

ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPEAKING & LISTENING	ACTIVE LISTENING	<p>Listen to stories, accurately anticipating key events.</p> <p>Follow oral instructions involving several ideas or actions.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Listen attentively in a pair, respond with a linked comment for more than one two-way response.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Listen attentively in a pair, a three or four, respond with a linked comment for more than one two-way response.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Listen attentively in a pair or group, respond collaboratively between listeners, staying on topic, for several responses.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Begin to develop required listening attention for conversing in a pair or group, respond collaboratively between listeners, staying on topic.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain focused listening attention for active participation in a pair or group, respond collaboratively between listeners, staying on topic and for several responses.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, paired or in range of groups, staying on topic and initiating and responding to comments.</p>
	ORATING	<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>Confidently talk about their ideas in a familiar group.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>In a small group, speak with appropriate intonation.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>In a small group, speak with increased confidence and appropriate intonation.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Small group or class - speak with increased confidence and appropriate intonation.</p> <p>Begin to notice when to adapt /end oration to suit the audience.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Group or class - Intonate effectively and appropriately and with increased confidence and appropriate intonation.</p> <p>Show awareness of when to adapt /end oration to suit the audience.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Begin to select and use a range of appropriate registers for effective communication to a range of audiences.</p> <p>Begin to use a range of strategies to maintain an audience's attention.</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Confidently select and use appropriate registers for effective communication to a range of audiences.</p> <p>Gain, maintain and monitor the interest of the listener(s), adapting as necessary to keep interest.</p>

SPEAKING & LISTENING	CONVERSING	<p>Say why they like some activities more than others.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Respond to what they hear with relevant comments, questions or actions.</p>	<p>Begin to ask relevant questions to extend understanding and knowledge.</p> <p>Begin to give simple oral descriptions, explanations and narratives using appropriate key vocabulary.</p> <p>Explore using spoken language through asking questions and delivering explanations.</p>	<p>Begin to independently ask relevant questions to extend understanding and knowledge.</p> <p>Give clear simple oral descriptions, explanations and narratives using appropriate key vocabulary.</p> <p>Explore using spoken language through asking questions and delivering explanations.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Begin to orate simple description, explanation and narration using accurate and effective vocabulary, develop expression for feelings where appropriate.</p> <p>Begin to use spoken language to develop understanding through speculation, hypothesis, imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Show increased confidence when orating simple description, explanation and narration using accurate and effective vocabulary, develop expression for feelings where appropriate.</p> <p>Use spoken language to develop understanding through speculation, hypothesis, imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured and engaging oral descriptions, explanations and narratives for different purposes, include for expressing feelings.</p> <p>Confidently use spoken language to develop and extend understanding through speculation, hypothesis, imagining and exploring ideas.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Give well-structured and engaging oral descriptions, explanations and narratives for different purposes, including for expressing range of feelings.</p> <p>Confidently use a range of language to develop and extend understanding through speculation, hypothesis, imagining and exploring ideas.</p>
	DISCUSSING	<p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Begin to articulate justification for answers and opinions.</p> <p>Participate in age appropriate role play, presentations and performances.</p>	<p>Begin to articulate justification for answers, arguments and opinions.</p> <p>Participate in age appropriate role play, presentations and performances and begin to be part of discussion and debate.</p>	<p>Articulate justification for answers, arguments and opinions.</p> <p>Participate in age appropriate role play, presentations, performances. Begin to participate in discussion and debate.</p>	<p>Begin to articulate more than one response in justification for answers, arguments and opinions.</p> <p>Participate in age appropriate role play, presentations, performances. Begin to take an active role in discussion and debate.</p>	<p>Confidently articulate more than one response in justification for answers, arguments and opinions.</p> <p>Participate in age appropriate role play, presentations, performances. Take an active role in discussion and debate.</p>	<p>Confidently articulate enough responses to justify answers and opinions to end arguments.</p> <p>Participate in age appropriate role play, presentations, performances. Plan and participate in discussion and debate.</p>

