

## Dowson Writing Progressions

### Spelling

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Can spell their first name correctly</li> <li>• With support can spell simple CVC words (set 1 graphemes)</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently spell simple CVC words (set 1 graphemes)</li> <li>• With support can spell words that include the set 1 digraphs</li> <li>• Can begin to spell words by identifying the sounds they can hear</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can spell their surname correctly</li> <li>• Can spell some high frequency words</li> <li>• Can spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• With support can spell some words that include set 2 graphemes</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Can confidently spell their first name and surname</li> <li>• Can spell some year 1 common exception words</li> <li>• Can spell words with 'y' at the end that makes 'ee' (happy)</li> <li>• Can confidently spell words using set 2 sounds</li> <li>• Can use the tch grapheme in their writing</li> <li>• Can recognise syllables in words with support</li> <li>• Know that some words have strong graphemes, e.g. ff, ll, ss, zz, ck</li> <li>• Can use the 'nk' grapheme</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell many year 1 common exception words</li> <li>• With support can choose the correct /k/ grapheme (c or k)</li> <li>• With support, can use the grapheme ph, and wh</li> <li>• Begin to spell words with the set 3 sounds</li> <li>• With support, can use the s suffix for plural nouns</li> <li>• Can spell words with the /v/ sound at the end of words (have, live, give)</li> <li>• Can confidently recognise syllables in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell words with the prefix 'un'</li> <li>• Can spell words with the suffixes: ing, ed, er, est, where no change is needed to the root word</li> <li>• Can spell some compound words</li> <li>• Can spell most year 1 common exception words</li> <li>• With support, can spell words using the correct grapheme (best bet practise set 2 and 3)</li> <li>• With support, can use the es suffix for plural nouns</li> <li>• Can recognise the vowels including 'y'</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</li> <li>• The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ (city, ice, cell)</li> <li>• The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</li> <li>• The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ (wall, fall)</li> <li>• To spell words with the ‘igh’ sound spelt ‘y’ at the end of a word.</li> <li>• Words ending in ‘-tion’</li> <li>• Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</li> <li>• Can spell some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• The /r/ sound spelt ‘-wr’ at the beginning of words (write, wrong)</li> <li>• The /l/ or /əl/ sound spelt ‘-le’ at the end of words (apple)</li> <li>• Adding ‘-es’ to nouns and verbs ending in ‘y’</li> <li>• Adding endings ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’, ‘-y’ to words ending in ‘e’ with a consonant before it Adding ‘-ing-’, ‘-ed’, ‘-er’, ‘-est’ and ‘-y’ to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>• The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’</li> <li>• The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (squash, was, want)</li> <li>• The suffixes ‘-ful’, ‘-less’ and ‘-ly’</li> <li>• The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can’t, didn’t, hasn’t, it’s, couldn’t, I’ll, they’re</i>)</li> <li>• <b>Homophones and near homophones</b> <i>quite/quiet, night/knight, new/knew, not/knot, they’re/there/their</i> and others as relevant</li> <li>• Can spell many common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• The /l/ or /əl/ sound spelt ‘-el’ at the end of words</li> <li>• The /l/ or /əl/ sound spelt ‘-al’ at the end of words</li> <li>• The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)</li> <li>• Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’</li> <li>• The /ʌ/ sound spelt ‘o’ (mother, brother, other)</li> <li>• The /ɜ:/ sound spelt ‘or’ after ‘w’ (worm, word, worst)</li> <li>• The /ɔ:/ sound spelt ‘ar’ after ‘w’ (war, warm, towards)</li> <li>• The sound spelt ‘s’ in television, treasure, usual</li> <li>• The suffixes ‘-ment’, ‘-ness’,</li> <li>• Revision of homophones</li> <li>• Can spell most common exception words</li> </ul>
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<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Can spell words where the 'i' sound is spelt 'y' elsewhere than at the end of words (gym, Egypt etc)</li> <li>• Can spell words with the prefixes dis- mis- re-</li> <li>• Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>]</li> <li>• Can spell words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (French in origin) = league, mosque</li> <li>• Can spell words with the 'ay' sounds spelt ei, eigh or ey (eight, vein, they)</li> <li>• Can spell the homophones outlined in the Babcock scheme</li> <li>• Children can spell <b>some</b> words from the Year 3 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell simple words with the suffix –ly</li> <li>• Can spell words with the prefixes sub- super- auto- (tele-?)</li> <li>•</li> <li>• Can spell words with the /k/ sound spelt 'ch' (Greek in origin) – chorus, echo</li> <li>• Can spell the homophones outlined in the Babcock scheme</li> <li>• Children can spell <b>many</b> words from the Year 3 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> <li>• <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell words with the suffix –ly (root words ending –le and –ic)</li> <li>• Can spell words where the 'u' sound is spelt 'ou' (young, touch double)</li> <li>• Can spell the homophones outlined in the Babcock scheme</li> <li>• Children can spell <b>most</b> words from the Year 3 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> </ul>
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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Can add suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, gardening, gardener)</li> <li>• Can spell words with the prefixes in- il- im- ir-</li> <li>• Can spell words with the endings sure and ture (measure, treasure, creature, picture)</li> <li>• Can spell words with the /sh/ sound spelt ch (mostly French in origin) = chef, chalet etc</li> <li>• Can spell words with 'gu' at the start of words = guitar, guide</li> <li>• Children can spell <b>some</b> words from the Year 4 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell words with the prefixes inter- anti-</li> <li>• Can spell words with endings which sound like shun, spelt -tion, -sion, -ssion, -cian (action, musician, expression, tension)</li> <li>• Can use the possessive apostrophe with plural words</li> <li>• Can spell the homophones outlined in the Babcock scheme</li> <li>• Children can spell <b>many</b> words from the Year 4 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell words with the suffix -ly (inc. root words ending -y -le and -ic)</li> <li>• Can spell words with the ending 'sion' – division, invasion,</li> <li>• Can spell words with the suffix 'ous' <b>but not -tious or -cious (Y6)</b></li> <li>• Can spell words with the /s/ sounds spelt sc (Latin in origin) = science, scene</li> <li>• Can spell the homophones outlined in the Babcock scheme</li> <li>• Children can spell <b>most</b> words from the Year 4 Challenge card list (taken from the Year 3/4 National Curriculum word list)</li> </ul>
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<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Spell words containing the letter-string 'ough'</li> <li>• Spell words with 'silent letters'</li> <li>• Spell words ending in –able/-ible and –ably/ibly</li> <li>• Spell the homophones recommended in Babcock spelling guidance for Autumn</li> <li>• Children can spell some words from the Year 5 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words with the 'ee' sound, spelt ei after c</li> <li>• Spell words that use the hyphen (co-ordinate) – <i>Autumn in Babcock</i></li> <li>• Spell the homophones recommended in Babcock spelling guidance for Spring</li> <li>• Children can spell <b>many</b> words from the Year 5 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell the homophones recommended in Babcock spelling guidance for Summer</li> <li>• Children can spell <b>most</b> words from the Year 5 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Spell word endings which sound like (shus) spelt –cious and –tious</li> <li>• Add suffixes beginning with vowel letters to words ending in –fer</li> <li>• Children can spell <b>some</b> words from the Year 6 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words endings –cial and –tial</li> <li>• Children can spell <b>many</b> words from the Year 6 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words ending in –ant, -ance/ancy, -ent, -ence/ency</li> <li>• Children can spell <b>most</b> words from the Year 6 Challenge card list (taken from the Year 5/6 National Curriculum word list)</li> </ul>

