| <ul style="list-style-type: none"> • spell correctly most words from the year 5 / year 6 spelling list, | <p>Y3 Spell words from the Year 3 list (selected from the statutory Year 3/4 word list).</p> <p>Y3 Use the first two letters of a word to check its spelling in a dictionary.</p> |

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| <p>and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> | <p>Y4 Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) Y4 Use the first three letters of a word to check its spelling in a dictionary. Y5 Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) Y5 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Y5 Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Y6 Use a number of different strategies interactively in order to spell correctly. Y6 Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) Y6 Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</p> |
| <ul style="list-style-type: none"> • maintain legibility in handwriting when writing at speed | <p>Y3 Write legibly. Y4 Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i> Y5 Write fluently using a joined style as appropriate for independent writing. Y6 Write, using a joined style, with increasing speed.</p> |

For further information, please contact:

Lancashire Professional Development Service
Woodlands Conference Centre
Southport Road
Chorley
PR7 1QR

Tel: 01257 516100
Email: lpds@lancashire.gov.uk
Web: www.lancashire.gov.uk/lpds
Twitter: @lancslpds