	RESPONDING TO OTHERS	Pay attention to what others say and respond appropriately, while engaged in another activity.	Begin to understand that people have different viewpoints. Respond to them respectfully.	Understand that people have different viewpoints. Respond to them respectfully.	Begin to discuss and evaluate different viewpoints on a topic. Respond and react respectfully to the contributions of others.	Discuss and evaluate different viewpoints on a topic and respond and react respectfully to the contributions of others.	Begin to consider and evaluate different viewpoints, responding respectfully to and building on the contributions of others.	Consider and evaluate different viewpoints, responding respectfully to and building on the contributions of others.
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
READING	WORD READING	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrate an understanding about what they have read when talking with others.</p> <p>See N.C. Appendix 1 for more detail</p>	<p>Apply phonic knowledge to decode words.</p> <p>Know and apply all phonemes taught in phases 2-5.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing taught GPCs and Y1 suffixes.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, understand the apostrophe represents the omitted letter(s).</p> <p>Read aloud stage appropriate phonically decodable books that do not require other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge + skills to decode words until automatic decoding is embedded and reading is fluent.</p> <p>Read accurately by blending sounds containing graphemes taught so far, recognise alternative sounds for graphemes.</p> <p>Read accurately words of two + syllables that contain graphemes as above.</p> <p>Read words with common suffixes.</p> <p>Read further CEW.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p> <p>Read aloud books matched to improving phonic knowledge, sound out unfamiliar words without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words.</p> <p>Read further exception words; begin to notice unusual correspondence between spelling and sound.</p> <p>See N.C. Appendix 1 for more detail</p>	<p>Apply growing knowledge of root words to read aloud and to understand the meaning of new words they meet.</p> <p>Use contextual and context knowledge to determine meaning of new words or texts.</p> <p>Read further exception words; begin to notice unusual correspondence between spelling and sound.</p> <p>See N.C. Appendix 1 for more detail</p>		

			See N.C. Appendix 1 for more detail	Use the grammar of a sentence to decipher new or unfamiliar words. See N.C. Appendix 1 for more detail		
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
READING	COMPREHENSION	Read and understand simple sentences.	Develop pleasure in reading, motivation to read, vocabulary and understanding: Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Develop pleasure in reading, motivation to read, vocabulary and understanding: Listen to, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading.	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference books.	Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Maintain positive attitudes to reading and understanding of what they read: Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books.	Maintain positive attitudes to reading and understanding of what they read: Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books.
		Demonstrate understanding when talking with others about what they have read.	Link what they read or hear read to their own experiences. Understand the difference between fiction and non-fiction. Become familiar with key stories, fairy stories and traditional tales; retell, begin to recognise particular characteristics. Recall main points in correct sequence. Recognise and join in with predictable phrases.	Discuss sequence of events in books, begin to recognise how information is related or linked. Become familiar with, retell a wide range of stories, fairy stories, traditional tales. Know non-fiction books are structured in different ways. Recognise recurring language in stories and poems. Link meaning of new words to known vocabulary.	Read books structured in different ways and for a range of purposes. Begin to use dictionaries to check the meaning of new words. Become familiar with a range of books; fairy stories, myths, legends, and retell some orally. Begin to recognise themes - eg good wins over evil. Begin to recognise conventions; eg use of magical devices in fairy tales, 1st person in diary entry. Use intonation, tone, volume to show.	Read books structured in different ways, for a range of purposes. Use dictionaries efficiently to check the meaning of new words. Increase familiarity with a wide range of fairy stories, myths, legends, retell a range orally. Identify themes (good vs evil), conventions (magic in fairy tales, super strengths in myths) in a wide range of books. Use intonation, tone, volume and action to	Read a range of books structured in different ways for a range of purposes. Read a range of books; myths, legends, traditional stories, modern fiction, fiction from our literary heritage, other cultures and traditions. Recommend books to peers, give reasons for choices. Identify and discuss themes and conventions	Read a wide range of books structured in different ways and for a range of purposes. Read a range of books; myths, legends, traditional stories, modern fiction, fiction from our literary heritage, other cultures and traditions. Recommend books to peers, giving reasons for their choices. Identify and discuss themes and conventions across a wide range of writing.

