

English Skills Progression 2020

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Autumn – Eastfield Blocks Helping Hands</p> <p>Writing Giving meaning to the marks I make.</p> <p>Writing my own name, forming letters correctly, initial sounds in words, beginning to write CVC words and labels (4-0-60m)</p> <p>Reading Rhyme and Rhythm</p> <p>Alliteration</p> <p>Stories and Poems including repeated refrains.</p> <p>Recall/describe settings, events (story structure), and characters.</p> <p>Anticipate key events and phrases in rhymes/stories, suggest story endings.</p>	<p>Autumn – Home sweet Home</p> <p>Non-Fiction Labels, lists and Captions 1 week</p> <p>Narrative Familiar Settings: Shark in a Park 2 weeks</p> <p>Non-fiction Non-chronological report: Houses 2 weeks</p> <p>Narrative Traditional Tales: The 3 Little Pigs 2 weeks</p> <p>Non-Fiction Instructions: Fruit Salad 2 weeks</p> <p>Non-Fiction Recount: Wightwick Manor visit 2 weeks</p> <p>Poetry Repetition and Rhyme 1 week</p>	<p>Autumn- Travelling Around</p> <p>Narrative Extended Stories: The Smartest Giant in town 2 weeks</p> <p>Narrative Room on the Broom 2 weeks</p> <p>Non-Fiction Instructions: Witch Puppet 2 weeks</p> <p>Non-Fiction Non-chronological Reports: Transport 2 weeks</p> <p>Poetry Travelling 3 days</p> <p>Poetry Bonfire night 1 week</p> <p>Narrative Extended Stories: The Polar Express 3 weeks</p>	<p>Autumn – Meet the Flintstones</p> <p>Non Fiction Unit: Non Chronological report – Arctic Animals (2 weeks)</p> <p>Narrative Unit: Extended Stories – The Enormous Crocodile by Roald Dahl (3 weeks)</p> <p>Non Fiction Unit: Newspaper Report – Missing Caveman (2 weeks)</p> <p>Poetry Unit: Performance Poetry – Bonfire Night (1 week)</p> <p>Non Fiction Unit: Instructions – Stone Age Necklace and Digestive System (2 weeks)</p> <p>Narrative Unit: Extended Stories – The Snowman by</p>	<p>Autumn – Tomb Raiders</p> <p>Narrative Stories from other cultures – Egyptian Cinderella (5 weeks)</p> <p>Non Fiction Recounts - Egyptian News and Newspapers Egyptian newspaper reports about discovery of Egyptian artefacts e.g. Howard Carter (4 weeks)</p> <p>Narrative (fiction) Stories with Imaginary Worlds (Night at a Museum, The Gift home reader book) (6 weeks)</p>	<p>Autumn – Greece Lightning</p> <p>Narrative Percy Jackson (6 weeks)</p> <p>Narrative- Myths and Legends Pandora’s Box, Medusa, King Midas big book (4 weeks)</p> <p>Poetry - Performance poetry (Medusa poems) (2 weeks)</p> <p>Non-fiction - Instructions (Greek bread and Greek vases) (2 weeks)</p>	<p>Autumn – Mexican Hats</p> <p>Narrative Extended Narrative – Eragon by Christopher Paolini (7 weeks)</p> <p>Non Fiction – Journalistic Writing (2 weeks)</p> <p>Narrative Revision- Journey to the river sea (7 weeks)</p> <p>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</p> <p>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</p>

