Step up to English

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

	Reading	Writing	Speaking and Listening
Stage 1	- I can read high frequency and familiar words in simple texts e.g. up to 45 high frequency words, phonetic CVC words. - I can use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word. - I can recall main points from simple texts eg put a simple story in sequence. - I can locate some points and information in simple texts eg find the name of a shop on a business card. - I can make simple inferences and deductions eg make a simple prediction to a question in a picture story.	- I can form most letters correctly with possible confusion over upper and lower cases eg all letters upper and lower case are correctly oriented. - I can inconsistently match writing to structure and understand that words have permanence eg work must be scaffolded within a writing frame and heavily modelled. - I can sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text.	- I can talk to familiar peers and adults in supported groups or 1:1, especially on matters of personal interest. - I can communicate feelings and ideas eg 'I feel sad when ... because ...'. - When speaking to familiar peers and adults I can add some detail to sustain interest. - I can listen attentively to familiar peers and adults in supported groups or 1:1, especially on matters of interest.

		• I can sometimes spell phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible. • I can show some awareness of full stops and capital letters. • I can use some simple descriptive language eg to indicate colour, size, emotion.	• I can engage with others eg agree or disagree with a comment or idea. • I can take turns. • I can use appropriate personal pronouns and begin to use different language to adults and peers.
Stage 2	• I can read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, medium frequency and CVCC, CCVC words. • I can use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues. • I can recall some specific and straightforward information from texts eg describe a character, action or event with general accuracy. • I can locate main points and information in texts eg use a contents	• I can form letters accurately and consistently eg ascenders and descenders are clear and consistent. • I can show awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader. • I can write mainly in simple sequenced sentences eg will make links between ideas and events. • I can spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words.	• I can talk to familiar and sometimes unfamiliar people, especially on topics of personal interest. • I can communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests • I can use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener. • I can listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest. • I can engage with others, making simple comments and suggestions

	Reading	Writing	Speaking/Listening
	page, find and note an important sentence. • I can make simple inferences and deductions sometimes supported by textual details eg make a prediction about characters' feelings based on an event. • I can use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed. • From two simple texts I can identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why. • I can make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when ....'	Inaccuracies are phonetically plausible. • I can demarcate most sentences with full stops and capital letters. • I can use appropriate words to create interest eg use adjectives to give more detail.	eg agree or disagree with an idea and sometimes suggest an alternative. • I can take turns, making helpful, more extended contributions. • I can choose appropriate vocabulary including adjectives and adverbs according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.
Stage 3	• I can read fluently, accurately and with expression. • I can use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes.	• I can write legibly eg choose to join letters, beginning to develop own handwriting style. • I can sometimes adapt writing style to match purpose and audience eg prompts can choose style for a familiar writing purpose	• I can talk with confidence in different contexts eg school based only. • I can make sustained contributions, developing ideas and feelings eg converse on a wider range of subjects, thinking about use of

• I can demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • I can locate key points in texts eg note some differences between two newspaper reports on the same sotry. • I can make inferences based on a single piece of textual details eg in a longer text answer questions about character's actions or make predictions about feelings. • I can interpret at a literal level. • I can identify some features of the language used by the writer, often without comments eg identify adjectives, verbs and dialogue. • I can identify similarities and difference between character, an event, theme or presentation in two texts eg 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot.' • I can express personal preferences with a limited awareness of the writer's viewpoint or impact eg 'I didn't like it when ... because I felt scared. I do not like horror.'	(letter, email, newspaper) and begins to use formal/informal language, but not consistently. • I can sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end. • I can spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns. • I can use capital letters, full stops and question marks accurately. • I can choose words for variety and interest eg adjectives, adverbs, powerful verbs.	adjectives and questions to maintain interest. • I can match language and non-verbal features to purpose and audience eg by adjusting tone, pace, volume and intonation. • I can listen carefully in different group situations eg familiar settings with familiar adults and peers. • I can respond to others, developing ideas and making helpful comments and suggestions eg make an appropriate comment about what they have heard. • I can take on different role/responsibilities in working with others. • I am beginning to show an awareness of Standard English eg use of pronouns to indicate someone or something that has already been mentioned and conjunctions to link words to the rest of the sentence.
Stage 14		