



## Progression of Skills in English

Year 1	
Spoken Language	Text Types
<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider different viewpoints, attending to and building on contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	
Vocabulary, Grammar and Punctuation	Spelling
<ul style="list-style-type: none"> <li>understand how words can combine to make sentences</li> <li>ask use the conjunction 'and' to link words and join clauses</li> <li>separate words with spaces</li> <li>begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>use capital letters for the names of people, places and the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>spell words containing the 40+ phonemes taught</li> <li>spell the days of the week</li> <li>spell common exception words</li> <li>name letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> <li>use regular plural noun suffixes -s or -es</li> <li>add suffixes to verbs where no change is needed in the spelling of root words</li> <li>know how the prefix un- changes the meaning of verbs and adjectives</li> </ul>
	Handwriting

## Progression of Skills in English

<ul style="list-style-type: none"> <li>• use a capital letter for the personal pronoun 'I'</li> <li>• use the word 'because' to explain</li> <li>• use time words to aid sequencing (these will be formally introduced as adverbials of time through grammar work in Year 3)</li> </ul> <p><b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<ul style="list-style-type: none"> <li>• sit correctly at a table holding a pencil comfortably and correctly</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place using Read Write Inc sayings</li> <li>• form capital letters:</li> </ul> <p>straight line: E F H I L T          straight and slant line: A K M N V W X Y Z          straight and curly line: B D G J P Q R U          curly line: C S O</p> <ul style="list-style-type: none"> <li>• understand which letters belong to which handwriting 'families':</li> </ul> <p>long ladder: i j t u y          one-armed robot: r b n h m p          curly caterpillar: c a d o g q s e f          zig-zag: z v w x</p>
<p><b>Word Reading</b></p>	<p><b>Writing: Composition, Cohesion and Effect</b></p>
<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est ending</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est ending</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>
<p><b>Reading Comprehension</b></p>	

## Progression of Skills in English

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*Develop pleasure in reading, motivation to read, vocabulary and understanding*

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems
- to recite rhymes and poems by heart
- discuss word meanings, linking new meanings to those already known
- develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

**Drafting and Writing**

**Narrative**

- compose a sentence orally before writing it
- write stories by sequencing sentences to form short narratives
- use time words to aid sequencing and organise events
- re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event
- include story language and sentence patterns, e.g. one day, suddenly
- continue and uses a repeating pattern
- list words and phrases to describe details of first-hand experiences using senses
- make some choices of appropriate vocabulary
- act out stories portraying characters and their motives

**Poetry**

- continue and use a repeating pattern in poetry writing

**Non-narrative**

- sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience
- begin to make some choices of appropriate vocabulary e.g. defensive, wooden castle as opposed to haunted, spooky castle
- use simple features correctly e.g. greeting in a letter, numbers in a list

**Proof-reading, editing and evaluating**

- discuss what they have written with the teacher or other pupils
- re-read what they have written to check that it makes sense and attempts to edit

**Presenting**

- read aloud their writing clearly enough to be heard by peers and teacher



## Progression of Skills in English

Year 2	
Spoken Language	Text Types
<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	
Vocabulary, Grammar and Punctuation	Spelling
<ul style="list-style-type: none"> <li>form nouns using suffixes (-ness, -er) and by compounding e.g. snowman</li> <li>form adjectives using suffixes such as -ful, -less</li> <li>use suffixes -er, -est, -ly to turn adjectives into adverbs</li> <li>use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>use expanded noun phrases for description and specification, e.g. the blue</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</li> <li>add -ing, -ed, -er, -est add '-es' to nouns and verbs ending in 'y'</li> <li>add suffixes: -ful, -less, -ly, -ment, -ness</li> <li>homophones (there/ their/ they're, to/too/two, here/hear)</li> <li>learn to spell words with contracted forms</li> <li>learn how to use the possessive apostrophe (singular nouns)</li> </ul>
	Handwriting