	Show an interest in print in books/environment and know that print carries information. Recognise familiar words.			Raymond Briggs (2 weeks) Non Fiction Unit: Letters to Santa (2 weeks)			
<p>Spring – Once Upon a Time The Land Before Time</p> <p>Writing Hear, say and record sounds in words, using clearly identifiable letters.</p> <p>Labels and captions</p> <p>Labels for a scene, writing characters names, captions about a picture from a story, short sentences for a purpose. (40-60m)</p> <p>Reading Develop vocabulary and forms of speech linked to books</p> <p>Link names and sounds to the letters of the alphabet.</p>	<p>Spring – Out of this World</p> <p>Narrative Fantasy: Q Pootle 5 (3 weeks)</p> <p>Non-fiction Instructions: Alien lollipop and masks (2 weeks)</p> <p>Poetry Pattern & Rhyme (3 days)</p> <p>Narrative Beegu (2 weeks)</p> <p>Non-Fiction Information: Neil Armstrong (2 weeks)</p> <p>Non-Fiction Recount: Moon Landing (2 weeks)</p>	<p>Spring – London’s Burning</p> <p>Narrative Traditional Tales: The Enormous Turnip (2 weeks)</p> <p>Non-Fiction Recount: Kingswood (2 weeks)</p> <p>Poetry Fire (3 days)</p> <p>Narrative Extended Stories: The Owl who was afraid of the dark (3 weeks)</p> <p>Non-Fiction Non-chronological report: Samuel Pepys (2 weeks)</p> <p>Non-Fiction Explanations- Life cycle of a moth (2 weeks)</p>	<p>Spring – Building an Empire</p> <p>Non Fiction Unit: Instructions – Roman Brooch and Roman Wreath (2 weeks)</p> <p>Narrative Unit: Play scripts – Emperor’s Head (3 weeks)</p> <p>Poetry Unit: Calligrams (1 week)</p> <p>Non Fiction Unit: Non-Chronological Report – Romans (2 weeks)</p> <p>Poetry Unit: Shape Poems (1 week)</p> <p>Narrative Unit: Extended Stories – Roman Rescuers (3 weeks)</p>	<p>Spring – Let the Battle Commence!</p> <p>Non Fiction Explanation – The Shirt Machine (linked to DT) and How to be An Anglo Saxon in 13 easy steps (3 weeks)</p> <p>Narrative Stories with Historical Settings – Viking Vik and the Wolves; Viking Vik stories by Shoo Rayner (3 weeks)</p> <p>Non Fiction Persuasion (linked to clothes, DT) (3 weeks)</p> <p>Poetry – Exploring Poetry Form (3 weeks)</p>	<p>Spring – Conquering Castles</p> <p>Non Fiction Unit 2 - Recounts The Battle of Hastings (4 weeks)</p> <p>Poetry Classic Narrative - The Highwayman, Ghost Dog big book (2 weeks)</p> <p>Narrative Older literature – Robin Hood (4 weeks)</p> <p>Narrative Dramatic Conventions linked to Robin Hood. (3 weeks)</p>	<p>Spring – Nautical Know How</p> <p>Non Fiction Biography and Non-Biography - Texts - Korky Paul , Cider with Rosie, Pila Wuk; Cousteau (5 weeks)</p> <p>Narrative Unit 3 - Authors and Texts - Kensuke Kingdom by Michael Morpurgo (6 weeks)</p> <p>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</p> <p>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</p>	

<p>Segment and blend sounds in simple words</p> <p>Begin to read words.</p> <p>Fiction books.</p> <p>Continuing a rhyming string.</p> <p>Begin to read simple sentences.</p> <p>Know that information can be gathered from non-fiction books and computers.</p>							
<p>Summer – In Our Back Garden What a Wonderful World!</p> <p>Writing Applying phonic knowledge as a strategy for writing.</p> <p>Write some common irregular words.</p> <p>Write in simple sentences that can be read by themselves and others.</p> <p>Instructions, life cycles, information, sequence</p>	<p>Summer – Land Ahoy!</p> <p>Narrative Other Cultures: My Grandpa & the sea (2 weeks)</p> <p>Non-fiction Leaflets: Christopher Columbus (2 weeks)</p> <p>Narrative Katie Morag delivers the mail (2 weeks)</p> <p>Non-fiction Postcards: At the beach</p>	<p>Summer – Wonder Women</p> <p>Non-fiction Instructions: Paper lantern (1 week)</p> <p>Non-Fiction Leaflets: Florence Nightingale (2 weeks)</p> <p>Narrative Mr Men (2 weeks)</p> <p>Non-Fiction Non-chronological report: Mary Seacole (2 weeks)</p>	<p>Summer – Street Detectives</p> <p>Narrative Unit: Extended Stories – Horrid Henry (3 weeks)</p> <p>Non Fiction Unit: Non Chronological Report – Eastfield Primary school(2 weeks)</p> <p>Narrative Unit: Fables – The Hare and the Tortoise (2 weeks)</p> <p>Poetry Unit: Riddles – Roald</p>	<p>Summer- A Large and Dirty Town</p> <p>Narrative Plays - Peter Pan/ Hetty Feather (2 weeks)</p> <p>Non Fiction Information Texts – relating to science electricity (2-3 weeks)</p> <p>Narrative Stories with Issues and Dilemmas – Hetty Feather (4 weeks)</p>	<p>Summer – Black by Day and Red by Night</p> <p>Narrative - Novels - Charles Dickens, Oliver Twist or Great Expectations (4 weeks)</p> <p>Narrative Film Narrative linked to Oliver Twist (3 weeks)</p> <p>Non Fiction Persuasive Writing - leaflets / advert for The Black Country Museum (3 weeks)</p> <p>Poetry Poetic Style - Black Country Poets,</p>	<p>Summer- War at Home!</p> <p>Narrative Fiction Genres- Friend or Foe (5 weeks)</p> <p>Historical Narrative use for Non-fiction writing- Boy in the striped Pj's (3 weeks)</p> <p>Narrative Short stories with flashbacks- Girl in the war, German in the wood (3 weeks)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	

