



ENGLISH - Year Group Key Learning Skills Progression Document

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading					
Reading Word Level					
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>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>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable</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 words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>		

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<p>that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>				

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Reading Comprehension					
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated</p>		<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated</p>	

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<p>read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explaining clearly their understanding of what is read to them.</p>	<p>known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understanding both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so</p>	<p>and implied</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieving and recording information from non-fiction</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>and implied</p> <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguishing between statements of fact and opinion</p> <p>Retrieving, recording and presenting information from non-fiction</p> <p>Participating 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</p> <p>Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Providing reasoned justifications for their views.</p>	

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	<p>far</p> <p>Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>				

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Writing					
Spelling					
<p>Spell words that include the sounds that have been taught.</p> <p>Spell days of the week.</p> <p>Name the letters of the alphabet in order and use letter names to say when the same sound is spelt differently</p> <p>spell plural nouns and some verbs by adding -s or -es.</p> <p>Use the prefix un- to change the meaning of words.</p> <p>Spell words ending in -ing, -ed, -er and -est .</p> <p>Remember sentences the teacher reads and write them down correctly.</p>	<p>Spell correctly by sounding out words.</p> <p>Spell words including letter blends that sound the same but are spelt differently (including common homophones) (e.g. their/there, two/to/too.).</p> <p>Spell more contractions and words with the possessive apostrophe.</p> <p>Know the difference between homophones and near homophones.</p> <p>Add suffixes to spell longer words.</p> <p>Remember sentences the teacher reads and write them down correctly.</p>	<p>Know key words and spell most of the words on the Y3/Y4 spelling list.</p> <p>Use further prefixes and suffixes and understand how to add them to root words (eg. dis-/mis-/re-, -ly.)</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt from words taught so far.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences including words and punctuation taught so far.</p>	<p>Follow the Y3 spelling rules and spell most of the words on the Y3/4 word list.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt from the Y3/4 word list.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences including words and punctuation taught so far.</p>	<p>Spell most of the words on the Y5/Y6 word list.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell some words with silent letters.</p> <p>Continue to understand the difference between homophones & other words often confused.</p> <p>Use the first 3 or 4 letters of a word to check spelling or meaning (or both) in a dictionary.</p> <p>Use a thesaurus for alternative word choices.</p>	<p>Spell the words on the Y5/Y6 word list.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Understand the difference between homophones and other words often confused.</p> <p>Use my spelling rules when I write and understand that some words need to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words, and a thesaurus for alternative word choices.</p>

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Handwriting					
<p>Sit correctly at a table and hold a pencil comfortably and correctly.</p> <p>Beginning to write letters correctly.</p> <p>Write capital letters and numbers 0 - 9.</p> <p>Know which letters to form in similar ways.</p>	<p>Write lower-case letters to the correct size.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters (and numbers) correctly, making sure they are clearly bigger than the lower case letters.</p> <p>Leave spaces between words.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Improve the quality of handwriting.</p>	<p>Understand which letters are best left un-joined.</p> <p>Improve the quality of handwriting.</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose to write in pen or pencil, depending on the task</p>	<p>Write legibly, fluently and with increasing speed</p>
Composition					
<p>Understand what a sentence is and recognise sentences in reading.</p> <p>Say sentences out loud.</p> <p>Write sentences: sequencing them to form short narratives or recount events.</p> <p>Write sentences: re-reading what has been written to check that it makes sense.</p>	<p>Develop a positive attitude towards writing.</p> <p>Develop stamina for writing by: writing about own experiences (real and fiction); writing about real events; writing poems; and writing for different purposes.</p> <p>Think carefully about what I am going to write by planning (writing</p>	<p>Organise paragraphs around a theme (e.g. build-up, main events, resolution.)</p> <p>Create settings, characters and plot in stories.</p> <p>Write non-fiction, using simple devices to organise work (e.g. headings and sub-headings.).</p>	<p>Plan to use the correct structure in m writing, adapting form and style.</p> <p>Open and/or end writing appropriately.</p> <p>Use increasingly varied vocabulary and grammar.</p> <p>Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification).</p>	<p>Plan writing by: identifying the audience & purpose, selecting the appropriate form and using example texts to help me.</p> <p>Plan writing by: noting down my ideas from reading (and sometimes research.).</p> <p>Draft and write by: choosing appropriate grammar and vocabulary for meaning and impact.</p>	<p>Plan writing by: identifying the audience & purpose, selecting the appropriate form and using example texts to help.</p> <p>Plan writing by: noting and developing initial ideas, using reading and research when necessary.</p> <p>Plan writing by: thinking about how authors have developed characters</p>