**Handwriting**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>To have a dominant hand to write</li> <li>To engage in fine motor control activities to strengthen fingers and hands</li> <li>To begin to learn how to form letters correctly</li> <li>To hold a pencil using a comfortable grip, usually the tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>To form some lower case and upper case letters correctly</li> <li>To begin to write on a line</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>To write on a line</li> <li>To begin to know that some letters are descending and ascending letters</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to learn how to form cursive letters</li> <li>Form capital letters</li> <li>To form most lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>Can confidently use the cursive lead line for lower case letters.</li> <li>To form all lower-case letters in the correct direction, starting and finishing in the right place</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another (short, tall, tail)</li> <li>Recognises all capital letters are tall and represents this at the start of each sentence and for days and months in the date.</li> <li>use spacing between words confidently and with consistent spacing.</li> </ul>	<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters</li> <li>Capital letters are of the correct size, orientation and relationship to one another and to lower case letters and represent this at the start of each sentence and for days and months in the date</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Joining some of their writing</li> <li>Capital letters are of the correct size in relationship to lowercase letters when they are being use for proper nouns within a sentence.</li> </ul>

<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Begin to use a joined cursive script in line with 'letterjoin' teaching. (in most of their writing on smaller lines)</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters</li> <li>• increase the legibility, consistency and quality of their handwriting but ensuring that lines of writing are sufficiently spaced and the downstrokes of letters and parallel and equidistant. (eg. all)</li> </ul>	<ul style="list-style-type: none"> <li>• To increase their fluency when using a cursive script and be confident writing in pen.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• To continue to demonstrate all aspects taught in year 3</li> </ul>		<ul style="list-style-type: none"> <li>• Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Can confidently use joined, cursive script.</li> <li>• (Check Y3 and 4 expectations.)</li> <li>• In Year 5, children should be taught to maintain their joined script, whilst writing at speed.</li> </ul>	<ul style="list-style-type: none"> <li>• They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>• As in Spring</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Review of Year 5 objectives</li> </ul>	<ul style="list-style-type: none"> <li>• (non-statutory) They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>	<ul style="list-style-type: none"> <li>• Interim for Expected standard: maintain legibility in joined handwriting when writing at speed</li> <li>*The national curriculum states that pupils should be taught to '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'.</li> </ul> <p>Nat Curric:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>

Punctuation

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• With support, can write their first name with a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>• To have an understanding of what a capital letter and full stop is.</li> <li>• With support, can leave finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can write their surname with a capital letter.</li> <li>• Can confidently recognise the capital letter and corresponding lower case letter</li> <li>• Can write short sentences using a capital letter and full stop</li> <li>• Can leave finger spaces between words</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Can use capital letters for their name including surname</li> <li>• With support, can use a capital letter to start a sentence</li> <li>• Can leave finger spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can use capital letters and full stops in a short piece of writing.</li> <li>• With support, can write a question with a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently using a capital letter (to start) and full stop accurately in simple statements.</li> <li>• Can use capital letters for people's names and the personal pronoun I</li> <li>• With support, can write a statement with an exclamation mark</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Can use capital letters for the beginning of a sentence and full stops accurately in a simple statements</li> <li>• Can use a capital letter for the pronoun I and names of people.</li> <li>• Beginning to independently use question marks</li> <li>• Beginning to identify the apostrophe in a piece of writing and understand its function</li> </ul>	<ul style="list-style-type: none"> <li>• Can use the capital letter for proper nouns that have been taught within a unit of writing (days, months, London, Paris)</li> <li>• Can use question marks within a piece of writing.</li> <li>• Can use capital letters and full stops accurately in compound and complex sentences</li> <li>• Beginning to use exclamation marks.</li> <li>• Can use a comma to separate 2 adjectives</li> <li>• Can write contractions using the apostrophe</li> <li>• With support, can use the apostrophe to show singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• Can use capital letters and full stops accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures</li> <li>• Can use question marks and exclamation in a piece of writing.</li> <li>• Can use commas to separate items in a list</li> <li>• Is beginning to use the apostrophe accurately in their writing</li> </ul>



<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Can use capital letters, full stops, question marks and exclamation marks accurately (including proper nouns and for the personal pronoun I) with a variety of sentence structures</li> <li>• Can use the apostrophe accurately in their writing for contractions and singular possession</li> <li>• Can use a comma for a list of items or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to use a comma after a singular fronted adverb</li> <li>• With support can use inverted commas in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can accurately use a comma after a singular fronted adverb</li> <li>• Independently can use inverted commas in their writing (not necessarily secure with other speech punctuation)</li> <li>• With support, can use the apostrophe for plural possession</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Is beginning to use a comma after a fronted adverbial</li> <li>• Can use inverted commas and other punctuation when direct speech begins with a reporting clause.</li> </ul>	<ul style="list-style-type: none"> <li>• With support can use the comma after a range of fronted adverbial (phrase/clause)</li> <li>• With support, can use inverted commas and other punctuation when a sentence begins with direct speech, e.g. "I'm going home," said Sarah.</li> </ul>	<ul style="list-style-type: none"> <li>• Can accurately use the comma after a range of fronted adverbial (phrase/clause)</li> <li>• Can use the apostrophe for plural possession (Babcock teaches this in Spring)</li> <li>• Can use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, "Sit down!")</li> <li>• Is beginning to use commas accurately when a sentence starts with a subordinate clause.</li> </ul>

