



English Skills Progression

	Reception	Year 1	Year 2	Years 3 and 4	Years 5 and 6
READING: WORD LEVEL	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<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>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 GPCs as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the curriculum, 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 Appendix 1 of the curriculum, both to read and to understand the meaning of new words that they meet</p>

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		<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 that contain taught GPCs</p> <p>read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>re-read these books to build up their</p>	<p>occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p>		
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		<p>fluency and confidence in word reading</p>			
<p>READING: COMPREHENSION</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.</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 read 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>listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond 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</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>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>response to stories or events.</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>pupils should be taught to understand both the books they can 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 Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide</p>	<p>recurring literary language in stories and poetry</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>pupils should be taught to understand 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</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To 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>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>To 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 and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>
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		<p>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 read 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>drawing on what they already know or on</p>	<p>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 far</p> <p>participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</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>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</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 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>provide reasoned justifications for their views</p>
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		<p>background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read</p>			
WRITING: SPELLING	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes</p> <p>using the spelling rule for adding -s or -es</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning 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</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>distinguishing between</p>	<p>Please see Appendix 1 of the curriculum for detail</p> <p>use further prefixes and suffixes and understand how to add them (see Appendix 1 of curriculum)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (see Appendix 1 of curriculum)</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory</p>	<p>Please see Appendix 1 of the curriculum for detail</p> <p>use further prefixes and suffixes and understand the guidelines for adding them</p> <p>spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that they spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the curriculum</p> <p>use dictionaries to check the spelling and meaning of words</p>



				simple sentences, dictated by the teacher, that include words and punctuation taught so far	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
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		<p>as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix –un</p> <p>using –ing, -ed, -er and –est wher no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>apply simple spelling rules and guidelines, as listed in Appendix 1 of the curriculum</p> <p>write from memory simple sentences dictated by the teacher that include words taught so far</p>	<p>homophones and near-homophones</p> <p>add suffixes to spell longer words, e,g, -ment, -ness, -full, -less, -ly</p> <p>apply spelling rules and guidelines, as listed in Appendix 1 of the curriculum</p> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>		
	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the</p>	<p>use the diagonal and horizontal stokes that are needed to join letters and understand which letters, when</p>	<p>choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p>



	<p>cases. Begin to show accuracy and care when drawing/ mark making.</p> <p>Write recognisable letters, most of which are correctly formed.</p>				
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<p>WRITING: HANDWRITING</p>		<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</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 words that reflects the size of the letter</p>	<p>adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting e.g. by ensuring the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>
<p>COMPOSITION</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check</p>	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>Consider what they are going to write before</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>composing and rehearsing sentences orally (including dialogue), progressively</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 they have read, listened to or seen performed</p>



		<p>that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>beginning by:</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>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2 of the curriculum)</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 such as headings and sub-headings</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 e.g. the accurate use of pronouns in sentences</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising 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 (e.g. headings, bullet points, underlining)</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>ensuring correct subject and verb</p>
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			<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>proof-read for spelling and punctuation errors</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>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>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>VOCABULARY, GRAMMAR AND PUNCTUATION</p>		<p>leaving spaces between words</p> <p>joining words and joining sentences using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the</p>	<p>learning how to use both familiar and new punctuation correctly (see Appendix 2 of the curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although</p> <p>using the perfect form of verbs to mark the relationships of time and clause</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted)</p>



				<p>using fronted adverbials</p> <p>learning the grammar in column 1 of Year 3 and 4 in Appendix 2 of the curriculum</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>relative pronoun</p> <p>learning the grammar in column 1 of Year 5 and 6 and revising other years in Appendix 2 of the national curriculum</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in Appendix 2 of the curriculum accurately and appropriately in discussing their writing and reading</p>
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		<p>personal pronoun 'I'</p> <p>learning the grammar in column 1 Year 1 in Appendix 2</p> <p>use the grammatical terminology in Appendix 2 in discussing their writing</p>	<p>e.g. the blue butterfly</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>sub-ordination (using when, if, that, or because and co-ordination (using or, and, or but)</p> <p>learning the grammar in column 1 Year 2 in Appendix 2 of the curriculum</p> <p>using some features of written Standard English</p> <p>use and understand the grammatical terminology in Appendix 2 in discussing their writing</p>		
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