	<p>stories adding own sentences</p> <p>Reading Read and understand simple sentences.</p> <p>Applying phonic knowledge as a strategy for reading.</p> <p>Begin to read common irregular words with more accuracy.</p> <p>Demonstrate understanding of a range of texts they have read.</p>	<p>(1 week)</p> <p>Non-fiction Recount: Weston (1 week)</p> <p>Non-Fiction Instructions: Pirate Hats (1 week)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	<p>Poetry- All about me, Transition (1 week)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	<p>Dahl Riddles (1 week)</p> <p>Non Fiction Unit: Newspaper Report – Moving into a new year group at Eastfield (2 weeks)</p> <p>Poetry Unit: Transition and feelings about Year 4. (1 week)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	<p>Poetry Creating Images (3 weeks)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	<p>Ben jamin Zephaniah (2 weeks)</p> <p>Transitional unit Perfectly Norman (2 weeks)</p>	<p>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</p> <p>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</p>
Spoken Language	<p>Experience a rich language environment to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p> <p>Listen attentively in a range of situations</p> <p>Listen to stories accurately anticipating key events</p> <p>Respond to what they hear with relevant</p>	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to get more information</p> <p>Speak clearly and confidently in front of people in my class</p> <p>Re-tell a well-known story and remember the main characters</p> <p>Start a conversation with an adult I know</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Ask relevant questions to get more information and clarify meaning</p> <p>Talk in complete sentences</p>	<p>Participate in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Speak audibly and fluently by beginning to show when Standard English is required and use it</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Speak audibly and fluently with an increasing command for Standard English when it is required</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Ask relevant questions to clarify or develop my understanding</p>	<p>Begin to select the appropriate register, according to the context, for effective communication</p> <p>Consider different viewpoints, attending to and building on the contributions of others</p> <p>Speak audibly and fluently with an increasing command for Standard English in formal situations</p> <p>Begin to use hypothetical language</p>	<p>Select and use appropriate registers for effective communication</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary</p> <p>Use spoken language to develop understanding</p>

