

Baines' Endowed English Curriculum Progression of skills



Year group	End of Year Speaking and Listening National Expectations	End of Year Reading National Expectations	End of Year Writing National Expectations
<p>Nursery</p>	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may struggle to use tenses accurately. • Begin to use sentences with four to six words. <p>Begin to start conversations with an adult or a friend and continue it in turns.</p>	<ul style="list-style-type: none"> • Join in with rhymes and stories. • Identify rhymes. • Join in with the rhythm of well known rhymes and song. • Recognise their own name. • Hold a book, turning the pages and indicating an understanding of pictures and print. • Tell a story to friends. • Talk about events and characters in books. • Make suggestions about what might happen next in a story. 	<ul style="list-style-type: none"> • Tell an adult what they have drawn or painted. • Recognise a capital letter at the start of their names. • Identify sounds in their name and other words. • Ascribe meaning to other marks, like on signage. • Start to write identifiable shapes and letters. • Draw lines and circles in the air, on the floor or on large sheets of paper. • Use tools for mark making with control. • Copy shapes, letters and pictures. • Pick up tiny objects using a pincer grip. • Grip using five fingers or preferably two fingers and a thumb for control. • Make simple models using small pieces such as Lego. • Make small cuts in paper with scissors. • Begin to show a preference for a dominant hand.

<p>Reception</p>	<ul style="list-style-type: none"> • Listen Attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • Say a sound for a letter in the alphabet at at least 10 digraphs. • Read words consistently with their phonic knowledge by sound blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate - where appropriate - key events in stories. • Use and understand recently introduced vocabulary during discussions and stories, non-fiction, rhymes, poems and during role play. 	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters, • Write a simple phrase and sentences that can be read by other. • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.
<p>Year 1</p>	<p>The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children’s spoken language skills develop. In Year 1, some focuses may include:</p> <ul style="list-style-type: none"> • Listen and respond to adults and other children • Ask questions to extend their understanding • Learn new vocabulary related to topics or daily life 	<ul style="list-style-type: none"> • Learn the 40+ main speech sounds in English and the letters that represent them • Blend sounds together to form words • Read aloud when reading books that contain familiar letter sound patterns • Listen to, and talk about a range of stories, poems and non-fiction texts • Learn about popular fairy tales and folk stories, and retell the stories • Join in with repeated phrases in familiar books • Make predictions about what might happen next in a book • Explain clearly what has happened in a book they’ve read or listened to 	<ul style="list-style-type: none"> • Hold a pen or pencil in the correct and comfortable way • Name the letters of the alphabet in order • Write lower-case letters starting and ending in the right place • Write capital letters, and the digits 0 to 9 • Spell simple words containing the main sounds they’ve learned in reading • Spell the days of the week • Learn to write words with common endings, such as –ed, –ing, –er and –est • Plan out sentences aloud before writing them • Write simple sentences, and those using joining words such as ‘and’

			<ul style="list-style-type: none"> • Begin to use full stops and capital letters for sentences • Combine some sentences to make short descriptions or stories
Year 2	<ul style="list-style-type: none"> • Articulate and justify answers and opinions • Give well-structured explanations and narratives, for example in show-and-tell activities 	<ul style="list-style-type: none"> • Read words aloud confidently, without obvious blending or rehearsal • Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2 • Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound • Read aloud words which contain more than one syllable • Recognise common suffixes, such as -ing and -less • Read words which don't follow phonetic patterns, such as 'one' and 'who' • Become familiar with a wide range of fairy stories and traditional tales • Discuss favourite words and the meaning of new words • Check that what has been read makes sense, and self-correct reading where necessary • Make predictions about what might happen next in a story <p>Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.</p>	<ul style="list-style-type: none"> • Form letters of the appropriate size, using capital letters where appropriate • Use appropriate spaces between words when writing • Begin to use joins between letters where needed • Spell longer words by breaking them into their sound parts • Learn to spell some common homophones, recognising the difference between them • Use the possessive apostrophe in simple phrases, such as 'the boy's football'. • Write about real events and personal experiences • Plan out writing in advance, including by writing down key words • Re-read writing to check that it makes sense and to make corrections, including punctuation • Use question marks, exclamation marks, apostrophes and commas in lists • Use the present and past tenses correctly in writing • Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because' <p>Homophones are words which sound the same, such as 'blue' and 'blew', or</p>

			'one' and 'won'
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Year 3

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

- Decode most unfamiliar words they encounter, making a good approximation of the pronunciation
- Develop their vocabulary through reading an increasing range of age-appropriate texts, read and enjoy stories, poetry, plays and non-fiction
- Independently, fluently and to themselves
- Locate information in a range of non-fiction texts on a variety of subjects
- Summarise a story they know explaining the sequence of events and the consequences of actions
- Read aloud poetry and age-appropriate stories mostly accurately
- Begin to independently justify their views about characters, events and information in texts they have read
- Predict what might happen in a story
- Predict how a character might behave based on what they have read about them

- To begin to use ideas from own reading and modelled examples to plan their writing.
- To demonstrate an increasing understanding of purpose and audience.
- To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
- To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.
- To make deliberate ambitious word choices to add detail.
- To begin to create settings, characters and plot in narratives.
- To begin to organise their writing into paragraphs around a theme.
- To maintain the correct tense (including present perfect tense) throughout a piece of writing.
- To use the full range of punctuation from previous year groups.
- To use inverted commas in direct speech.
- To use subordinate clauses.
- To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
- To use 'a' or 'an' correctly most of the time.
- To spell many words with prefixes correctly, e.g. **irrelevant**, **autograph**, **incorrect**, **disobey**, **superstar**, **antisocial**.

