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| **Year 2** | **Year 3** | **Year 4** |
| Receptive modes (listening, reading and viewing) By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. | Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. | Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. |
|  | They understand how language features, images and vocabulary choices are used for different effects. | They explain how language features, images and vocabulary are used to engage the interest of audiences. |
| They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. | They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. |  |
| They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. | They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. | They describe literal and implied meaning connecting ideas in different texts. |
| They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. | They listen to others’ views and respond appropriately. | They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions. |
| Productive modes (speaking, writing and creating) When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. | Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. | Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. |
| They explain their preferences for aspects of texts using other texts as comparisons. | They understand how language can be used to express feelings and opinions on topics. | They understand how to express an opinion based on information in a text. |
| They create texts that show how images support the meaning of the text. | Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. | They create texts that show understanding of how images and detail can be used to extend key ideas. |
| Students create texts, drawing on their own experiences, their imagination and information they have learned. | Students create a range of texts for familiar and unfamiliar audiences. | Students create structured texts to explain ideas for different audiences. |
| They use a variety of strategies to engage in group and class discussions and make presentations. | They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | They make presentations and contribute actively to class and group discussions, varying language according to context. |
|  | They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. |  |
| They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. | They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. | They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. |
| They legibly write unjoined upper- and lower-case letters. | They write using joined letters that are accurately formed and consistent in size |  |