<p>comments, questions or actions</p> <p>Give attention to what others say and respond appropriately, whilst engaged in another activity</p> <p>Follow instructions involving several ideas or steps</p> <p>Answer how and why questions about their experiences and in response to stories or events</p> <p>Express themselves effectively, showing awareness of listeners needs</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Develop own narratives and explanations by connecting ideas or events</p>	<p>well or with my friends</p> <p>Listen carefully to the things other people have to say in a group</p> <p>Join in with conversations in a group</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Decide when I need to use specific vocabulary</p> <p>Take turns when talking in pairs or a small group</p> <p>Begin to be aware that formal and informal situations require different language</p> <p>Retell a story using narrative language and linking words and phrases</p> <p>Hold the attention of people I am speaking to by adapting the way I talk</p> <p>Begin to understand how to speak for different purposes and audiences</p> <p>Perform a simple poem from memory</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Sequence and communicate ideas in an organised and logical way, always using complete sentences</p> <p>Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience</p> <p>Take a full part in paired and group discussions</p> <p>Retell a story using narrative language and add relevant detail</p> <p>Show that I have listened carefully because I make relevant comments</p>	<p>Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences</p> <p>Show understanding of the main point and the details in a discussion</p> <p>Increasingly adapt what is said to the needs of the listener or audience</p> <p>Show language choices vary in different contexts</p> <p>Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear</p> <p>Justify an answer by giving evidence</p> <p>Perform poems or plays from memory, conveying ideas about characters and situations by</p>	<p>to consider more than one possible outcome or solution</p> <p>Engage the listener by varying my expression and vocabulary</p> <p>Adapt spoken language depending on the audience, the purpose or the context</p> <p>Develop ideas and opinions, providing relevant detail</p> <p>Express a point of view</p> <p>Show understanding of the main points, including implied meanings in a discussion</p> <p>Perform compositions, using appropriate intonation and volume so that meaning is clear</p> <p>Perform poems and plays from memory, making careful choices about how to convey ideas</p>	<p>through speculating, hypothesising, imagining and exploring ideas</p> <p>Ask questions to develop ideas and take account of others' views</p> <p>Explain ideas and opinions giving reasons and evidence</p> <p>Take an active part in discussions and can take on different roles</p> <p>Listen to, and consider the opinions of, others in discussions</p> <p>Make contributions to discussions, evaluating others' ideas and responding to them</p> <p>Sustain and argue a point of view in a debate, using the formal language of persuasion</p> <p>Express possibilities using hypothetical and speculative language</p> <p>Engage listeners through choosing</p>
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	<p>Say when they like some activities more than others</p> <p>Speak in a familiar group</p> <p>Talk about their ideas</p> <p>Say when they do or don't need help</p> <p>Talk about how they and others show their feelings</p> <p>Talk about their own or others behaviour and consequences</p>			<p>Present ideas or information to an audience</p> <p>Perform poems from memory adapting expression and tone as appropriate</p>	<p>adapting expression and tone</p>	<p>adapt expression and tone</p>	<p>appropriate vocabulary and register that is matched to the context</p> <p>Perform compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear</p> <p>Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere</p>
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Reading

Word Reading	<p>Can link names and sounds to the letters of the alphabet</p> <p>Hear and say initial sounds in words</p> <p>Segment and blend sounds in words</p> <p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>Apply their growing knowledge of root words, prefixes (de-, re-) and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and</p>	<p>Apply their growing knowledge of root words, prefixes (pre-, mis-, anti-, sub-, dis-, auto-) and suffixes (-ible, -able, -ous, -sion) (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences</p>	<p>Apply their growing knowledge of root words, prefixes (af-, ag-, al-, trans- tele-) and suffixes (-ant, -ance, -ancy, -tial) (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Re-read and read ahead to check for meaning</p>	<p>Apply their growing knowledge of root words, prefixes (ex-, uni-, un-) and suffixes (-ness, -ian, -able, -ese, -ible, -tion) both to read aloud and to understand the meaning of nouns, adjectives or adverbs that use a hyphen</p> <p>Read fluently using punctuation to inform meaning</p>
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		<p>containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read compound words</p>	<p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Reads most words quickly and accurately when they have read them before without sounding out and blending</p>	<p>where these occur in the word.</p> <p>Read plurals, irregular verbs.</p>	<p>between spelling and sound, and where these occur in the word.</p> <p>Read homophones</p>		
Letters and sounds	Phases 2,3 and 4	Phase 5	Phase 5 & Phase 6 (alternative spellings only)	Phase 6 Spelling Rules	**Phonics is only taught to those that need it**	**Phonics is only taught to those that need it**	**Phonics is only taught to those that need it**
Reading Aloud / Learn By Heart	Recite some rhymes by heart	Learning to appreciate rhymes and poems, and to recite some by heart	Read aloud books closely matched to their improving phonic knowledge,	Prepare poems and play scripts to read aloud	Prepare poems and play scripts to read aloud and to perform, showing	Learning a wider range of poetry by heart e.g. narrative verse, haiku	Prepare poems and plays to read aloud and to perform, showing understanding