<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Can securely use capital letters, full stops, question marks, exclamation marks independently.</li> <li>• Can use inverted commas and other punctuation to indicate direct speech.</li> <li>• Can independently use apostrophes for contractions, singular and plural possession.</li> <li>• Can use commas after fronted adverbials</li> <li>• With support, can use commas to indicate parenthesis with embedded relative clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use commas to indicate parenthesis with embedded relative clauses.</li> <li>• Can use commas accurately when a sentence starts with a subordinate clause.</li> <li>• With support, can use commas to clarify meaning or avoid ambiguity.</li> <li>• (Stop hitting, Joe vs. Stop hitting Joe)</li> </ul>	<ul style="list-style-type: none"> <li>• With support, can use brackets, dashes and commas to indicate parenthesis</li> <li>• Can use commas to clarify meaning or avoid ambiguity.</li> <li>• Can use the colon to introduce a list.</li> <li>• With support, can use the colon to introduce a list, and use semi colons within a detailed list.</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Can use brackets, dashes and commas to indicate parenthesis</li> <li>• Can use the colon to introduce a list, and use semi colons within a detailed list.</li> </ul>	<p><u>With support, can:</u></p> <ul style="list-style-type: none"> <li>• Use hyphens to avoid ambiguity</li> <li>• Punctuate bullet points consistently</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use hyphens to avoid ambiguity</li> <li>• Can punctuate bullet points consistently</li> <li>• Can use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Can use ellipses for effect or to show cohesion across paragraphs.</li> </ul>