		<p>Learn and recite some poems by heart (Rhyming poems).</p> <p>Discuss word meanings, link new meanings to those already known.</p> <p>Understand books they can already read fluently and those they listen to: Draw on what they already know and vocabulary provided by the teacher.</p> <p>Check the text makes sense as they read, correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences based on what is said or done.</p> <p>Predict what might happen based on what has been read so far.</p> <p>Discuss what is read, take turns and listen to what others say.</p>	<p>Discuss favourite words and phrases.</p> <p>Know several poems by heart (Rhyming), recite with appropriate intonation.</p> <p>Understand books they can already read accurately and fluently and those that they listen to: Draw on background information and vocabulary provided by the teacher.</p> <p>Check text makes sense as they read, correct inaccurate reading.</p> <p>Make simple inferences based on what is being said and done.</p> <p>Answer and ask qs.</p> <p>Predict what might happen based on what has been read so far.</p> <p>Discuss books, poems, other works that are read or they read,</p>	<p>understanding when performing.</p> <p>Discuss words/phrases that capture interest and imagination.</p> <p>Recognise the structure of different forms of poetry – eg; rhymes, narrative poetry, kennings.</p> <p>Understand what they read in books they can read independently: Check the text makes sense, discuss understanding, explain the meaning of words in context.</p> <p>Ask qs to improve understanding of a text.</p> <p>Make plausible inferences about characters' feelings, thoughts, motives from actions, begin to justify with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>show understanding when performing.</p> <p>Discuss the effect of particular words and phrases on the reader.</p> <p>Recognise the structure of different forms of poetry – eg; rhymes, narrative poetry, cinquain, haiku.</p> <p>Understand what they read in books they can read independently: Check the text makes sense, discuss understanding, explain the meaning of words in context.</p> <p>Ask qs to improve understanding of a text.</p> <p>Make plausible inferences about settings, feelings, thoughts and motives from details and actions, justify with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Recognise the structure of different forms of poetry – eg; rhymes, free verse, narrative poetry, limerick, sonnet.</p> <p>Use intonation, tone, volume when performing so meaning is clear to an audience.</p> <p>Understand what they read: Check books make sense, discuss understanding, explore the meaning of words in context.</p> <p>Ask qs to improve understanding.</p> <p>Draw inferences – eg infer characters' feelings, thoughts and motives from actions, justify</p>	<p>Make comparisons within and across books or authors Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience – eg; rhymes, free verse, narrative poetry, ballad, rap.</p> <p>Understand what they read: Check a book makes sense, discuss understanding and explore the meaning of words in context.</p> <p>Ask qs to improve understanding.</p> <p>Draw inferences – eg infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Make a range of plausible predictions from details stated and implied.</p>
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			<p>Explain their understanding of what is read to them.</p>	<p>take turns and listen to what others say.</p> <p>Identify and discuss main events/key points in a text.</p> <p>Identify cause and effect in narrative and non-fiction.</p>	<p>Begin to identify and summarise the main idea of a paragraph or text.</p> <p>Begin to identify how language, structure, and presentation can contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Discuss books that are read and those read themselves, take turns and listen to what others say.</p>	<p>Identify and summarise main ideas drawn from more than one paragraph.</p> <p>Comment on how language, structure, and presentation can contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Discuss books that are read and those read themselves, take turns and listen to what others say.</p>	<p>inferences with evidence.</p> <p>Make a range of plausible predictions from details stated and implied.</p> <p>Identify key details that support main ideas, summarise these from more than one paragraph.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Consider how authors use of language, including figurative language, impacts the reader.</p> <p>Recognise the difference between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Discuss books that are read to them and those read for themselves, build on their own and others' ideas and challenge views courteously.</p> <p>Explain and discuss understanding of what they read, by presenting and debating, using notes as necessary.</p>	<p>Identify key details that support main ideas, summarise these from more than one paragraph.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Consider how authors use of language, including figurative language, impacts the reader.</p> <p>Recognise the difference between fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Discuss books that are read to them and those read for themselves, build on their own and others' ideas and challenge views courteously.</p> <p>Explain and discuss understanding of what they read, by presenting and debating, using notes as necessary.</p>
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							<p>read for themselves, build on own and others' ideas, challenge views courteously.</p> <p>Explain and discuss understanding of what they read, by presenting and debating, using notes as necessary.</p> <p>Provide reasoned justifications for their views.</p>	<p>Provide reasoned justifications for their views.</p>
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ENGLISH SKILLS PROGRESSION – WRITING

