



## Higher Walton CE Primary School – Skills progression reading and writing



### Whole school overview – English reading and writing

EYFS	Comprehension	Word Reading	Writing
	<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 key events in a story.</li><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>	<ul style="list-style-type: none"><li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li><li>Read words consistent with their phonic knowledge by sound-blending.</li><li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common expectation words.</li></ul>	<ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>Write simple phrases and sentences that can be read by others.</li></ul>

#### Year 1

National Curriculum Year 1: Teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme/phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

#### Reading – Word reading

<i>Phonics and Decoding</i>	<i>Common Exception Words</i>	<i>Fluency</i>
To apply phonic knowledge and skills to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all 40+ phonemes.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.



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To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions			
<b>Reading - Comprehension</b>			
<b><i>Understanding and Correcting Inaccuracies</i></b>		<b><i>Comparing, Contrasting and Commenting</i></b>	<b><i>Words in Context and Authorial Choice</i></b>
To check that a text makes sense to them as they read and to self- correct.		To listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories and traditional stories. To recognise and join in with predictable phrases. To join in with discussions about a text. To discuss the significance of titles and events. To clearly explain their understanding of what is read to them.	To discuss word meaning and link new meanings to those already known.
<b><i>Inference and Prediction</i></b>		<b><i>Poetry and Performance</i></b>	<b><i>Non-Fiction</i></b>
To begin to make simple inferences. To predict what might happen on the basis of what has been read so far		To recite simple poems by heart	
<b>Writing - Transcription and Spelling</b>			
<b>Phonics and Spelling Rules</b>	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance (see English Appendix 1)		
<b>Common Exception Words</b>	To spell all Y1 common exception words correctly. To spell days of the week correctly.		



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<b>Prefixes and Suffixes</b>	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words- e.g. helped, quickest
<b>Further Spelling Conventions</b>	To spell simple compound words- e.g. dustbin, football. To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.
<b>Letter Formation, Placement and Positioning</b>	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters, belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Writing - Composition

<i>Planning, Writing and Editing</i>	<i>Awareness of Audience, Purpose and Structure</i>	<i>Sentence Construction and Tense</i>
To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe	To use simple sentence structures
<i>Use of Phrases and Clauses</i>	<i>Punctuation</i>	<i>Use of Terminology</i>
To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and



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	To use full stops to end sentences. To begin to use question marks and exclamation marks.	exclamation mark.
Year 2	National Curriculum Year 2: During year 2, teachers should continue to focus on establishing pupils’ accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the ‘le’ ending in table. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.	
Reading – Word reading		
Phonics and Decoding	Common Exception Words	Fluency
To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far. To accurately read most words of two or more syllables. To read most words containing common suffixes.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately and automatically. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending.
Reading - Comprehension		
Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice
To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently).	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.



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To check that the text makes sense to them as they read and to correct inaccurate reading.		To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).	
<b><i>Inference and Prediction</i></b>		<b><i>Poetry and Performance</i></b>	<b><i>Non-Fiction</i></b>
To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.		To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear	To recognise that non-fiction books are often structured in different ways.
<b>Writing - Transcription and Spelling</b>			
<b>Phonics and Spelling Rules</b>	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones- e.g. bare/bear, blue/blew, night/knight. To apply further Y2 spelling rules and guidance - see Appendix 1		
<b>Common Exception Words</b>	To spell most Y1 and Y2 common exception words correctly.		
<b>Prefixes and Suffixes</b>	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly		
<b>Further Spelling Conventions</b>	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe- e.g. the girl's book. To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single syllable and multi-syllabic words.		



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	To self-correct misspellings of words that pupils have been taught to spell- this may require support to recognise misspellings		
<b>Letter Formation, Placement and Positioning</b>	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters		
<b>Writing - Composition</b>			
<b><i>Planning, Writing and Editing</i></b>	<b><i>Awareness of Audience, Purpose and Structure</i></b>	<b><i>Sentence Construction and Tense</i></b>	
To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation- e.g. to check that the ends of sentences are punctuated correctly.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	
<b><i>Use of Phrases and Clauses</i></b>	<b><i>Punctuation</i></b>	<b><i>Use of Terminology</i></b>	
To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify e.g. the blue butterfly	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	



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### Year 3

National Curriculum Year 3 and 4: By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

### Reading – Word reading

#### *Phonics and Decoding*

To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  
To apply their growing knowledge of root words and prefixes.  
To apply their growing knowledge of root words and suffixes/ word endings.

#### *Common Exception Words*

To begin to read Y3/Y4 exception words.