Vocabulary and Grammar

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>To use the terminology: sound, letter, word</li> <li>Is beginning to use new vocabulary through the day</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Be able to ask questions to find out more.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing confidence, can use new vocabulary through the day</li> <li>Begin to articulate their ideas and thoughts in well-formed sentences</li> <li>When talking, can connect one idea or action to another using 'and'. E.g. I'm going to tidy up and then I'm going to go outside."</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to use new vocabulary in different contexts e.g. "I searched for a pencil, but no pencil could be found"</li> <li>With increasing accuracy, can mostly speak using the correct past, present or future tense e.g. I walked to the park, I am going on holiday.</li> <li>To know a sentence must make sense</li> <li>When talking, can connect one idea or action to another using a range of connectives. E.g. I need to put my hood up because it is raining outside."</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Can write a simple statement.</li> <li>Can leave spaces between words (finger spaces)</li> <li>Understands how words combine to make sentences</li> <li>Understands and uses the terminology: letter, capital letter, word, sentence, full stop</li> <li>Understands the terms noun and verb, and can identify them at a simple level.</li> </ul>	<ul style="list-style-type: none"> <li>With support, can sequence sentences to form short narratives</li> <li>Understands and uses the terminology: question mark, punctuation, exclamation mark, plural, singular</li> <li>Can recognise exclamation marks in their reading.</li> <li>Begin to identify and use adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>With increasing confidence, can sequence sentences to form short narratives</li> <li>Can join words and join clauses using 'and'</li> <li>Can identify and write statements and questions.</li> <li>Can use simple adjectives.</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Understand and identify a wider range of nouns, verbs and adjectives. (including state of being: is, was, be)</li> <li>• With support can use co-ordination (using and, but)</li> <li>• With support, can use subordination (using because)</li> <li>• Can begin to use expanded noun phrases for description</li> <li>• Can confidently recognise the difference between a statement and a question.</li> <li>• Can recognise whether their writing is written in the past tense.</li> <li>• Understands that 2 words can create a past or present tense verb (past/present progressive) such as is walking, was walking</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently use and/but for coordination</li> <li>• Can confidently use because for subordination</li> <li>• With support, can use or for co-ordination</li> <li>• With support, can use when, if, that for subordination</li> <li>• Can confidently use expanded noun phrases for description</li> <li>• Can begin to use expanded noun phrases for specification (with phrases)</li> <li>• Can identify a statement, question and command.</li> <li>• Can confidently write their own questions and statements.</li> <li>• Can use the present and past progressive form of verbs in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently think of their own nouns, verbs and adjectives for their writing.</li> <li>• Can vary their sentence structure to include simple, compound and complex sentences using the taught conjunctions</li> <li>• Can confidently use expanded noun phrases for specification</li> <li>• Can recognise a statement, question, command and exclamation.</li> <li>• Can confidently write their own statements, questions and commands.</li> <li>• With support, can write exclamation sentences.</li> <li>• Is confidently writing in 1 tense throughout their writing.</li> </ul>
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<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Can confidently write statements, questions and commands.</li> <li>• Is becoming more independent at writing exclamation sentences.</li> <li>• Teach singular fronted adverbs for how, where and when</li> <li>• Can use all the taught conjunctions confidently from year 2</li> <li>• Begins to conjunctions and prepositions to express time, cause and place: <b>before, after, then, next, soon</b></li> <li>• Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, <u>an</u> open box</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently uses the taught conjunctions to express time, cause and place.</li> <li>• Begins to use the conjunction: <b>while</b> adverbs, <b>therefore</b> or prepositions [for example, <b>before, after, during, in, because of</b>] in their writing</li> <li>• With support, chd use singular fronted adverbs for how, where and when</li> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Use headings and sub-headings to aid presentation (eg. non-chron report)</li> <li>• Begin to understand the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently uses the taught conjunctions, adverbs and prepositions to express time, cause and place.</li> <li>• Independently, chd use singular fronted adverbs for how, where and when (including comma)</li> <li>• Can use the <b>present perfect</b> form of <b>verbs (verbally)</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> <li>• With support, can use paragraphs as a way to group related material</li> </ul>