## Progression of Skills in English

<p>butterfly, plain flour, the man in the moon</p> <ul style="list-style-type: none"> <li>• understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• use present tense/ past tense consistently throughout writing</li> <li>• use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting</li> <li>• use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• use commas to separate items in a list</li> <li>• use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name</li> </ul> <p><b>Terminology:</b> noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, past tense, present tense, apostrophe, comma</p>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters (starting with digraphs) and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
<p><b>Word Reading</b></p>	<p><b>Writing: Composition, Cohesion and Effect</b></p>
<ul style="list-style-type: none"> <li>• apply continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul>	<p><i>Develop positive attitudes to and stamina for writing, by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes.</i></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- encapsulating what they want to say, sentence by sentence</li> <li>- writing down ideas and/or key words, including new vocabulary</li> </ul> </li> <li>• plan own story with a logical sequence of events</li> <li>• assemble information on a subject</li> </ul> <p><b>Narratives</b></p> <ul style="list-style-type: none"> <li>• imitate or adapt familiar stories about familiar characters</li> <li>• write own story, grouping complete sentences together to tell each part</li> <li>• select appropriate words/phrases and include relevant details that sustain the</li> </ul>
<p><b>Reading Comprehension</b></p>	

## Progression of Skills in English

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*Develop pleasure in reading, motivation to read, vocabulary and understanding*

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

reader/listener's interest, justifying choices

- explore characters' feelings and situations, using role play and improvisation
- use some formal story language
- maintain consistency in tense
- write some dialogue (no expectation of speech punctuation)
- suggest viewpoint with brief comments or questions on actions or situations

### **Poetry**

- choose words carefully for effect in poetry, e.g. use of alliteration
- write poems following a modelled style

### **Non-narrative**

- write simple information texts incorporating labelled pictures and diagrams and use language appropriate to the text type
- use some features of the given form maintaining consistency in purpose and tense
- suggest viewpoint with brief comments or questions on actions or situations

### **Proof-reading, editing and evaluating**

- make simple additions, revisions and corrections to writing by:
  - o proof-reading to check for errors in spelling, grammar and punctuation
  - o evaluating writing with the teacher and other pupils
  - o re-reading to check writing makes sense and that verbs to indicate time are used correctly and consistently

### **Presenting**

- read aloud what has been written with appropriate intonation to make the meaning clear



## Progression of Skills in English

Year 3	
Spoken Language	Text Types
<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	
Vocabulary, Grammar and Punctuation	Spelling
<ul style="list-style-type: none"> <li>form nouns using a range of prefixes, e.g. super-, anti-, auto-</li> <li>use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box</li> <li>understand word families based on common words, showing how words are related in form and meaning, e.g. solve, solution</li> <li>express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of</li> </ul>	<ul style="list-style-type: none"> <li>add prefixes dis-, mis-, re-, sub-, tele-, super-, auto-</li> <li>add suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>spell homophones</li> </ul>
	Handwriting
	<ul style="list-style-type: none"> <li>Use the diagonal horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting (for example, 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)</li> </ul>

## Progression of Skills in English

<ul style="list-style-type: none"><li>• understand paragraphs as a way to group related material</li><li>• understand how headings and sub-headings aid presentation</li><li>• use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play'</li><li>• begin to use inverted commas to punctuate direct speech</li></ul> <p><b>Terminology:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted</p>	<p><b>Writing: Composition, Cohesion and Effect</b></p> <p><b>Planning</b></p> <p><i>Write in a range of genres/forms, taking account of different audiences and purposes.</i></p> <ul style="list-style-type: none"><li>• compose and rehearse sentences orally, using a range of sentence structures</li><li>• rehearse dialogue</li><li>• discuss and record ideas</li><li>• identify key features in similar texts (structure, vocabulary and grammar)</li><li>• make decisions about how the plot will develop</li></ul> <p><b>Drafting and writing</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"><li>• create settings, characters and plot</li><li>• identify a clear structure for the story (opening, dilemma, resolution, ending)</li><li>• write an effective ending for a story</li></ul>
<p><b>Word Reading</b></p>	
<ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>	
<p><b>Reading Comprehension</b></p>	



## Progression of Skills in English

*Develop positive attitudes to reading, and an understanding of what they read.*

- discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry

In books read independently:

- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- organise paragraphs around a theme
- use range of sentence structures
- begin to use figurative language
- use some detail in the description of setting or characters' feelings or motives
- use dialogue to reveal detail about character/ move the narrative forward
- attempt to adopt a viewpoint
- imitate authorial techniques gathered from reading narrative

### **Poetry**

- write poems using the features of poetic forms studied

### **Non-narrative**

- use simple organisational devices in non-narrative material, e.g. headings
- make notes from several sources of information and turn them into sentences
- group information, often moving from general to more specific detail
- begin to use paragraphs to group related materials
- use organisational devices to aid conciseness, e.g. numbered lists or headings
- attempt to adopt a viewpoint
- imitate authorial techniques gathered from reading
- select and use formal and informal styles and vocabulary appropriate to the purpose/reader