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - TRANSCRIPTION	HANDWRITING		<p>Sit correctly, hold a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Begin to understand which letters belong to which handwriting 'families' and to practice these.</p> <p>Begin to use spacing between words that reflects the size of the letters.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some diagonal /horizontal strokes needed to join letters, understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Ensure all KS1 skills are secure.</p> <p>Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase legibility, consistency and quality of handwriting [eg, begin to ensure down strokes are parallel and equidistant; lines of writing are spaced so ascenders and descenders do not touch].</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase legibility, consistency and quality of handwriting [eg, ensuring downstrokes are parallel and equidistant; lines of writing are spaced so ascenders and descenders do not touch].</p>	<p>Ensure Y3 and Y4 skills are secure.</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choose which shape of letter to use when given choices; decide whether or not to join specific letters. choose the writing implement that is best suited for a task. 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choose which shape of letter to use when given choices; decide whether or not to join specific letters. choose the writing implement that is best suited for a task.

WRITING - TRANSCRIPTION	SPELLING	When writing, some words are spelt correctly (known tricky words and words made using graphemes known) and others are phonetically plausible.	Please see Y1 Spelling booklet for progression of skills for spelling	Please see Y2 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)	Please see Y3 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)	Please see Y4 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)	Please see Y5 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)	Please see Y6 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)
	PUNCTUATION & GRAMMAR		<p><u>See NC for English: Appendix 2</u> Know these concepts: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark and begin to use them and talk about them in their work.</p> <p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Begin to punctuate sentences using capital letter, full stop, question mark, exclamation mark.</p> <p>Use a capital letter for names of people, places, days of the</p>	<p><u>See NC for English: Appendix 2</u> Consistently use the Y1 concepts, develop understanding and use of these concepts: noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma begin to use and talk about them in their work.</p> <p>Know how to use commas for lists, apostrophes for contractions, possessive (singular).</p> <p>Use present / past tense correctly and</p>	<p><u>See NC for English: Appendix 2</u> Consistently use the Y1 and Y2 concepts, develop understanding and use of these concepts: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech consonant, vowel, inverted commas (or 'speech marks') and begin to use them and talk about them in their work.</p> <p>Begin to use a range of sentences with more than one clause; use a wider range of conjunctions, eg when, if, because, although.</p>	<p><u>See NC for English: Appendix 2</u> Consistently use the Y1, Y2 and Y3 concepts, develop understanding and use of these concepts: determiner, pronoun, possessive pronoun, adverbial and begin to use them and talk about them in their work.</p> <p>Extend range of sentences with more than one clause; use a wider range of conjunctions, eg when, if, because, although.</p> <p>Use present perfect form of verbs in contrast to past tense.</p>	<p><u>See NC for English: Appendix 2</u> Consistently use the Y1, Y2, Y3 and Y4 concepts, develop understanding and use of these concepts: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity and begin to use them and talk about them in their work.</p> <p>Use passive verbs to affect presentation of information in a sentence.</p> <p>Use perfect form of verbs to mark relationships of time and cause.</p>	<p><u>See NC for English: Appendix 2</u> Consistently use the Y1, Y2, Y3, Y4 and Y5 concepts, develop understanding and use of these concepts: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points and begin to use them and talk about them in their work.</p> <p>Recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use semi-colons, colons or dashes to</p>