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<p><b>Year 4</b></p>	<p>Teach fronted adverbial phrases for how, where, when (begin to use comma)</p> <p>Can confidently use all previously taught conjunctions for compound and complex sentences, when the conjunction is in the middle of a sentence.</p> <p>Can use standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Can use paragraphs to organise ideas around a theme</p> <p>Understand the grammatical difference between <b>plural</b> and <b>possessive –s</b> (Eg. <i>Lots of goats</i> or <i>the goat’s fur</i>)</p> <p>Can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>(NB: not using ‘which’ until Year 5)</p>	<p>Chd use a range of fronted adverbials (phrases/clauses) for how where and when (comma with support.)</p> <p>Understand how to start a sentence with a subordinate clause.</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>Chd use a range of fronted adverbials (phrases/clauses) for how where and when (accurate use of comma)</p> <p>Can write sentences starting with a subordinate clause. (can include comma with support).</p>
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<p><b>Year 5</b></p>	<p>Understand how to use relative clauses beginning with who, which, where, when, whose, that, or an omitted pronoun</p> <p>Can write a variety of compound and complex sentences, using a range of conjunctions, and moving the subordinate clause to the start of the sentence. (With support)</p> <p>Understand how to indicate degrees of possibility using modal verbs (might, should)</p> <p>Understand how to use devices to build cohesion within a paragraph (eg. then, after that, this, firstly)</p> <p>Understand how to link ideas across paragraphs using adverbials of time, place and number, or tense choices (Chd can identify these in their reading)</p>	<p>With support, can write relative clauses beginning with who, which, where, when, whose, that, or an omitted pronoun – support to use accurate commas</p> <p>Can vary their sentence structure by deciding whether to place the subordinate clause before or after the main clause. (Can confidently use a comma after a subordinate clause)</p> <p>Build on knowledge of modal verbs, and introduce using adverbs (eg. perhaps, surely) to indicate degrees of possibility.</p> <p>With support and scaffolding, chd can use devices to build cohesion within a paragraph (eg. then, after that, this, firstly)</p> <p>With support and scaffolding, chd can link ideas across paragraphs using adverbials of time, place and number, or tense choices (Chd can identify these in their reading)</p>	<p>Can independently write relative clauses beginning with who, which, where, when, whose, that, or an omitted pronoun – and use accurate commas when the relative clause is embedded</p> <p>Can confidently vary their sentence structure using a range of conjunctions: fronted adverbial phrases; and placement of the subordinate clause (correctly punctuated).</p> <p>Chd can independently indicate degrees of possibility using adverbs (eg. perhaps, surely) or modal verbs (might, should)</p> <p>When writing independently, children use devices to build cohesion within a paragraph (eg. then, after that, this, firstly)</p> <p>When writing independently, children can link ideas across paragraphs using adverbials of time, place and number, or tense choices</p> <p>Convert nouns or adjectives, into verbs using suffixes (-ate, -ise, -ify)</p> <p>Use verb prefixes (dis-, de-, mis-, over- and re-)</p> <p>Begin to understand how to use expanded noun phrases to convey complicated information concisely.</p>
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<p><b>Year 6</b></p>	<p>Revision of previously taught objectives</p> <p>Understand how words are related by meaning as synonyms and antonyms (big/large/little)</p> <p>Link ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (eg. use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence) and <b>ellipsis</b></p> <p>Understand the different between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Intro terminology: subject, object, active, passive</p> <p>Use of the <b>passive</b> to affect presentation of information in a <b>sentence</b></p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (eg. question tags, or the use of <b>subjunctive</b> forms in very formal writing)</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use of layout devices (eg. headings, sub-headings, columns, bullets or tables, to structure text)</p>	<p>*Consolidation and teaching of specific gaps.</p>
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## Dowson Reading Progressions

