**Progression in English**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Punctuation and Grammar** | Revision EYFS  Write clearly demarcated sentences.  Use ‘and’ to join ideas.  Use standard forms of verbs, eg, go/went  Capital letters and Full stops  Capital 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 Y1  Correct and consistent use of capital letters and full stops.  Capital letters of names and personal pronoun I  Commas in a list  Apostrophe for omission and possession  Writing using coordination and subordination.  Consistent use of past and present tense  Correct 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  Prepositions  Adjectives to create impact  Direct speech  Prefix /suffix  Paragraphs  Sentence openers  Subordinate clauses  Present form of verbs instead of the simple past (He has gone out to play) contrasted with (He went out to play)  Headings, subheadings  Subordinate clauses  Sentence openers  Adjectives to create impact  Direct speech  Present form of verbs instead of the simple past | Alliteration  Fronted adverbial  Adjectival phrases  Direct speech  Conjunctions  Apostrophe for singular / plural possession  Fronted adverbial  Adverbial phrases  Brackets  Noun / Pronoun  Direct speech  Cohesion of paragraphs  Adjectival phrases  Commas to mark clauses | Revision lower KS2  Apostrophes  Stylistic devices  Sentence openers  Tense  Embedding clauses (commas)  relative pronoun  relative clause  Using a dictionary and thesaurus  Dialogue  Pronouns for cohesion  Cohesion - using adverbials to link paragraphs  Y3/4/5/6 spellings  Parenthesis - brackets, dashes  Adverbs and modal verbs for degrees of possibility  Commas to avoid ambiguity  Expanded noun phrases | Use of formal and informal vocabulary  Active and passive voice  Subject and object  Subjunctive form Hyphens  Conjunctions  Relative pronouns Relative clauses and parenthesis  Question tags  Word classes  Prepositions  Subordinate Clauses  Expanded noun phrases  Synonyms and antonyms  Adverbials  Dictionary and thesaurus.  Year 5,6 spelling and Spell Zoo  Bullet points Brackets  Colons  Cohesive devices Modals for possibility  Ellipsis  Expanded noun phrases  Dictionary and thesaurus  Apostrophes.  Inverted commas  Subject/verb agreement  Tenses  Relative clauses  Modal verbs  Year 5,6 spelling  Cohesive devices  Semi-colon colon and dash to mark the boundaries between independent clauses  Formal and informal speech Expanded noun phrases  Dictionary and thesaurus. |
| **Handwriting** | Letter formation practice  Practising the vowels  Capital letters  Introducing & practicing diagonal join to ascender  Introducing & practicing diagonal join, no ascender  Introducing & practicing horizontal join to ascender | Joining letters  Practicing diagonal join to ascender  Practicing diagonal join no ascender  Capital letter practice | Revising joins in a word  Relative sizes of letters  Parallel ascenders and descenders  Speed and fluency practice  Consistency in spacing  Layout, speed and fluency practice | Revising joins in a word  Revising parallel ascenders and descenders  Revising joins to an anticlockwise letter  Introducing sloped writing  Parallel ascenders and descenders  Size, proportion and spacing  Speed and fluency  Print alphabet  Print 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, sunset  Read compound words, for example, football, playground, farmyard, bedroom  Read 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 confidence  Read words containing ‘s, es, ing, ed, er , est’ endings  Read words which have the prefix –un added  Add the endings –ing, –ed and –er to verbs where no change is needed to the root word  Read 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 Reading  Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  Comprehension  Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks  Know that non-fiction books are structured in different ways and be able to use them effectively  Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas  Ask questions to improve understanding of a text  Predict what might happen from details stated  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions  Use dictionaries to check the meaning of unfamiliar words  Identify main idea of a text  Identify how structure, and presentation contribute to the meaning of texts  Retrieve and record information from non-fiction  Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions  Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | Word Reading  Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  Comprehension  Know which books to select for specific purposes, especially in relation to science, history and geography learning  Use dictionaries to check the meaning of unfamiliar words  Discuss and record words and phrases that writers use to engage and impact on the reader  Know and recognise some of the literary conventions in text types covered.  Begin to understand simple themes in books  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Explain the meaning of words in context  Ask questions to improve understanding of a text  Infer meanings and begin to justify them with evidence from the text  Predict what might happen from details stated and deduced information  Identify how the writer has used precise word choices for effect to impact on the reader  Identify some text type organisational features, for example, narrative, explanation, persuasion  Retrieve and record information from non-fiction  Make connections with prior knowledge and experience  Begin to build on others’ ideas and opinions about a text in discussion  Explain 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 meet  Reading - comprehension  Pupils should be taught to:  Comprehension  maintain 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 textbooks  reading books that are structured in different ways and reading for a range of purposes  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  recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing  making comparisons within and across books  learning a wider range of poetry by heart  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  understand what they read by:  checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction  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 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 | Word Reading  Fluently 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.  Comprehension  Demonstrate 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. |