

Progression in English

		Year 1	Year 2	Year 3 and 4	Year 5 and 6
Reading	Word Reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply phonic knowledge and skills as the route to decode words <input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught <input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings <input type="checkbox"/> read other words of more than one syllable that contain taught GPCs <input type="checkbox"/> read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent <input type="checkbox"/> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes <input type="checkbox"/> read accurately words of two or more syllables that contain the same graphemes as above <input type="checkbox"/> read words containing common suffixes <input type="checkbox"/> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <input type="checkbox"/> read most words quickly and accurately without overt sounding and blending when they have been frequently encountered 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet <input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

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Reading	Word Reading	<ul style="list-style-type: none"> <input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> <input type="checkbox"/> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading 		
	Comprehension	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently <input type="checkbox"/> being encouraged to link what they read or hear read to their own experiences <input type="checkbox"/> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <input type="checkbox"/> recognising and joining in with predictable phrases 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by: <input type="checkbox"/> 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 <input type="checkbox"/> discussing the sequence of events in books and how items of information are related <input type="checkbox"/> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> using dictionaries to check the meaning of words that they have read <input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes <input type="checkbox"/> 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

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Reading	Comprehension	<ul style="list-style-type: none"> □ learning to appreciate rhymes and poems, and to recite some by heart □ discussing word meanings, linking new meanings to those already known □ understand both the books they can already read accurately and fluently and those they listen to by: □ drawing on what they already know or on background information and vocabulary provided by the teacher □ checking that the text makes sense to them as they read and correcting inaccurate reading □ discussing the significance of the title and events □ making inferences on the basis of what is being said and done □ predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> □ being introduced to non-fiction books that are structured in different ways □ recognising simple recurring literary language in stories and poetry □ discussing and clarifying the meanings of words, linking new meanings to known vocabulary □ discussing their favourite words and phrases □ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear □ understand both the books that they can already read accurately and fluently and those that they listen to by: □ drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> □ identifying themes and conventions in a wide range of books □ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action □ discussing words and phrases that capture the reader's interest and imagination □ recognising some different forms of poetry (e.g. free verse, narrative poetry) □ understand what they read, in books they can read independently, by: □ 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 	<ul style="list-style-type: none"> □ recommending books that they have read to their peers, giving reasons for their choices □ identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books □ 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 □ understand what they read by: □ 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

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Reading	Comprehension	<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"> □ checking that the text makes sense to them as they read and correcting inaccurate reading □ making inferences on the basis of what is being said and done □ answering and asking questions □ predicting what might happen on the basis of what has been read so far □ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say □ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied □ identifying main ideas drawn from more than one paragraph and summarising these □ identifying how language, structure, and presentation contribute to meaning □ retrieve and record information from non-fiction □ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> □ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied □ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas □ 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 □ distinguish between statements of fact and opinion □ retrieve, record and present information from non-fiction

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Reading	Comprehension				<input type="checkbox"/> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously <input type="checkbox"/> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <input type="checkbox"/> provide reasoned justifications for their views
Writing	Transcription	Spelling (see English Appendix 1) Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week 	Spelling (see English Appendix 1) Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	Spelling (see English Appendix 1) Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1) <input type="checkbox"/> spell further homophones <input type="checkbox"/> spell words that are often misspelt (English Appendix 	Spelling (see English Appendix 1) Pupils should be taught to: <ul style="list-style-type: none"> <input type="checkbox"/> use further prefixes and suffixes and understand the guidance for adding them <input type="checkbox"/> spell some words with 'silent' letters, e.g. knight, psalm, solemn <input type="checkbox"/> continue to distinguish between homophones and

					other words which are often confused
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Writing	Transcription	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <input type="checkbox"/> name the letters of the alphabet: <input type="checkbox"/> naming the letters of the alphabet in order <input type="checkbox"/> using letter names to distinguish between alternative spellings of the same sound <input type="checkbox"/> add prefixes and suffixes: <input type="checkbox"/> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs <input type="checkbox"/> using the prefix un– <input type="checkbox"/> using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper) <input type="checkbox"/> apply simple spelling rules and guidelines, as listed in English Appendix 1 <input type="checkbox"/> 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"> <input type="checkbox"/> learning 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 <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl's book] <input type="checkbox"/> distinguishing between homophones and near-homophones <input type="checkbox"/> add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly <input type="checkbox"/> apply spelling rules and guidelines, listed in Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> <input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary <input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> <input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <input type="checkbox"/> use dictionaries to check the spelling and meaning of words <input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <input type="checkbox"/> use a thesaurus

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	Handwriting	<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 □ form digits 0-9 □ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<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 another, are best left unjoined □ 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 	<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, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> □ write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters □ choosing the writing implement that is best suited for a task
	Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ write sentences by: □ saying out loud what they are going to write about □ composing a sentence orally before writing it □ sequencing sentences to form short narratives □ re-reading what they have written to check that it makes sense 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ plan their writing by: □ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ discussing and recording ideas 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ plan their writing by: □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own □ noting and developing initial ideas, drawing on reading and research where necessary

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Writing	Composition	<ul style="list-style-type: none"> □ discuss what they have written with the teacher or other pupils □ read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> □ consider what they are going to write before beginning by: <ul style="list-style-type: none"> □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) □ read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> □ draft and write by: <ul style="list-style-type: none"> □ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) □ organising paragraphs around a theme □ in narratives, creating settings, characters and plot □ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) □ evaluate and edit by: <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 	<ul style="list-style-type: none"> □ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed □ draft and write by: <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 cohesion within and across paragraphs □ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

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		Year 1	Year 2	Year 3 and 4	Year 5 and 6
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<p>Writing</p>	<p>Composition</p>			<ul style="list-style-type: none"> <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> read aloud their own writing, 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"> <input type="checkbox"/> evaluate and edit by: <input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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		Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing	Vocabulary, Grammar and Punctuation	<p>VG&P (see English Appendix 2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop their understanding of the concepts set out in English Appendix 2 by: □ leaving spaces between words □ joining words and joining clauses using and □ 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' □ learning the grammar for year 1 in English Appendix 2 □ use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>VP&G (see English Appendix 2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop their understanding of the concepts set out in English Appendix 2 by: □ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) □ learning how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify, e.g. the blue butterfly □ the present and past tenses correctly and consistently including the progressive form 	<p>VP&G (see English Appendix 2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop their understanding of the concepts set out in English Appendix 2 by: □ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although □ using the present perfect form of verbs to mark relationships of time and cause □ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition □ using conjunctions, adverbs and prepositions to express time and cause □ using fronted adverbials □ learning the grammar for years 3 and 4 in English Appendix 2 	<p>VP&G (see English Appendix 2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop their understanding of the concepts set out in English Appendix 2 by: □ 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 □ using expanded noun phrases to convey complicated information concisely □ using modal verbs or adverbs to indicate degrees of possibility □ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun □ learning the grammar for years 5 and 6 in English Appendix 2

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Writing	Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) □ the grammar for year 2 in English Appendix 2 □ some features of written Standard English □ use and understand the grammatical terminology in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> □ indicate grammatical and other features by: □ using commas after fronted adverbials □ indicating possession by using the possessive apostrophe with plural nouns □ using and punctuating direct speech □ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> □ indicate grammatical and other features by: □ using commas to clarify meaning or avoid ambiguity in writing □ using hyphens to avoid ambiguity □ using brackets, dashes or commas to indicate parenthesis □ using semi-colons, colons or dashes to mark boundaries between main clauses □ using a colon to introduce a list □ punctuating bullet points consistently □ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading