



Learning, Growing, Achieving...Our journey together with God

Skills and Knowledge Progression in English

National Curriculum 2014

Aims:

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Progression of Skills and Understanding: Spoken Language

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

<p>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>Discuss the significance of the title and events.</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<p>Recite some poems and rhymes by heart.</p>	<p>Continue 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>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Prepare 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>Prepare 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>Discuss their favourite words and phrases.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p>Answer and ask questions.</p>	<p>Ask questions to improve their understanding of a text.</p>	<p>Ask questions to improve their understanding of a text.</p>	<p>Ask questions to improve their understanding.</p>	<p>Ask questions to improve their understanding.</p>
<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Participate 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>Participate 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>Participate 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>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.</p>	<p>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.</p>

<p>Explain clearly their understanding of what is read to them. Say out loud what they are going to write about.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>			<p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>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.</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>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.</p>
<p>Compose a sentence orally before writing it.</p>	<p>Develop positive attitudes towards and stamina for writing by planning or saying out loud what they are going to write about.</p>	<p>Plan their writing by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</p>	<p>Plan their writing by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2).</p>		
	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Progression of Skills and Understanding: Reading Word					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	If children still have gaps in this area, refer back to KS1 statements. Children will need rapid intervention to secure these skills.			
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	If children still have gaps in this area, refer back to KS1 statements. Children will need rapid intervention to secure these skills.			
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately words of two or more syllables that contain the same graphemes as above.	If children still have gaps in this area, refer back to KS1 statements. Children will need rapid intervention to secure these skills.			
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with	Read words containing common suffixes. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	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	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

contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).				that they meet.	that they meet.
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.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.				
Progression of Skills and Understanding: Reading Comprehension					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Be encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy	Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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. Discuss the sequence of events in books and how items of information are related.	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Use dictionaries to check the meaning of	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of

<p>stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue 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>words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry (for example; free verse, narrative poetry).</p>	<p>words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry (for example; free verse, narrative poetry).</p>	<p>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare 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>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare 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 both the books they can already read accurately and fluently and those they listen to by:</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p>Understand what they read, in books they can read independently, by:</p> <p>Check that the text</p>	<p>Understand what they read, in books they can read independently, by:</p> <p>Check that the text</p>	<p>Understand what they read by:</p> <p>Check that the book makes sense to them,</p>	<p>Understand what they read by:</p> <p>Check that the book makes sense to them,</p>

Draw on what they already know or on background information and vocabulary provided by the teacher.	Draw on what they already know or on background information and vocabulary provided by the teacher.	makes sense to them, discussing their understanding and explaining the meaning of words in context.	makes sense to them, discussing their understanding and explaining the meaning of words in context.	discussing their understanding and exploring the meaning of words in context.	discussing their understanding and exploring the meaning of words in context.
Check that the text makes sense to them as they read and correcting inaccurate reading.	Check that the text makes sense to them as they read and correcting inaccurate reading.	Ask questions to improve their understanding of a text.	Ask questions to improve their understanding of a text.	Ask questions to improve their understanding.	Ask questions to improve their understanding.
Discuss the significance of the title and events.	Make inferences on the basis of what is being said and done.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Make inferences on the basis of what is being said and done.	Answer and ask questions.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Identify main ideas drawn from more than one paragraph and summarising these.	Identify main ideas drawn from more than one paragraph and summarising these.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
		Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.
				Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

				Distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion.
		Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.
Participate in discussion about what is read to them, taking turns and listening to what others say.	Participate 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.	Participate 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.	Participate 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.	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.	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.
Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.	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. Provide reasoned justifications for their views.