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• To use phonic knowledge to decode regular CVC words</li> <li>• To be exposed to some HFWs and can recognise some on sight e.g. I, the, said.</li> <li>• To match a CVC word and picture by segmenting and blending the word e.g. match the word dog to a picture of a dog.</li> <li>• To enjoy listening to stories being read aloud</li> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To use phonic knowledge to decode CVCC, CCVC, words e.g. spot</li> <li>• To read some phonetically plausible words with set 1 digraph sounds</li> <li>• To be working towards reading 50% of the first 100 HFW correctly</li> <li>• To read and understand a sentence with common irregular words and phonetically plausible words e.g. The cat sat on the mat.</li> <li>• To understand a simple sentence by talking about what I have read</li> <li>• To describe main events in simple stories I have read</li> <li>• To read a simple book and answer retrieval questions about what I have read</li> <li>• To retell a familiar story</li> </ul>	<p><u>At secure Red/ emerging yellow band:</u> <u>Word Reading:</u></p> <ul style="list-style-type: none"> <li>• To use phonic knowledge to decode CVCC, CCVC, CCCVC, and CVCCC words e.g. splat</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• To read some phonetically plausible words with some set 2 sounds</li> <li>• To make predictions</li> <li>• To read and understand simple sentences and in turn describe the main character, main events and some character feelings.</li> <li>• To notice some punctuation in text</li> <li>• To recognise at least 50% of the first 100 HFW</li> </ul> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>

<p><b>Year 1</b></p>	<p><u>At yellow band, can:</u></p> <p><u>Word reading:</u> To apply phonic knowledge and skills as the route to decode words</p> <p><u>Comprehension:</u> To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>To link what they read or hear read to their own experiences</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and join in with predictable phrases</p>	<p><u>At green band, can:</u></p> <p><u>Word reading:</u> To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read words of more than one syllable that contain taught GPCs</p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>To 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. re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Comprehension:</u></p> <p>To listen and appreciate rhymes and poems and to recite some by heart</p> <p>To discuss word meanings, linking new meanings to those already known</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p><u>By the end of Summer, at orange/turquoise band, can:</u></p> <p><u>Word reading:</u> To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p><u>Comprehension:</u></p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To discuss the significance of the title and events</p> <p>To make inferences on the basis of what is being said and done</p> <p>To explain clearly their understanding of what is read to them</p>
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		<p>predicting what might happen on the basis of what has been read so far</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say</p>	
<b>Year 2</b>	<p>By the end of Autumn term, at turquoise/purple band and above can:</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read some words containing common suffixes</p> <p>Can confidently read most year 1 common exception words</p> <p>Can answer simple retrieval questions</p> <p>Is beginning to predict by making links to texts previously read.</p> <p>Can retell a story using beginning, middle, end.</p>	<p>By the end of Spring term, at gold band and above can:</p> <p>Can read some year 2 common exception words</p> <p>Is able to identify homophones within their reading and understand their meaning</p> <p>Children choose to re-read books for pleasure to build their fluency and confidence</p> <p>read accurately most words of two or more syllables</p> <p>read most words containing common suffixes*</p> <p>Children can sound out many unfamiliar words accurately</p> <p>answer questions in discussion with the teacher and make simple inferences.</p> <p>Can answer vocabulary questions and discuss the effect the word choices have on a reader.</p>	<p>By the end of Summer term, at white band and above can:</p> <p>read accurately most words of two or more syllables</p> <p>read most words containing common suffixes</p> <p>read most common exception words.</p> <p>read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>sound out most unfamiliar words accurately, without undue hesitation.</p> <p>check it makes sense to them, correcting any inaccurate reading</p> <p>answer questions and make some inferences</p> <p>explain what has happened so far in what they have read.</p> <p>Can answer inference questions with less support. (John Murray scheme)</p>