			<p>week, personal pronoun 'I'.</p>	<p>consistently including the progressive form.</p> <p>Begin to use subordination (when, if, that, or because) and co-ordination (or, and, but).</p>	<p>Choose nouns or pronouns for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs, prepositions to express time and cause.</p> <p>Use present and past tenses correctly and consistently, including progressive form.</p> <p>Use commas after fronted adverbials.</p> <p>Use a possessive apostrophe to indicate possession.</p> <p>Begin to punctuate direct speech.</p>	<p>Use a wide range of fronted adverbials, with accurate commas.</p> <p>Use a wide range of conjunctions, adverbs, prepositions to express time and cause.</p> <p>Use a possessive apostrophe to indicate possession with plural nouns.</p> <p>Punctuate direct speech accurately.</p>	<p>Use expanded noun phrases to convey complex ideas.</p> <p>Begin to use modal verbs / adverbs to indicate degrees of possibility.</p> <p>Use relative clauses with <i>who, which, where, when, whose, that</i>.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>mark boundaries between independent Clauses.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - COMPOSITION	WRITING WITH A PURPOSE	<p>Children use their phonic knowledge to write words in ways which match spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p>	<p>Begin to write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Begin to write about real events, recording these simply and clearly.</p> <p>Say then write sentences to tell others about ideas.</p> <p>Plan by talking about ideas and drawing pictures.</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Understand the audience for each piece of writing, begin to know the characteristic features to include.</p> <p>Plan, say out loud ideas for writing, make notes and draw diagrams when planning.</p> <p>Begin to group several linked sentences around an idea/theme.</p> <p>Develop positive attitudes and stamina for writing.</p>	<p>Write for a range of purposes.</p> <p>Understand the audience for each piece of writing, know characteristic features and techniques to include.</p> <p>In narrative, begin to develop character detail through description of appearance, movement, emotions.</p> <p>In non-narrative, use simple organisational devices (headings / sub-headings.)</p> <p>Compose sentences orally.</p> <p>Begin to organise paragraphs around a theme.</p>	<p>Write for a range of purposes.</p> <p>Understand the audience for each piece of writing, recognise and include particular characteristic features and techniques.</p> <p>In narrative, develop clear character detail through description of appearance, movement, moos and speech in the reporting clause; “---” he said as he stamped his feet.</p> <p>In non-narrative, use simple organisational devices (headings / sub-headings).</p> <p>Compose sentences orally.</p> <p>Organise paragraphs around a theme.</p>	<p>Write for a range of purposes.</p> <p>Identify purpose and audience, plan appropriate characteristics and features.</p> <p>Select the appropriate form.</p> <p>Use similar texts (WAGOLL) to model their own.</p> <p>In narratives, describe settings, characters and atmosphere, begin to integrate dialogue to further convey the character or advance action.</p> <p>In non-fiction, use a range of presentational devices to structure text and guide the reader (sub-headings, bullet points, underlining).</p> <p>Begin to use examples from own reading across a range of texts.</p>	<p>Write for a range of purposes.</p> <p>Identify purpose and audience, plan appropriate characteristics and features.</p> <p>Select the appropriate form and register.</p> <p>Use similar texts (WAGOLL) to model their own.</p> <p>In narratives, describe settings, characters and atmosphere, integrate dialogue to further convey the character or advance action.</p> <p>In non-fiction, use a wider range of presentational devices to structure text and guide the reader (sub-headings, bullet points, underlining).</p> <p>Use examples from own reading across a range of texts.</p>