#### *Fluency*

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

### Reading - Comprehension

#### *Understanding and Correcting Inaccuracies*

Key Stage 1 Skill Only

#### *Comparing, Contrasting and Commenting*

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
To increase their familiarity with a wide range of books, including fairy tales, myths and legends

#### *Words in Context and Authorial Choice*

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  
To discuss authors' choice of words and phrases for effect



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	and retelling some of these orally. To use appropriate terminology when discussing texts (plot, character, setting).	
<b><i>Inference and Prediction</i></b>	<b><i>Poetry and Performance</i></b>	<b><i>Non-Fiction</i></b>
To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To retrieve and record information from non-fiction texts.
<b>Writing - Transcription and Spelling</b>		
<b>Phonics and Spelling Rules</b>	To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, they). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, machine). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture)	
<b>Common Exception Words</b>	To spell many of the Y3 and Y4 statutory spelling words correctly.	
<b>Prefixes and Suffixes</b>	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	
<b>Further Spelling Conventions</b>	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.	
<b>Letter Formation,</b>	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	





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Placement and Positioning	Writing - Composition		
	<i>Planning, Writing and Editing</i>	<i>Awareness of Audience, Purpose and Structure</i>	<i>Sentence Construction and Tense</i>
	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.
	<i>Use of Phrases and Clauses</i>	<i>Punctuation</i>	<i>Use of Terminology</i>
	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
<b>Year 4</b>	National Curriculum Year 3 and 4: By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be		



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learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

### Reading – Word reading

#### ***Phonics and Decoding***

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  
To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.

#### ***Common Exception Words***

To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

#### ***Fluency***

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

### Reading - Comprehension

#### ***Understanding and Correcting Inaccuracies***

Key Stage 1 Skill Only.

#### ***Comparing, Contrasting and Commenting***

To discuss and compare texts from a wide variety of genres and writers.  
To read for a range of purposes.  
To identify themes and conventions in a wide range of books.  
To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).  
To identify how language, structure and presentation contribute to meaning.  
To identify main ideas drawn from more than one paragraph and summarise these.

#### ***Words in Context and Authorial Choice***

To discuss vocabulary used to capture readers' interest and imagination.

