



KS2	Highlighted
KS3	Progression

Writing		Reading			Spoken Language	Spelling
Content	Technical accuracy	Understanding, inference and use of evidence	Analysis of writer's use of language and structure methods and comparison of writers' ideas and perspectives	Reading for pleasure and academic reading	Speech, ideas and presenting skills.	
<ul style="list-style-type: none"> - Communicate clearly, effectively and imaginatively. - Select and adapting tone, style and register for different forms, purposes and audiences. - Writing is engaging, using a range of clear connected ideas. - Varied and effective use of structural features. 	<ul style="list-style-type: none"> - Manipulate sentences to create particular effects. - Use devices to build cohesion between paragraphs in persuasive and creative texts. - Explore, collect and use vocabulary typical of formal and informal writing. - Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. 	<ul style="list-style-type: none"> - Explain the meaning of new vocabulary within the context of the text. - Provide reasoned justifications for their views. - Justify opinions and elaborate by referring to the text. - Predict what might happen from information stated and implied. - Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts. 	<ul style="list-style-type: none"> - Identify how language and structure are used for effect. - Evaluate texts critically and support this with appropriate textual references - Use subject terminology to support views. - Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. - Make comparisons within and across texts e.g. similar events in different books. - Compare characters within and across texts. - Compare texts written in different periods. - Recognise themes within and across texts 	<ul style="list-style-type: none"> - Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. - Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. - Independently read longer texts with sustained stamina and interest. - Recommend books to their peers with detailed reasons for their opinions. - Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. - Demonstrate active reading strategies 	<ul style="list-style-type: none"> - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates. - Prepare formal presentations individually or in groups. - Use notes to support presentation of information. - Respond to questions generated by a presentation. - Participate in debates on issues related to reading (fiction/non-fiction). 	<ul style="list-style-type: none"> - Distinguish between homophones and other words that are often confused. - Identify root words, derivations and spelling patterns as a support for spelling. - Be secure with all spelling rules previously taught. - Use several different strategies interactively in order to spell correctly.