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		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - COMPOSITION	DESCRIPTION		<p>Know what a noun is and name some.</p> <p>Know what a verb is and name some – including synonyms for common verbs.</p> <p>Know what an adjective is and its purpose in descriptive writing.</p> <p>Learn about and then begin to use expanded noun phrases to describe [for example, the blue butterfly].</p>	<p>Use vocabulary appropriate to subject of writing.</p> <p>Select effective adjectives to add detail.</p> <p>Begin to make ambitious word choices (interesting nouns, powerful verbs).</p> <p>Use effective expanded noun phrases to describe and specify (the winding road was long and bumpy).</p> <p>Begin to use adverbs to describe actions.</p> <p>Begin to use interesting similes.</p> <p>Begin to use subordination (when, if, that, or because) and co-ordination (or, and, but) to add detail for the reader.</p>	<p>Use vocabulary appropriate to the theme of the writing.</p> <p>Make ambitious vocabulary choices using language for effect.</p> <p>Combine adjectives effectively to create expanded noun phrase.</p> <p>Begin to use a range of figurative language eg similes, alliteration appropriately.</p> <p>Describe characters' actions using appropriate verbs and adverbs.</p> <p>Be familiar with some collective nouns, begin to use them in own writing.</p> <p>Begin to use examples from class texts.</p>	<p>Use well-chosen vocabulary appropriate to the theme of the writing.</p> <p>Make more ambitious vocabulary choices using language for effect.</p> <p>Combine adjectives effectively to create expanded noun phrases appropriate to the writing.</p> <p>Use a range of figurative language eg similes, alliteration, metaphors appropriately.</p> <p>Describe characters' actions using appropriate verbs and adverbs.</p> <p>Be familiar with a range of collective nouns and use them as appropriate.</p> <p>Use examples from own class texts and own reading.</p>	<p>Use a range of high quality narratives to consider how authors develop settings and characters.</p> <p>Select appropriate grammar and vocabulary and begin to understand the effect choices made have on the reader.</p> <p>Begin to use dialogue to portray detail about characters and move on the action.</p> <p>Create vivid images using figurative language: alliteration, similes, metaphors, personification and onomatopoeia</p> <p>Interweave description of character, setting and atmosphere with dialogue.</p> <p>Experiment with ambitious and adventurous vocabulary.</p>	<p>Use a range of high quality narratives to consider how authors develop settings and characters.</p> <p>Select appropriate grammar and vocabulary and know the effect choices made have on the reader.</p> <p>Use dialogue to portray detail about characters and move on the action.</p> <p>Create vivid images using well-chosen examples of figurative language: alliteration, similes, metaphors, personification and onomatopoeia</p> <p>Interweave description of character, setting and atmosphere with dialogue.</p> <p>Experiment with ambitious and adventurous vocabulary.</p>

							<p>Use 'show not tell' technique through character's reactions and speech.</p> <p>Use examples from a range of own reading.</p>	<p>Use 'show not tell' technique through character's reactions and speech.</p> <p>Use examples from a range of own reading.</p>
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - COMPOSITION	PLANNING WRITING	<p>Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Say then write sentences to tell others about ideas.</p> <p>Compose a sentence orally before writing it.</p> <p>Plan by talking about ideas and drawing pictures.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what is written to check it makes sense.</p>	<p>Say out loud what they are going to write about.</p> <p>Write key ideas and linked /new vocabulary .</p> <p>Plan by talking about ideas and drawing pictures and flow diagrams.</p> <p>Compose a sentence orally before writing it.</p> <p>Begin to sequence sentences to form short narratives.</p> <p>Re-read what is written to check it makes sense.</p>	<p>Identify the audience and purpose of the writing.</p> <p>Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.</p> <p>Discuss and record ideas on a bespoke planning frame with sections for</p> <ul style="list-style-type: none"> linked vocabulary choices, known and new (from teacher or research) range of sentences to be used at appropriate times in the writing paragraphs around a theme <p>For narratives, plan language and sentence types for creating settings, characters and plot.</p>	<p>Identify the audience and purpose of the writing.</p> <p>Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.</p> <p>Discuss and record ideas on a range of planning frames with sections for</p> <ul style="list-style-type: none"> linked vocabulary choices, known and new (from teacher or research) range of sentences to be used at appropriate times in the writing paragraphs around a theme <p>For narratives, plan language and sentence types for creating settings, characters and plot.</p>	<p>Identify the audience for and purpose of the writing.</p> <p>Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.</p> <p>Select the appropriate form and use generated or own planning frame with sections to</p> <ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research linked vocabulary choices, known and new (from teacher or research) range of sentences for effect range of devices to build cohesion within and across paragraphs 	<p>Identify the audience for and purpose of the writing.</p> <p>Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning</p> <p>Select the appropriate form and use generated or own planning frame with sections to</p> <ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research linked vocabulary choices, known and new (from teacher or research) range of sentences for effect range of devices to build cohesion within and across paragraphs <p>For on-narratives, plan further organisational</p>