### **Proof-reading, editing and evaluating**

- proof-read for spelling and punctuation errors
- evaluate and edit by proposing changes to vocabulary to improve consistency, showing awareness of the reader
- evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements

### **Presenting**

- read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear

## Progression of Skills in English

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Year 4	
Spoken Language	Text Types
<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play/improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li></ul>	
	Spelling

## Progression of Skills in English

<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<ul style="list-style-type: none"> <li>spell words with endings sounding like –sion, -cian, -tion, -ssion</li> <li>add prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’</li> <li>add prefixes ‘anti-’ and ‘inter-’</li> <li>add suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)</li> <li>add suffixes ‘-ous’, ‘-ly’ to words ending in ‘y’, ‘le’ and ‘ic’</li> <li>use possessive apostrophe with plurals</li> <li>spell homophones</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>understand the grammatical difference between plural and possessive –s</li> <li>use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done</li> <li>expand noun phrases by adding modifying adjectives, nouns and prepositionphrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>use fronted adverbials, e.g. Later that day, I heard the bad news.</li> <li>use paragraphs to organise ideas around a theme</li> <li>choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”</li> <li>use apostrophes to mark plural possession, e.g. the girl’s name, the girls’ names</li> <li>use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting (for example, 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)</li> </ul>
<b>Terminology:</b> determiner, pronoun, possessive pronoun, adverbial	<b>Writing: Composition, Cohesion and Effect</b>
<b>Word Reading</b>	<p><b>Planning</b></p> <p><i>Write in a range of genres/forms, taking account of different audiences and purposes.</i></p> <ul style="list-style-type: none"> <li>compose and rehearse sentences orally, using a range of sentence structures</li> <li>rehearse dialogue</li> <li>discuss and record ideas</li> <li>identify key features in similar texts (structure, vocabulary and grammar)</li> <li>make decisions about how the plot will develop</li> </ul> <p><b>Drafting and writing</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>create settings, characters and plot</li> </ul>
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	
<b>Reading Comprehension</b>	

## Progression of Skills in English

*Develop positive attitudes to reading, and an understanding of what they read.*

- discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry

In books read independently:

- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

- sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary
- use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning)
- use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done
- include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors)
- describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike
- develop mood and atmosphere using a range of vocabulary and dialogue between characters
- include details expressed in ways that engage the reader
- use techniques to get the reader on side (address them to engage or influence)
- imitate authorial techniques gathered from the reading of narrative texts

### Poetry

- write poems imitating poetic structures studied
- include details expressed in ways that engage the reader

### Non-narrative

- use simple organisational devices in non-narrative material, e.g. sub-headings
- organise or categorise information based on notes from several sources
- use paragraphs to organise ideas around a theme
- imitate authorial techniques gathered from reading
- use techniques to get the reader on side (address them to engage or persuade)

### Proof-reading, editing and evaluating

- proof-read for spelling and punctuation errors
- evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements

### Presenting

- read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear

## Progression of Skills in English

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Year 5	
Spoken Language	Text Types
<ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role</li></ul>	

## Progression of Skills in English

<p>play/improvisations and debates</p> <ul style="list-style-type: none"> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	<b>Spelling</b>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>spell words with the letter string 'ough'</li> <li>spell words ending in '-able'/'-ably' and '-ible'/'-ibly'</li> <li>spell homophones</li> <li>spell words with 'silent' letters</li> <li>use spelling journals for etymology</li> <li>use a dictionary to support learning word roots, derivations and spelling patterns</li> <li>use strategies at the point of writing: using etymological/ morphological strategies for spelling</li> </ul>
<ul style="list-style-type: none"> <li>convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify</li> <li>understand verb prefixes, e.g. dis-, de-, mis-, over- and re-</li> <li>use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must</li> <li>use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly</li> <li>link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before</li> <li>use brackets, dashes or commas to indicate parenthesis</li> <li>use commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Terminology:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<b>Handwriting</b>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<b>Writing: Composition, Cohesion and Effect</b>
<b>Reading Comprehension</b>	<b>Planning</b> <ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<p><i>Maintain positive attitudes to reading and an understanding of what they read.</i></p> <ul style="list-style-type: none"> <li>read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read books that are structured in different ways</li> </ul>	<b>Drafting and Writing Narrative</b> <ul style="list-style-type: none"> <li>précis longer passages</li> <li>use wide range of devices to build cohesion within and across paragraphs</li> <li>experiment with form in narrative writing e.g. flashbacks, alternative perspectives</li> <li>vary openings and endings in narrative e.g. use of dialogue, cliff hangers</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>