Progression of Skills and Understanding: Spelling					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words containing each of the 40+ phonemes already taught.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	Revise Y1 and Y2 phonics, spelling, homophones and common exception words.	Consolidate rules and patterns covered in Y3.	Consolidate rules and patterns covered in Y3 and Y4.	Consolidate rules and patterns from previous years.
Spell common exception words.		Spell words with the /eɪ/ sound spelt ei, eigh, or ey weigh, weight, etc.	Spell words with the /s/ sound spelt sc (science, muscle).	Spell words containing the letter-string ough.	Spell homophones and other words that are often confused (see Appendix 1).
Spell the days of the week.	Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	Spell words with the /i/ sound spelt y elsewhere than at the end of words (gym, pyramid).	Spell words ending with the /g/ sound spelt -gue (rogue) and words ending in the /k/ sound spelt -que (plaque).	Spell words with the /i:/ sound spelt ei after c.	Spell nouns ending in -ce and verbs ending in
Name the letters of the alphabet:				Spell words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word e.g. doubt, island).	-se e.g. advice/advise, device/devise, licence/license, practice/practise, prophecy/prophecy.
Name the letters of the alphabet in order.	Learn to spell common exception words.	Spell words with the /ʃ/ sound spelt ch (chef - mostly French in origin).	Use possessive apostrophe with plural words.		
Use letter names to distinguish between alternative spellings of the same sound.	Learn to spell more words with contracted forms.	Spell words with the /k/ sound spelt ch (chemist, Greek in origin).	Spell homophones - scene/seen, ball/bawl, berry/bury.	Spell homophones and near homophones (see suggestions in Appendix 1).	
	Learn the possessive apostrophe (singular) for example, the girl's book.	Spell words with endings sounding like zh or ch (treasure, picture).	Spell homophones - knot/not, missed/mist, rain/rein/reign.		
	Distinguish between homophones and near-homophones.	Spell words with the /u/ sound spelt ou (young, double).	Spell homophones - weather/whether, whose/who's, medal/meddle, affect/effect.		
		Spell homophones - here/hear, heel/heal/he'll, meat/meet.			

		<p>Spell homophones - plain/plane, mail/male, main/mane, fair/fare.</p> <p>Spell homophones - groan/grown, peace/piece, brake/break, grate/great.</p>			
<p>Add prefixes and suffixes: Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un–; use –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Add suffix –ly to an adjective to form an adverb e.g. accidentally.</p> <p>Spell endings which sound like zhun (division, occasion).</p> <p>Add prefixes – suggestions are: un, dis, mis, re, pre (see Appendix 1 for more statutory guidance).</p>	<p>Add the suffix –ous (various, famous).</p> <p>Add the suffix –ation.</p> <p>Spell word endings spelt –tion, –sion, –ssion, –cian.</p> <p>Add more prefixes – none specified as statutory but suggestions are: –in, im, il, ir, sub, inter, super, anti, auto.</p>	<p>Spell –cial and –tial endings (especially, special, partial).</p> <p>Spell endings which sound like /ʃəs/ spelt –cious or –tious (suspicious, infectious, conscious).</p> <p>Spell words ending in –ant, –ance/ –ancy, –ent, –ence/–ency.</p> <p>Spell words ending in –able and –ible.</p> <p>Spell words ending in –ably and –ibly.</p>	<p>Add suffixes beginning with vowel letters to words ending in –fer.</p> <p>Use the hyphen when adding a prefix (co- ordinate).</p>
<p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Apply spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Spell words that are often misspelt (English Appendix 1).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary/</p>	<p>Spell words that are often misspelt (English Appendix 1)/</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>

				Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Progression of Skills and Understanding: Handwriting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower- case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters. Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' e.g. letters that are formed in similar ways, and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting, for example; by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting, for example; by ensuring that the down strokes of letters are parallel and equidistant, that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>

	words that reflects the size of the letters.				
Progression of Skills and Understanding: Writing Composition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Plan by:</p> <p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Plan by:</p> <p>Considering what they are going to write before beginning.</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p>	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p>	<p>Plan their writing by:</p> <p>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>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Plan their writing by:</p> <p>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>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>
<p>Draft and write by:</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Draft and write by:</p> <p>Developing positive attitudes towards and stamina for writing.</p> <p>Writing narratives about personal experiences and those of others</p>	<p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

	<p>(real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>sentence structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices for example, headings and sub-headings.</p>	<p>sentence structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices for example, headings and sub-headings.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader, for example; headings, bullet points, underlining.</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader, for example; headings, bullet points, underlining.</p>
Discuss what they have written with the teacher or other pupils.	<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tenses throughout a piece of writing.</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>