					For non-narratives, plan appropriate, simple organisational devices to use (for examples headings and sub-headings).	For non-narratives, plan appropriate, simple organisational devices to use (for examples headings and sub-headings).	For on-narratives, plan further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - COMPOSITION	ORGANISING WRITING		<p>Begin to sequence sentences to form short narratives.</p> <p>Re read to check for sense.</p> <p>Know the difference between past and present tense.</p> <p>Begin to show a beginning, middle, end in stories.</p> <p>Write in a logical order.</p> <p>Use simple sentences to connect ideas.</p>	<p>Use a planning frame - key ideas and vocabulary to use.</p> <p>Say what they want to write, sentence by sentence.</p> <p>Use present /past tenses correctly and consistently including progressive form.</p> <p>Show beginning, middle and end of their narrative.</p> <p>Use appropriate organisational skills</p> <p>Order events and link them clearly.</p> <p>Choose and use the correct tense.</p> <p>Use sequencing techniques.</p> <p>Show some use of paragraphs where related information is grouped.</p>	<p>Use a prepared planning frame – key ideas, order and vocabulary.</p> <p>Adapt or amend planning as becomes apparent during writing.</p> <p>Narrative; write a clear build up, climax and resolution, including logically sequenced and linked sentences and paragraphs.</p> <p>In non-narrative, write a clear introduction.</p> <p>Bring writing to an effective conclusion.</p> <p>Organise paragraphs around a theme.</p> <p>Organise writing, begin to reliably and accurately use paragraphs appropriately.</p> <p>Check and amend writing at regular points during the first draft.</p>	<p>Use a prepared planning frame – key ideas, order and vocabulary.</p> <p>Adapt or amend planning as becomes apparent during writing.</p> <p>Narrative; write effective and clear build up, climax and resolution, include logically sequenced and linked sentences and paragraphs.</p> <p>Non-narrative; write a sharp and focused introduction.</p> <p>Bring writing to an effective conclusion.</p> <p>Organise paragraphs around a theme.</p> <p>Organise writing, begin to reliably and accurately use paragraphs.</p> <p>Check and amend writing at regular points during the first draft.</p>	<p>Use a prepared planning frame – key ideas, order and vocabulary.</p> <p>Adapt or amend planning as becomes apparent during writing.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Integrate description through setting, action, dialogue, character and atmosphere to ensure flow.</p> <p>Narratives; describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance action.</p> <p>Begin to précis longer passages.</p>	<p>Use a prepared planning frame – key ideas, order and vocabulary.</p> <p>Adapt or amend planning as becomes apparent during writing.</p> <p>Experiment with a range of grammar and vocabulary, considering how such choices can change and enhance meaning.</p> <p>Narratives; vividly describe settings, characters and atmosphere. Integrate effective dialogue to convey character and advance action.</p> <p>Précis longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to</p>

