



Speaking and Listening Progression of Skills

Speaking & Listening Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening carefully and understand	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Give their attention to what others say and respond appropriately, while engaged in another activity. • Follow simple instructions. • Answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Begin to sift information and try to focus on the important points. • Understand and follow instructions with at least one point 	<p>Take turns to talk, listening carefully to the contributions of others.</p> <ul style="list-style-type: none"> • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point 	<ul style="list-style-type: none"> • Engage in discussions, taking turns and beginning to make relevant points. • Ask for specific information. 	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas. • Recognise and use some idioms. 	<ul style="list-style-type: none"> • Understand how to answer more complex questions. • Demonstrate active listening by justifying ideas and expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation.

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<p>Developing a wide and subject-specific vocabulary</p>	<ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant vocabulary, comments or actions. 	<ul style="list-style-type: none"> • Begin to use subject specific vocabulary. • Recognise words or phrases appropriate to the topic being discussed. 	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. 	<ul style="list-style-type: none"> • Use interesting adjectives, adverbs and noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed, 	<ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use adventurous vocabulary. • Explain the meaning of words, offering synonyms. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering synonyms and antonyms. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
<p>Speaking with clarity and confidence</p>	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Begin to demonstrate increased phonic knowledge by clearly pronouncing the sounds within words 	<ul style="list-style-type: none"> • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words 	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions. • Begin to use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project to a group of peers. • Explain ideas across the curriculum. 	<ul style="list-style-type: none"> • Use a wider mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea or topic to a group of peers. • Expand and begin to justify ideas across the curriculum. • Begin to reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical 	<ul style="list-style-type: none"> • Vary the length and structure of sentences to add interest to discussions and explanations. • Ask more detailed questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification.



					the explanation.	structure of a range of written accounts.	<ul style="list-style-type: none"> • Comment on the grammatical structure of a range of spoken and written accounts.
Presenting stories with structure	<ul style="list-style-type: none"> • Develop their own simple narratives and explanations by connecting ideas or events. • Have opportunities to take part in role play of a familiar story. 	<ul style="list-style-type: none"> • Ensure stories have a setting and a sequence of events. • Recount experiences, beginning to add detail. • Take part in role play of a familiar story, with adult guidance if needed. 	<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Take part in role play of a familiar story. 	<ul style="list-style-type: none"> • Begin to bring stories to life with expression and intonation. • Respond appropriately when in role. 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation. 	<ul style="list-style-type: none"> • Narrate detailed stories • Begin to use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action and dialogue in a performance. • Perform in improvised role play, group or class performances. 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery.
Holding conversations and debates	<ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> • Take turns to talk, attempting to listen carefully to the contributions of others. • Begin to recognise that different people hold opinions that are different from 	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Begin to know and understand that different people hold opinions that are different from our own. 	<ul style="list-style-type: none"> • Make comments or ask questions in a discussion or a debate. • Begin to seek clarification by actively seeking to understand others' points of view. • Begin to 	<ul style="list-style-type: none"> • Make relevant comments or ask relevant questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of 	<ul style="list-style-type: none"> • Begin to negotiate and compromise. • Begin to debate, using details to support points. • Begin to offer alternative explanations when others don't understand. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a

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		<p>our own.</p> <ul style="list-style-type: none"> • Begin to recognise that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before. 	<ul style="list-style-type: none"> • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to and add detail to those that have come before. 	<p>respectfully challenge opinions or points.</p> <ul style="list-style-type: none"> • Begin to vary language between formal and informal according to the situation. 	<p>view.</p> <ul style="list-style-type: none"> • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation. 	<ul style="list-style-type: none"> • Begin to use humour in a discussion or debate, where appropriate. • Begin to select appropriate language in a range of situations (formal or informal). 	<p>discussion or debate where appropriate.</p> <ul style="list-style-type: none"> • Select appropriate language in a range of situations (formal or informal).
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Phonics Progression of Skills

Phonics Skills	Reception	Year 1	Year 2
<p>Linking sounds and letters</p>	<ul style="list-style-type: none"> • Explore and experiment with sounds, words and text • Link sounds to letters, naming and sounding the letters of the alphabet • Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly • Hear and say sounds in words in the order in which they occur • Read simple words by sounding out and blending the phonemes all through the word from left to right <p><i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i></p> <ul style="list-style-type: none"> • Recognise common digraphs • Read some high frequency words • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Read a range of familiar and common words and simple sentences independently • Read texts compatible with their phonic knowledge and skills • Read and write one grapheme for each of the 44 phonemes <p>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>	<p><u>Word recognition: decoding (reading) and encoding (spelling)</u></p> <ul style="list-style-type: none"> • Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show' • Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills • Recognise automatically an increasing number of familiar high frequency words • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words • Read and spell phonically decodable two-syllable and three-syllable words 	<p><u>Word recognition: decoding (reading) and encoding (spelling)</u></p> <ul style="list-style-type: none"> • Read independently and with increasing fluency longer and less familiar texts • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns • Know how to tackle unfamiliar words that are not completely decodable • Read and spell less common alternative graphemes including trigraphs <p><u>Word structure and spelling</u></p> <ul style="list-style-type: none"> • Read high and medium frequency words independently and automatically • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters <p>Read and spell less common alternative graphemes including trigraphs</p>