	<p>form.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation, for example; ends of sentences punctuated correctly.</p>	and punctuation errors.	and punctuation errors.	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>
Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Progression of Skills and Understanding: Vocabulary, Grammar and Punctuation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word</p> <p>Know regular plural noun suffixes –s or –es. For example; dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Know suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p>	<p>Word</p> <p>Form nouns using suffixes such as –ness, –er and by compounding, for example; whiteboard, superman.</p> <p>Form adjectives using suffixes such as –ful, –less. (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English</p>	<p>Word</p> <p>Form nouns using a range of prefixes, for example; super–, anti–, auto–.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel, for example; a rock, an open box.</p> <p>Recognise word families based on</p>	<p>Word</p> <p>Know the grammatical difference between plural and possessive – s.</p> <p>Know Standard English forms for verb inflections instead of local spoken forms, for example; we were instead of we was, or I did instead of I done.</p>	<p>Word</p> <p>Convert nouns or adjectives into verbs using suffixes, for example; –ate; –ise; –ify.</p> <p>Know verb prefixes. For example; dis–, de–, mis–, over– and re–.</p>	<p>Word</p> <p>Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. For example; find out – discover; ask for – request; go in – enter.</p> <p>Know how words are related by meaning as synonyms and antonyms, for example;</p>

Know how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat).	Appendix 1). Use suffixes –er, –est in adjectives and use –ly in standard English to turn adjectives into adverbs.	common words, showing how words are related in form and meaning, for example; solve, solution, solver, dissolve, insoluble.			big, large, little, etc.
Sentence Know how words can combine to make sentences. Join words and join clauses using and.	Sentence Understand subordination - using: when, if, that, because. And co-ordination - using or, and, but. Use expanded noun phrases for description and specification. For example; the blue butterfly, plain flour, the man in the moon. Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Sentence Express time, place and cause using conjunctions, for example; when, before, after, while, so, because. Adverbs, for example; then, next, soon, therefore. Or prepositions, for example; before, after, during, in, because of.	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases. E.g. the teacher expanded to: the strict maths teacher with curly hair. Use fronted adverbials - for example; Later that day, I heard the bad news.	Sentence Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs. For example, perhaps, surely. Or modal verbs, for example, might, should, will, must.	Sentence Use the passive to affect the presentation of information in a sentence. For example; I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing. For example; the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech.
Text Sequence sentences to form short narratives.	Text Make correct choice and consistent use of present tense and past tense throughout writing.	Text Introduce paragraphs as a way to group related material. Use headings and sub- headings to aid	Text Use paragraphs to organise ideas around a theme. Make appropriate choice of pronoun or	Text Use devices to build cohesion within a paragraph, for example; then, after that, this, firstly.	Text Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical

	Use the progressive form of verbs in the present and past tense to mark actions in progress, for example; she is drumming, he was shouting.	presentation. Use the present perfect form of verbs instead of the simple past, for example; He has gone out to play, contrasted with, He went out to play.	noun within and across sentences to aid cohesion and avoid repetition.	Link ideas across paragraphs using adverbials of time, for example; later. Place, for example; nearby. Number, for example; secondly. Or tense choices, for example; he had seen her before.	connections, for example; the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices - for example; headings, sub-headings, columns, bullets, or tables, to structure texts.
<p>Punctuation Separate words with spaces.</p> <p>Be introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and for the personal pronoun I.</p>	<p>Punctuation Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, for example; the girl's name.</p>	<p>Punctuation Be introduced to inverted commas to punctuate direct speech.</p>	<p>Punctuation Use inverted commas and other punctuation to indicate direct speech, for example; a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Use apostrophes to mark plural possession, for example; the girl's name, the girls' names.</p> <p>Use commas after fronted adverbials.</p>	<p>Punctuation Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Punctuation Use the semi-colon, colon and dash to mark the boundary between independent clauses, for example; It's raining, I'm fed up.</p> <p>Use the colon to introduce a list and use semi-colons within lists.</p> <p>Punctuate using bullet points to list information.</p> <p>Know how hyphens can be used to avoid ambiguity, for example; man eating shark versus man-eating shark, or recover versus re-cover.</p>

Terminology for pupils Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.	Terminology for pupils Noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma.	Terminology for pupils Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').	Terminology for pupils Determiner, pronoun, possessive pronoun Adverbial.	Terminology for pupils Modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity.	Terminology for pupils Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points.
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