							<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use a range of organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>	<p>guide the reader (e.g. headings, bullet points, underlining).</p>
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING - COMPOSITION	SENTENCE STRUCTURE		<p>Begin to punctuate sentences using capital letter, full stop, question mark, exclamation mark.</p> <p>Use a capital letter for names of people, places, days of the week, personal pronoun 'I'.</p> <p>leave spaces between words.</p> <p>join words and join clauses using and.</p> <p>use the grammatical terminology in English Appendix 2 when discussing writing.</p>	<p>Learn how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular).</p> <p>Use sentences with different forms -statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify, e.g. the blue butterfly.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because).</p> <p>Use co-ordination (using or, and, or but).</p>	<p>Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.</p> <p>Begin to choose nouns or pronouns appropriately for clarity and cohesion + to avoid repetition.</p> <p>Use fronted adverbials including commas.</p> <p>Know and apply grammar for years 3 / 4 in English Appendix 2.</p> <p>Begin to know how to use punctuation for direct speech.</p> <p>Begin to use and understand grammatical terminology in English App 2 accurately and appropriately when discussing writing and reading.</p>	<p>Use the present perfect form of verbs to mark relationships of time and cause.</p> <p>know and apply the grammar for years 3 and 4 in English Appendix 2.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Consciously choose nouns or pronouns appropriately for clarity and cohesion + to avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Know how to use punctuation for direct speech.</p> <p>Extend sentences with more than one clause by using the present perfect form</p>	<p>Develop understanding of concepts in English App 2</p> <p>Recognise vocabulary and structures appropriate for formal speech and writing</p> <p>Begin to use passive verbs to affect the presentation of information in a sentence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Begin to use modal verbs/adverbs to indicate degrees of possibility</p> <p>Use relative clauses (begin with <i>who, which, where, when, whose, that</i> or with an implied or omitted relative pronoun)</p> <p>know and apply the grammar for years 5 / 6 in English App 2</p> <p>Use commas to clarify</p>	<p>Develop understanding of the concepts set out in English App 2</p> <p>Recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs deliberately to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses (begin with <i>who, which, where, when,</i></p>

				<p>Confidently use time and sequencing connectives.</p> <p>Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.</p>	<p>Compose and rehearse sentences orally (including dialogue).</p> <p>Begin to build a varied and rich vocabulary.</p> <p>Use an increasing range of sentence structures.</p> <p>Begin to use time connectives to move writing on.</p> <p>Recognise subordinating conjunctions and their function within a sentence.</p> <p>Construct accurate subordinate clauses.</p> <p>Begin to recognize understand and identify 1st, 2nd and 3rd person.</p> <p>Use a mix of simple, compound and complex sentences.</p> <p>Vary sentence openers through the use of 'ly', 'ing', 'ed' starts.</p>	<p>of verbs in contrast to the past tense.</p> <p>More confidently use and understand the grammatical terminology in English App 2 accurately and appropriately when discussing writing and reading.</p> <p>Build a varied and rich vocabulary.</p> <p>Identify adjectives and construct adjectival phrases.</p> <p>Recognise and understand and identify 1st, 2nd and 3rd person.</p> <p>Use lists in sentences effectively to support the reader.</p> <p>Choose to use an increasing range of sentence structures for effect.</p> <p>Vary sentence openers through the use of 'ly', 'ing', 'ed' starts.</p>	<p>meaning or avoid ambiguity.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p> <p>Use and understand grammatical terminology in English App 2 accurately and appropriately in discussing writing and reading.</p>	<p><i>whose, that</i> or with an implied or omitted relative pronoun).</p> <p>know and apply the grammar for years 5 / 6 in English App 2.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use hyphens to avoid Ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuate bullet points consistently.</p> <p>Use and understand grammatical terminology in English App 2 accurately and appropriately in discussing writing and reading.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Use a colon to introduce a list.</p>
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ENGLISH SKILLS PROGRESSION

		YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WRITING	EVALUATE AND EDIT		<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Make simple additions, revisions and corrections to their own writing.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>Make additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence.</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Make deliberate additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>With increasing independence and confidence, ensure correct subject and verb agreement when using singular and plural, and begin to distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p>		

	PRESENT WRITING		<p>Read aloud their writing clearly enough to be heard by others in a group or the class.</p> <p>See SPEAKING AND LISTENING</p>	<p>Read aloud what they have written, begin to experiment with appropriate intonation to make the meaning clear.</p> <p>See SPEAKING AND LISTENING</p>	<p>With increasing willingness and confidence of performance, read aloud their own writing to a group or the whole class. Use appropriate intonation and control the tone and volume of the voice so that the meaning is clear.</p> <p>See SPEAKING AND LISTENING</p>	<p>Perform their own compositions. Use appropriate intonation, volume, and movement so that meaning is clear.</p> <p>See SPEAKING AND LISTENING</p>
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