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	<p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words and know which letter represent some of the sounds.</p> <p>ELG's</p> <p>Explore and experiment with sounds, words and text</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p> <p>Hear and say sounds in words in the order in which they occur</p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to right</p>	<p><u>Word structure and spelling</u></p> <ul style="list-style-type: none"> • Spell new words using phonics as the prime approach • Segment sounds into their constituent phonemes in order to spell them correctly <i>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</i> • Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives • Use knowledge of common inflections in spelling, such as plurals, <i>-ly, -er</i> <p>Read and spell phonically decodable two-syllable and three-syllable words</p>	
<p>Letters and Sounds</p>	<p>Revise Phase 1 (if needed) (Phase 1 usually covered in Nursery Settings but may need to be repeated depending on cohort's prior Nursery experience)</p> <p><u>Phase 1</u></p> <p>Aspect 1: General sound discrimination – environmental sounds</p> <p>Aspect 2: General sound discrimination – instrumental sounds</p> <p>Aspect 3: General sound discrimination – body percussion</p> <p>Aspect 4: Rhythm and rhyme</p> <p>Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p><u>Within each aspects children learn to:</u></p>	<p>Revise Phase 3</p> <p><u>Phase 3</u></p> <p>25 more grapheme-phoneme correspondences</p> <p>Set 6: j v w x</p> <p>Set 7: y z, zz qu</p> <p>Phase 3 two and three letter graphemes: ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</p> <p>Give the sound when shown all or most Phase Two and Phase Three graphemes;</p> <p>Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;</p> <p>Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes);</p>	<p>Complete Phase 5</p> <p><u>Phase 5</u></p> <p>New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes</p> <p>New graphemes: ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)</p> <p>Split digraphs a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)</p> <p>New pronunciations for known graphemes: i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread),</p>



	<p>Tune into sounds (auditory discrimination) Listen to and remember sounds (auditory memory and sequencing) Talk about sounds (developing vocabulary and language comprehension).</p> <p><u>Phase 2</u> 19 grapheme-phoneme correspondences Set 1: s a t p Set 2: i n m d Set 3: g o c k Set4: ck e u r Set 5: h b f, ff l, ll ss Give the sound when shown any Phase Two letter, securing first the starter letters s, a, t, p, i, n; Find any Phase Two letter, from a display, when given the sound; be able to orally blend and segment CVC words; Be able to blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock; be able to read the five tricky words the, to, l, no, go.</p> <p><u>Phase Three</u> 25 more grapheme-phoneme correspondences Set 6: j v w x Set 7: y z, zz qu Phase 3 two and three letter graphemes: ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Give the sound when shown all or most Phase Two and Phase Three graphemes; Find all or most Phase Two and Phase Three graphemes, from a display, when given the sound;</p>	<p>Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; Be able to spell the tricky words the, to, l, no, go; write each letter correctly when following a model.</p> <p><u>Phase 4</u> No new graphemes Consolidation of all phonemes so far to read and spell words containing adjacent consonants and to read and spell polysyllabic words- segmenting to spell, blending to read</p> <p><u>Phase 5</u> New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes New graphemes: ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul) Split digraphs a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule) New pronunciations for known graphemes: i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)</p>	<p>er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you) Alternative spellings for phonemes: See page 144-'Letters and Sounds'-Teaching alternative spellings for phonemes See page 154 'Letters and Sounds'-Bank of words and other materials/activities for Phase 5. Give the sound when shown any grapheme that has been taught; For any given sound, write the common graphemes; apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable; Read and spell phonically decodable two-syllable and three-syllable words; Read automatically all the words in the list of 100 high-frequency words; Accurately spell most of the words in the list of 100 high-frequency words; Form each letter correctly. <u>Phase 6</u> (see also Y2/3 Spelling Programme and Spelling Bank) Consolidation of all of above Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Past tense words Adding Suffixes/prefixes to make longer words Tricky 'bits' in words and use of memory strategies. During this phase, children become fluent readers and increasingly accurate spellers.</p> <p>Understand the past tense Investigate and learn how to add suffixes (-ed, -</p>
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	<p>Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes); Be able to read the tricky words he, she, we, me, be, was, my, you, her, they, all, are; Be able to spell the tricky words the, to, I, no, go; write each letter correctly when following a model. (See Appendix 1 – English Curriculum)</p>	<p>Alternative spellings for phonemes: See page 144-‘Letters and Sounds’-Teaching alternative spellings for phonemes See page 154 ‘Letters and Sounds’-Bank of words and other materials/activities for Phase 5. (See Appendix 1 – English Curriculum)</p>	<p>ing, -er) Learn to spell long words Find and learn the difficult bits in words (See Appendix 1 – English Curriculum)</p>
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Reading Progression of Skills