	<p>Enjoy an increasing range of books</p> <p>Join in with repeated refrains</p>	<p>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</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Recite some poems by heart, with appropriate intonation (building up a repertoire)</p>		<p>understanding through intonation, tone, volume and action</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary</p>	<p>through intonation, tone, volume and action so that the meaning is clear to an audience</p> <p>Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary</p>
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Comprehension

Make sense and show understanding	<p>Check that the book makes sense to them as they read and correcting themselves during reading</p>	<p>Explain clearly their understanding of what is read to them.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that their reading makes sense and goes back to correct themselves when it doesn't</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Check that the text makes sense to them, discussing their understanding</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Checks that the text makes sense to them, discusses their understanding and explores the meaning of words in context</p>	<p>Reads accurately</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>
Identify main ideas and	<p>Talk about what has happened in a story they have read</p>	<p>Explains what they think a text is about</p>	<p>Discusses the sequence of events in books</p>	<p>Identify themes and conventions in</p>	<p>Identifies the main point from more than one paragraph</p>	<p>Identifies significant ideas, events and characters; and</p>	<p>Identify and discuss themes and conventions</p>

<p>themes; summarise</p>			<p>and how they relate to each other</p>	<p>a wide range of books</p> <p>Identifies the main point from a paragraph</p>	<p>Summarises the main points from more than one paragraph</p> <p>Identify some of the literacy conventions in different texts</p> <p>Identify the simple themes in texts</p>	<p>discusses their significance</p> <p>Identifying and discussing themes and conventions in a wide range of writing</p> <p>Summarise the main idea drawn from more than one paragraph, identifying key details</p> <p>Uses text marking to identify key information in a text</p>	<p>in and across a wide range of writing</p> <p>Summarises key information from different parts of a text</p> <p>Makes connections between other similar texts, prior knowledge and experience and explain the links</p> <p>Uses text marking to identify key information in a text</p>
<p>Retrieve and Record – Non-fiction</p>	<p>Say what they have found out from reading a non-fiction book</p>	<p>Listens to and discusses non-fiction content</p>	<p>Knows that non-fiction books are structured in different ways</p>	<p>Explains how non-fiction books are structured in different ways and can use them effectively</p> <p>Uses non-fiction texts to retrieve information</p>	<p>Knows which books to select for specific purposes, especially in relation to science, geography and history learning</p> <p>Retrieves and records information from non-fiction texts</p>	<p>Reads non-fiction texts and identifies the purpose, structure and grammatical features, evaluating how effective they are</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Retrieve, record and present information from non-fiction using further organisational and presentational devices</p>
<p>Vocabulary / Language</p>	<p>Continue a list of rhymes</p> <p>Use vocabulary and forms of speech that are influenced by books and stories</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Recognise and join in with predictable phrases</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Use a dictionary to check the meaning of unfamiliar words</p> <p>Discuss and record words and phrases that writers use to engage and impact on the reader</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including</p>	<p>Identify and comment on the writer's choice of vocabulary, giving examples and explanation</p> <p>Identify and explain how writers use grammatical features for effect; for</p>

			discussing their favourite words and phrases	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Check that the text makes sense to them and discusses their understanding	figurative language, considering the impact on the reader	example, the use of short sentences to build tension Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts
Ask and Answer Questions	Answer simple questions about a story e.g. who, what, where (orally)	Answer simple questions about a text	Answer and ask questions about the text	Ask relevant questions to improve their understanding of a text	Ask relevant questions to improve their understanding of a text	Ask questions to improve their understanding	Raise queries about texts Ask questions to improve their understanding
Prediction	Suggest story endings Anticipate key events and phrases	Make predictions about the events in the text	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Predict what might happen from details stated and from the information they have deduced	Predict what might happen from details stated and implied and from what has been read	Make predictions about what might happen from details stated and implied
Inference	Join in with repeated refrains Begin to draw inferences from the illustrations	Begin to draw inferences from the text and/or the illustrations	Draw (simple) inferences from illustrations, events, characters' actions and speech	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begins to justify them with evidence from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence P.E.E	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justifies inferences with evidence from the text P.E.E
Discuss and Justify Opinions	Join in with discussion about what is read to them, taking turns Recall and describe story settings, events and characters	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Build on others' ideas and opinions about a text in discussion Discuss the texts that they have read to show their understanding	Discuss the key points in a text Make comparisons within and across books Participate in discussions about books that are read to them	Discuss the key points in a text Make comparisons within and across books Present, through a formal presentation, a personal point of view