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Discuss what has been written with the teacher or other pupils.	<p>down ideas/key words/new vocab) and talking about my ideas.</p> <p>Make simple changes or add to writing: after evaluating it with others; re-reading to check that it makes sense; proof-reading for spelling, grammar and punctuation.</p> <p>Begin to group ideas together in paragraphs.</p>	<p>Evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements.</p> <p>Evaluate and edit, improving my writing by making changes to grammar and vocabulary.</p> <p>Proof-read for spelling and punctuation.</p> <p>Recognise and use the determiners a, an and the appropriately.</p>	<p>Use techniques to engage the reader.</p> <p>Organise paragraphs around a theme, linking them when appropriate</p> <p>Change paragraph with increasing accuracy 3 Ps (person/place/point) and a T (time).</p> <p>Create settings, characters and plot in stories.</p> <p>Write non-fiction, using simple devices to organise work.</p> <p>Evaluate and edit, learning from the effectiveness of my own and others' writing & making improvements.</p> <p>Evaluate and edit, improving writing by making changes to grammar and vocabulary.</p> <p>Proof-read for spelling and punctuation.</p> <p>Read own writing to a group or class using appropriate</p>	<p>Use a variety of stylistic features for purpose and effect Draft and write by: using a range of devices to develop my paragraphs in detail.</p> <p>Draft and write by: using a variety of techniques to engage the reader.</p> <p>Draft and write by: describing settings, characters and atmosphere, and using dialogue to convey character and advance the action.</p> <p>Draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader.</p> <p>Draft and write by: changing paragraph accurately and consistently.</p> <p>Draft and write by: using other devices to organise and present my writing and to guide the reader. Evaluate and edit by:</p>	<p>and settings.</p> <p>Draft and write by: selecting appropriate grammar & vocabulary, understanding how choices change and enhance meaning.</p> <p>Use a variety of stylistic features for purpose and effect.</p> <p>Draft and write by: describing settings, characters and atmosphere and using dialogue to convey character and move the action on.</p> <p>Draft and write by: using a variety of techniques to engage the reader.</p> <p>Draft and write by: summarising longer passages.</p> <p>Draft and write by: establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader.</p>

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			<p>intonation/tone/volume so that the meaning is clear.</p>	<p>assessing the effectiveness of my own writing, including using a wider range of sentence structures for effect.</p> <p>Evaluate and edit by: making changes to grammar, vocabulary and punctuation to improve impact.</p> <p>Evaluate and edit by: using tense correctly throughout a piece of writing.</p> <p>Evaluate and edit by: knowing the difference between the language of speech & writing. Proof-read for spelling and punctuation.</p>	<p>Draft and write by: changing paragraph accurately and consistently.</p> <p>Draft and write by: using a wide range of devices to make links within and across paragraphs</p> <p>Draft and write by: using features such as sub headings and bullet points to structure text and guide the reader.</p> <p>Evaluate and edit by: assessing the effectiveness of own and others' writing.</p> <p>Evaluate and edit by: proof reading and making changes to vocabulary, grammar, punctuation and spelling for effect and meaning.</p> <p>Evaluate and edit by: knowing the difference between the language of speech & writing and using correct subject-verb agreement.</p>

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					<p>Perform own compositions using appropriate intonation, volume & movement so that meaning is clear.</p> <p>Sustain a convincing viewpoint throughout a piece of writing (e.g. authoritative or expert view/opinion).</p>
Key Skills/ Grammar, Vocabulary, Punctuation					
<p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark. Build a sentence around a verb.</p> <p>Recognise statements, questions and exclamations.</p> <p>Recognise nouns (singular and plural) as objects, people and places, and use them appropriately.</p> <p>Use capital letters for names of people, places, days of the week and</p>	<p>Use full stops, capital letters,</p> <p>Exclamation/question marks and commas for lists correctly.</p> <p>Build a sentence around a verb.</p> <p>Understand proper nouns and use capital letters appropriately.</p> <p>Begin to use statements, questions, exclamations and commands.</p> <p>Begin to use expanded noun phrases to describe and specify.</p>	<p>Understand and use nouns, verbs, adjectives, and pronouns appropriately.</p> <p>Recognise and use words from the same word families, and use prefixes and suffixes to change the word class.</p> <p>Build sentences around verbs.</p> <p>Understand which nouns can be proper nouns and use capital letters appropriately.</p> <p>Understand statements (tell), questions (ask), exclamations (strong emotion) and commands</p>	<p>Understand, and use, nouns, verbs, adjectives, pronouns, conjunctions, adverbs and prepositions appropriately.</p> <p>Build sentences around verbs.</p> <p>Choose nouns or pronouns to make my meaning clear and avoid repetition.</p> <p>Recognise and use collective nouns appropriately (e.g. swarm of bees, flight of stairs).</p> <p>Use the determiners a, an and the appropriately.</p>	<p>Understand, and use, nouns, verbs, adjectives, pronouns, conjunctions, adverbs, prepositions and determiners.</p> <p>Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas).</p> <p>Recognise and use abstract nouns (e.g. pain, laughter).</p> <p>Use expanded noun phrases to give complicated information concisely</p> <p>(e.g. the dark green door with crumbling bricks on</p>	<p>Understand, and use, nouns, verbs, adjectives, pronouns, conjunctions, adverbs, prepositions and determiners.</p> <p>Use a wide range of punctuation accurately and consistently.</p> <p>Use suffixes to convert from one word class to another.</p> <p>Use expanded noun phrases to give complicated information concisely.</p> <p>Recognise main and subordinate clauses, and phrases, and can use them to construct</p>