Reading Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • use phonic knowledge to decode some regular words and read them aloud accurately. • read some common irregular words (see Reception curriculum). • read simple sentences. 	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe (Appendix 1 - English Curriculum) • read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences (Appendix 1 - English Curriculum) • read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words 	<ul style="list-style-type: none"> • prefixes and suffixes (morphology and etymology)

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<p>Range of Reading</p>	<ul style="list-style-type: none"> • listening to, enjoying and sharing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> • listening to, discussing and expressing 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 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
<p>Familiarity with texts</p>	<ul style="list-style-type: none"> • becoming familiar with key stories, fairy stories and traditional tales, retelling them • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing

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<p>Poetry & Performance</p>	<ul style="list-style-type: none"> •listening to & learning some nursery, action & traditional rhymes 	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing 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 	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing 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
<p>Word meanings</p>	<ul style="list-style-type: none"> •collecting & discussing new words linked across the curriculum 	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> •beginning to use thesaurus for synonyms •find antonyms 	<ul style="list-style-type: none"> •beginning to use thesaurus for synonyms •find antonyms
<p>Understanding</p>	<ul style="list-style-type: none"> •understand simple sentences. •demonstrating understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying

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			<ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading 	paragraph and summarising these	more than one paragraph and summarising these	identifying key details to support the main ideas	key details to support the main ideas
Inference	<ul style="list-style-type: none"> • discussing the significance of the title of a book 	<ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> • begin to predict repetitive phrases or what might happen in a text using pictures & what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> • beginning to discuss why a story has a certain title 	<ul style="list-style-type: none"> • beginning to discuss why a story has a certain title or character name 	<ul style="list-style-type: none"> • beginning to discuss why a story has a certain title, character name or setting 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

ENGLISH PROGRESSION OF SKILLS



<p>Non-fiction</p>	<ul style="list-style-type: none"> •sharing non-fiction as class, group & 1:1 with an adult 	<ul style="list-style-type: none"> •sharing non-fiction as class, group & 1:1 with an adult •beginning to read simple non-fiction text independently 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
<p>Discussing reading</p>	<ul style="list-style-type: none"> •beginning to discuss what is read to them, as a class, group or 1:1 with an adult 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, 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, *provide reasoned justifications for their views 	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, 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, *provide reasoned justifications for their views



Writing Progression of Skills

Writing Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> • apply knowledge to write words in ways which match their spoken sounds. • Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt Appendix 1(see English Curriculum) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt Appendix 1 (see English Curriculum) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (see English Curriculum) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (see English Curriculum)
Other word building spelling	<ul style="list-style-type: none"> • write some irregular common words. 	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and

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		<p>marker for verbs</p> <ul style="list-style-type: none"> • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 (see English Curriculum) 	<ul style="list-style-type: none"> • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 (see English Curriculum) 	<p>apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>to check the spelling and meaning of words</p> <ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<p>meaning of words</p> <ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> • begin to write simple sentences dictated by the teacher that include words using the GPCs and key words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Write from memory more varied sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory variety of sentence types, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely negotiating space. • They handle 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

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	equipment and tools effectively, including pencils for writing – correct pencil grip	<ul style="list-style-type: none"> • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these 	another, are best left unjoined <ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	consistency and quality of their handwriting	consistency and quality of their handwriting		
Contexts for Writing	<ul style="list-style-type: none"> • opportunities to apply mark-making & writing in all areas – e.g. labels, letters, lists etc. 	opportunities to apply writing in all curriculum areas – e.g. labels, letters, lists etc. retelling & writing whole or parts of narratives about personal experiences and those of others (real and fictional) <ul style="list-style-type: none"> • writing about real events 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

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<p>Planning Writing</p>	<ul style="list-style-type: none"> •saying out loud what they are going to write about •making class & group story maps – using props, puppets, role play, story sacks/beginning to draw them 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • story maps – class, group & individual (using props & drawing) • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • creating story maps – class, group & individual (using props & drawing) 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • creating story maps – class & individual 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • creating story maps or simple plans – class & individual 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • creating story maps or simple plans – class & individual 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • creating story maps or simple plans – class & individual
<p>Drafting Writing</p>	<ul style="list-style-type: none"> •write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build



						<p>range of devices to build cohesion within and across paragraphs</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader 	<p>cohesion within and across paragraphs</p> <ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others – begin to notice some simple mistakes (e.g. letter direction) 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for

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						appropriate register • proofread for spelling and punctuation errors	spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • retell what they have written 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • write some irregular common words. 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

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<p>Grammar (edited to reflect content in Appendix 2- see curriculum)</p>	<ul style="list-style-type: none"> beginning to put finger spaces between word 	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
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<p>Punctuation (edited to reflect content in Appendix 2 - see curriculum)</p>	<ul style="list-style-type: none"> beginning to use full stops 	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
<p>Grammatical Terminology</p>	<p>word, finger space, full stop</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark (Appendix 2 – English Curriculum)</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma (Appendix 2 – English Curriculum)</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (Appendix 2 – English Curriculum)</p>	<p>determiner, pronoun, possessive pronoun, adverbial (Appendix 2 – English Curriculum)</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Appendix 2 – English Curriculum)</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points (Appendix 2 – English Curriculum)</p>