**Progression in English**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation and Grammar** | Revision EYFSWrite clearly demarcated sentences.Use ‘and’ to join ideas.Use standard forms of verbs, eg, go/wentCapital letters and Full stopsCapital letters for names and personal pronoun ‘I’.Correct formation of lower case-finishing in the right place. Correct formation of capital letters and digits.Question marks and exclamation marks.Clearly sequenced sentences.Use conjunctions to join sentences (but, so) | Revision Y1Correct and consistent use of capital letters and full stops.Capital letters of names and personal pronoun ICommas in a listApostrophe for omission and possessionWriting using coordination and subordination.Consistent use of past and present tenseCorrect and consistent use of question marks and exclamation marks.Correct use of verb tenses.Write and identify different kinds of sentence (exclamation, statement, question, command)Write under headings (as introduction to paragraphs) | Conjunctions (when, so, before, after, while, because). Adverbs PrepositionsAdjectives to create impactDirect speechPrefix /suffixParagraphs Sentence openers Subordinate clausesPresent form of verbs instead of the simple past (He has gone out to play) contrasted with (He went out to play)Headings, subheadingsSubordinate clausesSentence openers Adjectives to create impactDirect speechPresent form of verbs instead of the simple past  | AlliterationFronted adverbial Adjectival phrasesDirect speechConjunctions Apostrophe for singular / plural possession Fronted adverbialAdverbial phrasesBracketsNoun / Pronoun Direct speechCohesion of paragraphsAdjectival phrasesCommas to mark clauses | Revision lower KS2ApostrophesStylistic devicesSentence openersTenseEmbedding clauses (commas)relative pronounrelative clauseUsing a dictionary and thesaurusDialoguePronouns for cohesionCohesion - using adverbials to link paragraphsY3/4/5/6 spellingsParenthesis - brackets, dashesAdverbs and modal verbs for degrees of possibilityCommas to avoid ambiguityExpanded noun phrases | Use of formal and informal vocabularyActive and passive voiceSubject and objectSubjunctive form HyphensConjunctions Relative pronouns Relative clauses and parenthesisQuestion tagsWord classesPrepositionsSubordinate ClausesExpanded noun phrasesSynonyms and antonymsAdverbials Dictionary and thesaurus. Year 5,6 spelling and Spell ZooBullet points BracketsColonsCohesive devices Modals for possibilityEllipsisExpanded noun phrasesDictionary and thesaurusApostrophes. Inverted commasSubject/verb agreementTensesRelative clausesModal verbsYear 5,6 spelling Cohesive devicesSemi-colon colon and dash to mark the boundaries between independent clausesFormal and informal speech Expanded noun phrasesDictionary and thesaurus.  |
| **Handwriting** | Letter formation practicePractising the vowelsCapital lettersIntroducing & practicing diagonal join to ascenderIntroducing & practicing diagonal join, no ascenderIntroducing & practicing horizontal join to ascender  | Joining lettersPracticing diagonal join to ascender Practicing diagonal join no ascenderCapital letter practice  | Revising joins in a word Relative sizes of lettersParallel ascenders and descenders Speed and fluency practice Consistency in spacing Layout, speed and fluency practice | Revising joins in a wordRevising parallel ascenders and descendersRevising joins to an anticlockwise letterIntroducing sloped writing Parallel ascenders and descendersSize, proportion and spacing Speed and fluencyPrint alphabetPrint capitals  | No new taught elements | No new taught elements  |
| **Reading** | Word Reading Match all 40+ graphemes to their phonemes (Phase 3)Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunsetRead compound words, for example, football, playground, farmyard, bedroomRead words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s)Read phonically decodable texts with confidenceRead words containing ‘s, es, ing, ed, er , est’ endingsRead words which have the prefix –un addedAdd the endings –ing, –ed and –er to verbs where no change is needed to the root wordRead words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)  | **Interim Framework end of Ks1**• read accurately most words of two or more syllables • read most words containing common suffixes\* • read most common exception words.\* In age-appropriate1 books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. | Word ReadingApply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar wordsRead further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the wordAttempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking wordsComprehensionExperience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooksKnow that non-fiction books are structured in different ways and be able to use them effectivelyBegin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmasAsk questions to improve understanding of a textPredict what might happen from details statedDraw inferences such as inferring characters' feelings, thoughts and motives from their actionsUse dictionaries to check the meaning of unfamiliar words Identify main idea of a textIdentify how structure, and presentation contribute to the meaning of textsRetrieve and record information from non-fictionDiscuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinionsExplain and discuss understanding of books, poems and other material, both those read aloud and those read independentlyPrepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | Word ReadingApply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar wordsRead further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the wordAttempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking wordsComprehensionKnow which books to select for specific purposes, especially in relation to science, history and geography learningUse dictionaries to check the meaning of unfamiliar words Discuss and record words and phrases that writers use to engage and impact on the readerKnow and recognise some of the literary conventions in text types covered.Begin to understand simple themes in booksPrepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and actionExplain the meaning of words in contextAsk questions to improve understanding of a textInfer meanings and begin to justify them with evidence from the textPredict what might happen from details stated and deduced informationIdentify how the writer has used precise word choices for effect to impact on the readerIdentify some text type organisational features, for example, narrative, explanation, persuasionRetrieve and record information from non-fictionMake connections with prior knowledge and experienceBegin to build on others’ ideas and opinions about a text in discussionExplain why text types are organised in a certain way | **Word Reading**Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meetReading - comprehensionPupils should be taught to:Comprehensionmaintain positive attitudes to reading and an understanding by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooksreading books that are structured in different ways and reading for a range of purposesincreasing 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 traditionsrecommending books that they have read to their peers, giving reasons for their choicesidentifying and discussing themes and conventions in and across a wide range of writingmaking comparisons within and across bookslearning a wider range of poetry by heartpreparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audienceunderstand what they read by:checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in contextasking questions to improve their understandingdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedsummarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideasidentifying how language, structure and presentation contribute to meaningdiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerdistinguish between statements of fact and opinionretrieve, record and present information from non-fictionparticipate 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 courteouslyexplain 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 necessaryprovide reasoned justifications for their views | Word ReadingFluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.ComprehensionDemonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use. Demonstrate that they have learned a wide range of poetry by heart. Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning. Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. During discussion, ask pertinent questions to enhance understanding. Make accurate and appropriate comparisons within and across different texts. Make developed inferences e.g. characters’ thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. Distinguish between fact and opinion. Retrieve, record and present information from non-fiction texts. Identify key details which support main ideas; summarise content drawn from more than one paragraph. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others’ views courteously. Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. |