			<ul style="list-style-type: none"> • To spell many words with suffixes correctly, e.g. usually, poisonous, adoration. • To begin to spell homophones correctly, e.g. which and witch. • To spell some of the Year 3 and 4 statutory spelling words correctly. • To use a neat, joined handwriting style with increasing accuracy.
Year 4	<ul style="list-style-type: none"> • Use discussion and conversation to explore and speculate about new ideas • Begin to recognise the need to use Standard English in some contexts • Participation in performances, plays and debates • Explain thinking and feeling in well-structured statements and responses 	<ul style="list-style-type: none"> • Read most words effortlessly work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, ask for help in determining both the meaning of the word and how to pronounce it correctly. • Prepare readings, with appropriate intonation to show their understanding, summarise and present a familiar story in their own words. • Be reading widely and frequently, outside as well as in school, for pleasure and information. • Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace • Read silently, with good understanding, inferring the meanings of unfamiliar words, discuss what they have read. justifying their views increasingly independently • Make predictions about characters and events in a story and justify those predictions make predictions about the content of a text based on the cover, contents page, 	<ul style="list-style-type: none"> • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • To write narratives with a clear beginning, middle and end with a coherent plot. • To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. • To create more detailed settings, characters and plot in narratives to engage the reader. • To consistently organise their writing into paragraphs around a theme. • To maintain an accurate tense throughout a piece of writing. • To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

		<p>blurb, genre and other contextual information</p> <ul style="list-style-type: none">• Make effective use of contents pages, indexes, headings, sub-headings, glossaries and other textual features in order to extract information• Track the sequence of events in an extended narrative• Discuss how different words, including synonyms, may have different shades of meaning <p>begin to compare different texts, justifying preferences and opinions</p> <ul style="list-style-type: none">• Begin to compare characters and events within a text	<ul style="list-style-type: none">• To use the full range of punctuation from previous year groups.• To use all the necessary punctuation in direct speech mostly accurately.• To use apostrophes for singular and plural possession with increasing confidence.• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.• To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.• To spell homophones correctly, e.g. which and witch.• To spell all of the Year 3 and 4 statutory spelling words correctly.• To consistently use a neat, joined handwriting style.
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<p>Year 5</p>	<p>The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:</p> <ul style="list-style-type: none"> • Speak clearly in a range of contexts, using Standard English where appropriate • Monitor the reactions of listeners and react accordingly • Consider different viewpoints, listening to others and responding with relevant views • Use appropriate language, tone and vocabulary for different purposes 	<ul style="list-style-type: none"> • Use a range of strategies to work out the meaning of words, including context, morphology and dictionaries • Retrieve key details or quotations to support an explanation or opinion about a character or event in a fiction text present in discussion, drama, writing or other form the information in a non-fiction text which is relevant to a question or topic which is being studied • Summarise, in discussion, drama, writing or graphical form, the main characters, events and themes in a story present, in discussion, drama, writing or other form, the main pieces of information or ideas in a non-fiction text • Draw inferences from a text including making judgements about how characters are feeling, the consequences of actions and events • Explain and justify these inferences in discussion and/or in writing make predictions and speculations rooted in the text, including: how the plot could unfold, how a character might behave in different situations, what might occur after the story's close and what may have happened in scenes that were not included in the story • Link different pieces of information in non-fiction and discuss how illustrations, graphs, diagrams, tables and other elements relate to meaning discuss how different narrative strands within a story relate to each other and to themes that have been identified link different pieces of information in non-fiction and discuss how illustrations, 	<ul style="list-style-type: none"> • To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. • To describe settings, characters and atmosphere to consciously engage the reader. • To use dialogue to convey a character and advance the action with increasing confidence. • To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. • To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details. • To create paragraphs that are usually suitably linked. • To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements. • To use the full range of punctuation from previous year groups. • To use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • To use a wider range of linking
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		<p>graphs, diagrams, tables and other elements relate to meaning</p> <ul style="list-style-type: none"> • Discuss how different narrative strands within a story relate to each other and to themes that have been identified • Make valid comparisons of different texts, including different treatments of the same subject or story • Make valid comparisons of characters, events and opinions within a text 	<p>words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</p> <ul style="list-style-type: none"> • To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. • To use brackets, dashes or commas to begin to indicate parenthesis. • To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. • To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
<p>Year 6</p>	<p>The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children’s spoken language skills develop. In Years 5 and 6, some focuses may include:</p> <ul style="list-style-type: none"> • Speak clearly in a range of contexts, using Standard English where appropriate • Monitor the reactions of listeners and react accordingly 	<ul style="list-style-type: none"> • Show an understanding of the meaning of vocabulary in context • Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information • Provide developed explanations for key information and events and for characters’ actions and motivations distinguish between fact and opinion accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts 	<ul style="list-style-type: none"> • The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing): in narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action

	<ul style="list-style-type: none">• Consider different viewpoints, listening to others and responding with relevant views• Use appropriate language, tone and vocabulary for different purposes	<ul style="list-style-type: none">• Make developed inferences drawing on evidence from the text• Explain and justify inferences, providing evidence from the text to support reasoning• Make developed predictions that are securely rooted in the text• Identify / explain how the choice of language enhances the meaning of texts• Make accurate and appropriate comparisons within texts	<ul style="list-style-type: none">• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs• Use verb tenses consistently and correctly throughout their writing• Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)• Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary• Maintain legibility in joined handwriting when writing at speed.2
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