		<p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Say what they like and do not like about a text</p>	<p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>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. discusses the texts that they have read to show their understanding</p>		<p>and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Provide reasoned justifications for their views</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>based on what has been read</p> <p>Present, through a debate, a counter-argument in response to others' points of view</p> <p>Provide reasoned justifications for their views</p>
Transcription (Spelling)	<p>Use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Some words are spelt correctly and others are phonetically plausible</p> <p>Write some common irregular words</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words for Reception and Y1</p> <p>Spell days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones to spell words that are often misspelt</p> <p>Use the first two letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones to spell words that are often misspelt</p> <p>Place possessive apostrophes accurately in words with regular plurals and in words with irregular plurals</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Spell some words with 'silent' letters</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Spell most words correctly from the Year 5 and 6 word list</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Use a range of spelling strategies</p>

		<p>alternative spellings of the same sound</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the pre-fix un</p> <p>Use –ing, –ed, –er, –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs and common exception words taught</p>	<p>words for Y2 (including Rec & Y1)</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffix to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use the first three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictate by the teacher, that include words and punctuation taught so far</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Understand that the spelling of some words need to be learnt specifically</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
Transcription (handwriting)	<p>Show good control and coordination in large and small movements</p> <p>Handle equipment and tools effectively,</p>	<p>Sit correctly at a table, holding a pencil comfortable and correctly</p> <p>Begin to form lower-case letters in the</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use joined handwriting consistently throughout a whole piece of work</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Maintain legibility in joined handwriting when writing at speed</p>

	<p>including pencils for writing</p> <p>Use some clearly identifiable letters to communicate meaning.</p> <p>Show a preference for a dominant hand</p> <p>Kinetic Letters: Making bodies stronger Learning the letters Holding the pencil Flow and fluency</p>	<p>correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families'</p> <p>Kinetic Letters: Making bodies stronger Learning the letters Holding the pencil Flow and fluency</p>	<p>horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digit of the correct size, orientation and relationships to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Kinetic Letters: Making bodies stronger Learning the letters Holding the pencil Flow and fluency</p>	<p>adjacent to one another, are best left un-joined</p> <p>Increase the legibility and consistency of their handwriting</p>	<p>another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choose which shapes of a letter to use when given choices</p> <p>Choose the handwriting that is best suited for a task</p>	<p>Choose which shapes of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
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Writing (composition)

Planning Writing	<p>Segment a word before writing it</p> <p>Say out loud what they are going to write about</p>	<p>Say out loud what they are going to write about</p> <p>Plan through pictures what they are going to write</p> <p>Compose a sentence orally before writing it</p>	<p>Write down ideas and/or keywords, including new vocabulary</p> <p>Plan or say out loud what they are going to write about</p>	<p>Discuss types of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>Discuss and record ideas</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan and develop ideas logically</p>	<p>Discuss the audience and purpose of the writing</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors</p>	<p>Identify the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan and develop initial ideas, drawing on reading and</p>
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			Orally rehearse a sentence or sequences of sentences.			have developed characters and settings in what pupils have read or listened to	research where necessary Choose the appropriate form and use other writing as models for our own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and Writing	Write some sounds correctly and in sequence. Write their own name. Write labels and captions. Write common irregular words Write short sentences Write simple sentences that can be read by themselves and others	Sequence sentences to form short narratives Sequence sentences to write a simple set of instructions or a recount Sequence sentences in chronological order to recount an event or experience. Write sentences that can be read by themselves and others	Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Develop a positive writing stamina towards writing for a range of purposes	Compose and rehearse sentences orally (including dialogue) Compose sentences with an increasing range of sentence structures Organise paragraphs around a theme Write narratives, creating settings, characters and plot In non-narrative material, use simple organisational devices [for	Compose and rehearse sentences orally (including dialogue) using a range of sentence structures Organise paragraphs around a theme Write narratives, creating a clear structure, setting, characters and plot In non-narrative material, use organisational devices [for example, headings and sub-headings]	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Establish a viewpoint as the writer through commenting on characters and events In narratives, develop characters through action and dialogue Summarise a paragraph use adverbials to link paragraphs	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use character, dialogue, atmosphere and action to advance events in narrative writing. Sustain and develop ideas logically in narrative and non-narrative writing. précis longer passages Use a wide range of devices to build cohesion.