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<p>the personal pronoun I.</p> <p>Understand the job of an adjective and am beginning to use them to create simple noun phrases.</p> <p>Recognise and use the personal pronouns I, he, she, we, they, it and you.</p> <p>Recognise verbs as action/doing words and use them appropriately.</p> <p>Recognise regular and irregular verbs (e.g. jump/jumped take/take.).</p> <p>Write in the past and the present tense.</p> <p>Join words and clauses using and, or, but, so, because.</p>	<p>Choose nouns precisely Understand and use nouns, verbs and adjectives.</p> <p>Recognise when adjectives do not improve my writing.</p> <p>Recognise and use different pronouns (personal, subject-object) and use them appropriately.</p> <p>Use suffixes to form nouns, adjectives and adverbs (eg. -ment/-ness, -ful/-less, -ly).</p> <p>Begin to join clauses using a wider range of conjunctions if, as,</p> <p>Recognise verbs as doing words and being words.</p> <p>Recognise a clause as an idea. The spotty dog dug a hole.</p> <p>Begin to use present/past tenses correctly and consistently (including the progressive form) I sit/I am sitting, I sat/I</p>	<p>(instruct) and use them appropriately.</p> <p>Use a wide range of punctuation accurately and consistently.</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use a wider range of conjunctions to extend a range of sentences with more than one clause.</p> <p>Use commas to mark clauses.</p> <p>Begin to identify main and subordinate clauses.</p> <p>Use the perfect form of verbs.</p> <p>Recognise and use different verb tenses: simple past & present, past & present progressive.</p> <p>Use the apostrophe for omission and possession (singular and regular plural nouns).</p>	<p>Recognise numbers as determiners.</p> <p>Use a wide range of punctuation accurately and consistently</p> <p>Use a wider range of conjunctions to extend a range of sentences with more than one clause.</p> <p>Identify main and subordinate clauses accurately and consistently.</p> <p>Use commas to mark clauses.</p> <p>Use powerful verbs to describe.</p> <p>Make the appropriate tense choices for a task (e.g. simple past, past progressive, present perfect for narrative).</p> <p>Know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives).</p>	<p>either side).</p> <p>Recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.</p> <p>Use commas to make my meaning clear.</p> <p>Use the perfect form of verbs to show time and cause.</p> <p>Make the appropriate tense choices for a task (e.g. simple past, past progressive).</p> <p>Use modal verbs or adverbs to show how possible something is (e.g. may/could, nearly/definitely/always).</p> <p>Know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs)</p> <p>Use direct and reported speech accurately.</p>	<p>sentences in different ways.</p> <p>Use a range of verb forms (including the perfect form) to develop meaning and maintain appropriate tense choices.</p> <p>Use modal verbs or adverbs to show how possible something is.</p> <p>Know and follow the rules of Standard English. Use passive verbs in a sentence.</p> <p>Use direct and reported speech accurately and consistently.</p> <p>Use hyphens to avoid confusion.</p> <p>Use semi-colons, colons or dashes between clauses and a colon to introduce a list.</p> <p>Use ellipsis.</p> <p>Recognise vocabulary & structures appropriate</p>

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	<p>was sitting.</p> <p>Recognise regular and irregular verbs (e.g. jump/jumped, take/took).</p> <p>Begin to follow rules of Standard English (subject-verb agreement, consistency of tense.).</p> <p>Begin to use inverted commas and the apostrophe for contraction and possession (singular) appropriately.</p> <p>Begin to use apostrophes for contraction and possession (singular) appropriately (e.g. I will = I'll, the pen's lid.) .</p> <p>Understand when not to use an apostrophe (e.g. verbs - gives/sings - and plurals - houses/friends)</p>	<p>Know and follow the rules of Standard English (subject-verb agreement, consistency of tense, avoidance of slang).</p> <p>Understand when not to use an apostrophe.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Recognise and use adverbs and prepositions.</p> <p>Understand that some words belong to more than one word class.</p>	<p>Use the apostrophe for contraction and possession.</p> <p>Punctuate direct speech using inverted commas and other punctuation.</p> <p>Use fronted adverbials followed by commas (range of sub sentences) Later that day... (when)/ At the end of the road, ... (where)/ Cautiously, ... (how) + general.</p> <p>Recognise the difference between a clause and a phrase and use both appropriately.</p> <p>Use conjunctions, adverbs or prepositions to express time, place and cause.</p> <p>Use expanded noun phrases with modifying adjectives and prepositional phrases</p>	<p>Use colons to introduce a list.</p> <p>Use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/ -ness, -ment/ -ful, -ous).</p> <p>Begin clauses with who, which, where etc or with an implied relative pronoun.</p> <p>Use brackets or commas to indicate parenthesis.</p>	<p>for formal writing.</p>