#### ***Inference and Prediction***

#### ***Poetry and Performance***

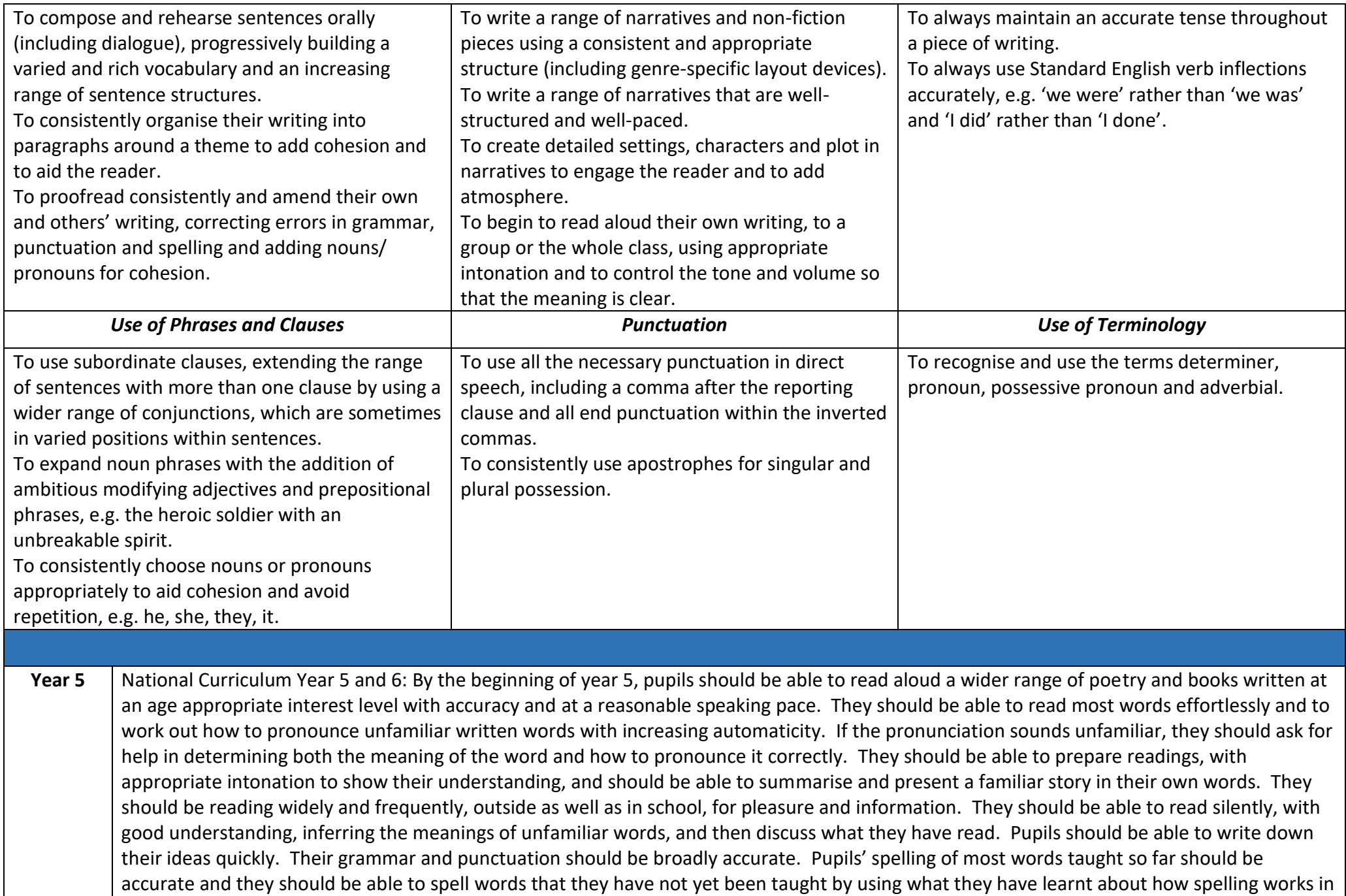
#### ***Non-Fiction***



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To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.		To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.		To use all the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	
Writing - Transcription and Spelling					
Phonics and Spelling Rules	To spell words with / shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion). To spell words with a / shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression, permission). To spell words with a / shuhn/ sound spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root, e.g. invention, hesitation). To spell words with a / shuhn/ sound spelt with ‘cian’ (if the root word ends in ‘c’ or ‘cs’, e.g. musician, electrician). To spell words with the /s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’, scene, discipline).				
Common Exception Words	To spell all of the Y3 and Y4 statutory spelling words correctly.				
Prefixes and Suffixes	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).				
Further Spelling Conventions	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s). To use their spelling knowledge to use a dictionary more efficiently				
Letter Formation, Placement and Positioning	To increase the legibility, consistency and quality of their handwriting (e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency				
Writing - Composition					
Planning, Writing and Editing		Awareness of Audience, Purpose and Structure		Sentence Construction and Tense	





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English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

### Reading – Word reading

#### ***Phonics and Decoding***

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  
To apply their growing knowledge of root words, prefixes and suffixes/ word endings.

#### ***Common Exception Words***

To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

#### ***Fluency***

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

### Reading - Comprehension

#### ***Understanding and Correcting Inaccuracies***

Key Stage 1 Skill Only.

#### ***Comparing, Contrasting and Commenting***

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  
To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.  
To identify main ideas drawn from more than one paragraph and to summarise these.  
To recommend texts to peers based on personal choice.

#### ***Words in Context and Authorial Choice***

To discuss vocabulary used by the author to create effect including figurative language.  
To evaluate the use of authors' language and explain how it has created an impact on the reader.



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<i><b>Inference and Prediction</b></i>		<i><b>Poetry and Performance</b></i>	<i><b>Non-Fiction</b></i>
To draw inferences from characters’ feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.		To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
<b>Writing - Transcription and Spelling</b>			
<b>Phonics and Spelling Rules</b>	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious). To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious). To spell words with ‘silent’ letters (e.g. doubt, island). To spell words containing the letter string ‘ough’ (e.g. ought, bought, rough, tough, enough, cough, though, thorough, borough, plough, bough).		
<b>Common Exception Words</b>	To spell many of the Y5 and Y6 statutory spelling words correctly.		
<b>Prefixes and Suffixes</b>	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).		
<b>Further Spelling Conventions</b>	To spell complex homophones and near- homophones, including who’s/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		
<b>Letter Formation, Placement and Positioning</b>	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.		
<b>Writing - Composition</b>			
<i><b>Planning, Writing and Editing</b></i>		<i><b>Awareness of Audience, Purpose and Structure</b></i>	<i><b>Sentence Construction and Tense</b></i>



## Higher Walton CE Primary School – Skills progression reading and writing



<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>		<p>To produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p>
<b><i>Use of Phrases and Clauses</i></b>		<b><i>Punctuation</i></b>	<b><i>Use of Terminology</i></b>
<p>To use a wide range of linking 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> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery</p>		<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>
<b>Year 6</b>	<p>National Curriculum Year 5 and 6: By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with</p>		



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good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

### Reading – Word reading

#### *Phonics and Decoding*

To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

#### *Common Exception Words*

To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

#### *Fluency*

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

### Reading - Comprehension

#### *Understanding and Correcting Inaccuracies*

Key Stage 1 Skill Only.

#### *Comparing, Contrasting and Commenting*

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To draw out key information and to summarise

#### *Words in Context and Authorial Choice*

To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.





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	the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.	
<b><i>Inference and Prediction</i></b>	<b><i>Poetry and Performance</i></b>	<b><i>Non-Fiction</i></b>
To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To retrieve, record and present information from nonfiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks).
<b>Writing - Transcription and Spelling</b>		
<b>Phonics and Spelling Rules</b>	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).	
<b>Common Exception Words</b>	To spell all the Y5 and Y6 statutory spelling words correctly.	
<b>Prefixes and Suffixes</b>	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred).	
<b>Further Spelling Conventions</b>	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.	
<b>Letter Formation</b>	To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.	



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n, Placement and Positioning	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).	
Writing - Composition		
Planning, Writing and Editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense
To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (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).	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of Phrases and Clauses	Punctuation	Use of Terminology
To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.