## Progression of Skills in English

- read for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

- vary pace of writing (different sentence lengths, moving between dialogue and reported speech, verb strings)
- use expressive and figurative language
- make use of structures that do not reflect spoken language
- develop some aspects of characterisation through what characters say and do
- describe setting, characters and atmosphere
- integrate dialogue to convey character and advance the action
- maintain style (appropriate to form, subject or audience) to sustain interest
- consider and evaluate different viewpoints (own and others'/biased and balanced)

### Poetry

- use expressive and figurative language
- experiment with writing poetry using different forms

### Non-narrative

- use organisational and presentational devices to structure text and guide reader
- construct appropriate introductions and conclusions
- maintain style (appropriate to form, subject or audience) to sustain interest
- develop ideas logically
- use features of a range of text types independently
- consider and evaluate different viewpoints (own and others')

### Proof-reading, editing and evaluating

- evaluate and edit by being able to:
  - assess the effectiveness of their own and other's writing
  - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensure the consistent and correct use of tense throughout a piece of writing
  - ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register
- proof read for spelling and punctuation errors

### Presenting

- perform own compositions, using appropriate intonation, volume and movement

## Progression of Skills in English

so that meaning is clear



### Year 6

#### Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

#### Text Types

#### Spelling

- add suffixes beginning with vowels to words ending in '-fer'
- spell words with endings that sound like /jəs/ spelt '-cious' or '-tious'
- spell words ending '-cial' and '-tial'



## Progression of Skills in English

<p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>understand how words are related by meaning as synonyms and antonyms</li> <li>understand how use of the passive affects the presentation of information in a sentence</li> <li>link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</li> <li>understand layout devices (headings, sub-heading, columns, bullets, tables)</li> <li>use a semi-colon, colon or dash to mark the boundary between independent clauses</li> <li>use colons to introduce a list and use semi-colons within lists</li> <li>use bullet points to list information</li> <li>understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><b>Terminology:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<ul style="list-style-type: none"> <li>spell words ending in 'ant', '-ance' and '-ancy'</li> <li>spell words ending '-ent', '-ence' and '-ency'</li> </ul>
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>
<p><b>Reading Comprehension</b></p> <p><i>Maintain positive attitudes to reading and an understanding of what they read.</i></p> <ul style="list-style-type: none"> <li>read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>read books that are structured in different ways</li> <li>read for a range of purposes</li> <li>increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommend books that they have read to their peers, giving reasons for their</li> </ul>	<p><b>Writing: Composition, Cohesion and Effect</b></p> <p><i>Write in a range of genres/forms, taking account of different audiences and purposes</i></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Drafting and Writing</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>précis longer passages</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>show flexibility in the use of narrative e.g. ability to experiment with story opening</li> <li>write a well-structured opening and appropriate ending</li> <li>understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>create vivid imagery through expressive and figurative language consistent with</li> </ul>

## Progression of Skills in English

<p>choices</p> <ul style="list-style-type: none"> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• learn a wider range of poetry by heart</li> <li>• prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• ask questions to improve their understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>	<p>mood/atmosphere and develop these images throughout a narrative</p> <ul style="list-style-type: none"> <li>• describe setting, characters and atmosphere</li> <li>• integrate dialogue to convey character and advance the action</li> <li>• maintain interest for the reader through varied devices, structures and features</li> <li>• develop points of view and 'authorial voice' e.g. asides to reader</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem</li> <li>• make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking account of different audiences and purposes</li> </ul> <p><b>Non-narrative</b></p> <ul style="list-style-type: none"> <li>• use organisational and presentational devices to structure text and guide reader</li> <li>• write well-structured introductions and appropriate conclusions</li> <li>• use paragraphs purposefully to clearly structure main ideas across the text</li> <li>• maintain interest for the reader through varied devices, structures and features</li> <li>• choose appropriate presentational features to organise information and aid understanding</li> <li>• develop points of view and 'authorial voice', e.g. viewpoints in discursive texts</li> <li>• move between standard and non-standard forms of English appropriately</li> <li>• choose register (formal/informal, personal/impersonal) appropriately and for effect</li> </ul> <p><b>Proof-reading, editing and evaluating</b></p> <ul style="list-style-type: none"> <li>• evaluate and edit by being able to:             <ul style="list-style-type: none"> <li>- assess the effectiveness of their own and other's writing</li> <li>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensure the consistent and correct use of tense throughout a piece of writing</li> <li>- ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register</li> </ul> </li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>
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