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| Learners talk and listen with confidence in an increasing range of contexts. |  | In responding to a range of texts, learners show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. |  | Learners’ writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader |
| Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. |  | They refer to the text when explaining their views. |  | Opinions are stated and supported with some reasons given. |
| In discussion, they listen carefully, making contributions and asking questions that are responsive to others’ ideas, needs and views. |  | They locate and use ideas and information on a specific topic from more than one source, and use them effectively. |  | Vocabulary choices are often adventurous and words are sometimes used for effect. |
| They can suggest changes in vocabulary and style which would improve talk. |  |  |  | They are beginning to extend meaning and use different sentence structures. |
| They use appropriately some of the features of standard English vocabulary and grammar. |  |  |  | They organise their writing into paragraphs. |
|  |  |  |  | Spelling conforms to regular patterns and is generally accurate. |
|  |  | Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task. |  | Full stops, capital letters and question marks are used accurately and they are beginning to use punctuation within the sentence, including inverted commas for speech. |