				example, headings and sub-headings]		Build cohesion between paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluate and Edit	Discuss what they have drawn or written with the teacher Read their writing aloud, clearly enough to be heard by their peers and the teacher	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear Evaluate writing independently, with friends and with an adult. Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Suggest improvements to my own writing and that of others Make improvements to grammar, vocabulary and punctuation Proofread for spelling and punctuation errors 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	Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone	Evaluate and assess the effectiveness of my own 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 ensuring correct subject and verb agreement when using singular and plural Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement	Assess the effectiveness of their own and others' 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 ensuring correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors

					and volume so that the meaning is clear	so that meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, grammar and punctuation							
Vocabulary		Use adjectives correctly to add some detail to their writing	Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Progressively build a varied and rich vocabulary	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases e.g. The teacher expanded to The strict maths teacher with curly hair.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Add well-chosen detail to interest the reader Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use stylistic devices to create effects in writing e.g. similes, metaphors, idioms and figures of speech	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use modal verbs or adverbs to indicate degrees of possibility Use a range of sentence starters to create specific effects
Grammar	Leave spaces between words	Leave spaces between words	Sentences with different forms: statement, question,	Extend the range of sentences with more than one clause by using a	Extend the range of sentences with more than one clause by using a wider range	Use relative clauses beginning with who, which, where, when, whose, that	Use relative clauses beginning with who, which, where, when, whose, that or with an

<p>Learn the grammar for Reception: <i>Letter, capital letter, word, sound, segment, spaces, sentence, full stop</i></p>	<p>Join words and join clauses using 'and'</p> <p>Use the grammatical terminology in discussing their writing</p> <p>Learn the grammar for year 1: <i>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></p>	<p>exclamation, command</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Use subordination (when, if, that, or because)</p> <p>Use co-ordination (or, and, but)</p> <p>Use some features of written Standard English</p> <p>Use and understand the grammatical terminology in discussing their writing</p> <p>Learn the grammar for year 2: <i>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, adverb, verb, suffix, tense (past, present) apostrophe, comma</i></p>	<p>wider range of conjunctions, including: when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense e.g. I have lived here all my life</p> <p>Use conjunctions and prepositions to express time and cause</p> <p>Start to use paragraphs</p> <p>Use and understand the grammatical terminology accurately in discussing their writing</p> <p>Learn the grammar for year 3: <i>word family, preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant,</i></p>	<p>of conjunctions, including: when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing</p> <p>Learn the grammar for year 4: <i>determiner, pronoun, possessive pronoun, adverbial</i></p>	<p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause e.g. She has downloaded some songs</p> <p>Start sentences in different ways</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</p> <p>Learn the grammar for year 5: <i>Modal verbs, relative pronoun/relative clause, parenthesis, bracket, dashes, cohesion, ambiguity</i></p>	<p>implied (ie omitted) relative pronoun</p> <p>Vary sentence structure to suit formal and informal writing.</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</p> <p>Learn the grammar for year 6: <i>subject, object, active/passive form, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet point</i></p>
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				<i>consonant letter, vowel, vowel letter, inverted commas</i>			
Punctuation	<p>Use a capital letter for their own name and I</p> <p>Use a full stop at the end of a sentence</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Use apostrophes to show where letters are missing</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use commas after a fronted adverb</p> <p>Use a colon to introduce a list</p> <p>Begin to use inverted commas, capital letters and commas to punctuate direct speech</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech correctly</p> <p>Use commas after a fronted adverbial</p> <p>Use commas for clauses accurately</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use semi colons within a list</p> <p>Punctuate bullet points consistently</p>