		Is able to retell the story in no more than 5 sentences.	Can reach '100' scaled score on SATs  Is able to summarise with support
<b>Year 3</b>	At Lime band can: Read prefixes as well as suffixes  Can read some year 3/4 words  NFER Reading Test Aut Y3  Benchmark test for 1:1 assessment of borderline children/children who are struggling answering written questions	Is beginning to read brown band and understand the new language they are exposed to.  Can read half of the year 3/4 words and understand their meaning  NFER Reading Test Spring Y3  Benchmark test for 1:1 assessment of borderline children/children who are struggling answering written questions	Can confidently read brown band and answer linked VIPERS questions independently  Can read most of the year 3/4 words.  Benchmark test for 1:1 assessment of borderline children  NFER Reading Test Summer Y3
<b>Year 4</b>	Can read most year 3/4 words and discuss their meaning when approaching them in a text.  Benchmark text for fluency and comprehension They can: Read approximately 90% of the words fluently Answer some retrieval, inference and vocabulary questions Make some predictions during and after reading the text Make a simple summary after reading the text e.g. retell	Benchmark text for fluency and comprehension:  Benchmark text for fluency and comprehension They can: Read approximately 90% of the words fluently Answer many retrieval, inference and vocabulary questions with increased confidence, detail and less support Make some predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions Can summarise after reading the text e.g. ordering different sections by numbering	Benchmark text for fluency and comprehension:  Benchmark text for fluency and comprehension They can: Read approximately 90% of the words fluently Answer most retrieval, inference and vocabulary questions with clear explanation, reference to the text and with very little prompting/support Make many detailed predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions Can confidently summarise after reading the text e.g. ordering different sections by numbering

	NFER Reading Test Aut Y4	NFER Reading Test Spring Y4	NFER Reading Test Summer Y4
<b>Year 5</b>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer some retrieval, inference and vocabulary questions  Make some predictions during and after reading the text  Make a simple summary after reading the text e.g. retell</p>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer many retrieval, inference and vocabulary questions with increased confidence, detail and less support  Make some predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions  Can summarise after reading the text e.g. ordering different sections by numbering</p>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer most retrieval, inference and vocabulary questions with clear explanation, reference to the text and with very little prompting/support  Make many detailed predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions  Can confidently summarise after reading the text e.g. ordering different sections by numbering</p>
	NFER Reading Test Aut Y5	NFER Reading Test Spr Y5	NFER Reading Test Sum Y5
<b>Year 6</b>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer some retrieval, inference and vocabulary questions  Make some predictions during and after reading the text  Make a simple summary after reading the text e.g. retell</p> <p>NFER Reading Test Aut Y6/Year 6 SATs past paper</p>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer many retrieval, inference and vocabulary questions with increased confidence, detail and less support  Make some predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions  Can summarise after reading the text e.g. ordering different sections by numbering</p>	<p>Benchmark text for fluency and comprehension They can:  Read approximately 90% of the words fluently  Answer most retrieval, inference and vocabulary questions with clear explanation, reference to the text and with very little prompting/support  Make many detailed predictions during and after reading the text with little support. Provides evidence from what they have read to back up their predictions</p>

		NFER Reading Test Spr Y6/Year 6 SATs past paper	Can confidently summarise after reading the text e.g. ordering different sections by numbering  Year 6 SATs
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