



English: Progression Mapped by Strand

Aim: The purpose of this document is to outline the skills taught in English from years 1-6. It shows how we distribute key skills across year groups.

To find our intent and implementation please see “English Curriculum Map 2023”.

Note: English skills are outlined in the EYFS map. They have not been included as the purpose of this map is to track the skills outlined in the Primary National Curriculum.

The objectives chosen are a combination of:

- [National Curriculum Objectives \(DfE\)](#)
- [KS2 Standards and Assessment Agency Teacher Guidance \(DfE\)](#)
- [KS1 Standards and Assessment Agency Teacher Guidance \(DfE\)](#)

Strength for today. Bright hope for tomorrow

Progression of Writing by Strand

Narrative

Year	Attainment targets
1	Write sentences, sequencing them to form short narratives (real or fictional)
2	Write simple, coherent narratives about personal experiences and those of others (real or fictional)
3	Write narratives, creating settings and characters
4	Write narratives, creating settings, characters and plot
5	Write narratives, describing settings, characters and atmosphere after discussion with a teacher
6	Write narratives, describing settings, characters and atmosphere after discussion with a peer

Audience and Purpose

Year	Attainment targets
3	Write by discussing and recording ideas within a given structure
4	Write with consideration for the audience and purpose
5	Write by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
6	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

Dialogue

Year	Attainment targets
3	Write by composing and rehearsing sentences orally, building a varied and rich vocabulary
4	Begin to include dialogue in narratives, punctuating accurately
5	Integrate dialogue to convey character, punctuating accurately
6	Integrate dialogue in narratives to convey character and advance the action

Non-fiction

Year	Attainment targets
1	Write down one of the sentences that he/she has rehearsed
2	Write about real events, recording these simply and clearly
3	Write non-narrative material, using headings and sub-headings to organise texts and correctly punctuate bulleted lists
4	Write non-narrative material, using simple organisational devices

Paragraphing

Year	Attainment targets
3	Write by organising writing into paragraphs as a way of grouping related material
4	Write by organising paragraphs around a theme
5	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs
6	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Editing

Year	Attainment targets
1	Re-read to check their work makes sense and discuss with a peer
2	Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
3	Begin to evaluate and edit by suggesting improvements for their own work and proof-reading for spelling and punctuation errors
4	Evaluate and edit by suggesting improvements for their own work and proof-reading for spelling and punctuation errors
5	Begin to evaluate and edit by proposing changes to vocabulary, grammar and punctuation and to enhance effects and clarify meaning
6	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation and to enhance effects and clarify meaning

Planning

Year	Attainment targets
1	Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
2	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
3	Plan writing by discussing ideas
4	Plan writing by discussing and recording ideas
5	Plan their writing by noting and developing initial ideas, drawing on research where necessary, using a scaffold
6	Plan their writing by noting and developing initial ideas, drawing on research where necessary

Punctuation

Year	Attainment targets
1	Demarcate some sentences with capital letters and full stops
2	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
3	Demarcate sentences in their writing with capital letters and full stops, question marks and exclamation marks
4	Begin to use apostrophes to mark singular and plural possession
5	Use commas to clarify meaning or avoid ambiguity and use brackets, dashes or commas to indicate parenthesis
6	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas, semi-colons, colons, hyphens)

Sentence structure

Year	Attainment targets
1	Join words and clauses using 'and'
2	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
3	Demarcate sentences in their writing with capital letters and full stops, question marks and exclamation marks
4	Begin to use apostrophes to mark singular and plural possession
5	Use commas to clarify meaning or avoid ambiguity and use brackets, dashes or commas to indicate parenthesis
6	Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas, semi-colons, colons, hyphens)

Tenses

Year	Attainment targets
2	Use present and past tense mostly correctly and consistently
3	Use the present perfect form of verbs instead of the simple past
4	Use standard English forms for verb inflections instead of local spoken forms <eg>we were instead of we was, or I did instead of I done</eg>
5	Use verb tenses consistently and correctly throughout their writing, using writing conferencing to identify errors
6	Use verb tenses consistently and correctly throughout their writing, identifying errors independently or with a peer

Spelling patterns

Year	Attainment targets
1	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words <eg>helping, helped, helper, eating, quicker, quickest</eg>
2	Spell most taught spelling patterns and word endings correctly
3	Spell most taught spelling patterns and word endings correctly
4	Spell most taught spelling patterns and word endings correctly
5	Spell most taught spelling patterns and word endings correctly
6	Spell most taught spelling patterns and word endings correctly

Phonics

Year	Attainment targets
1	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
2	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Spelling patterns

Year	Attainment targets
1	Spell some common exception words The days of the week Name the letters of the alphabet in order
2	Spell most common exception words
3	Spell correctly some of the words from the year 3/4 spelling list
4	Spell correctly most of the words from the year 3/4 spelling list and use the first three or four letters of a word to check its spelling in a dictionary
5	Spell correctly some of the year 5/6 spelling list and use a dictionary or thesaurus to check the meaning of words
6	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Handwriting

Year	Attainment targets
1	Form lower-case letters of the correct size relative to one another in some of their writing
2	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
3	Begin write in a cursive style, increasingly legibly and fluently
4	Write in a cursive style, increasingly legibly and fluently
5	Write increasingly legibly and fluently when writing at speed
6	Maintain legibility in joined handwriting when writing at speed

Forming lower case ready for joining

Year	Attainment targets
1	Form lower-case letters in the correct direction, starting and finishing in the right place
2	Start using some of the diagonal strokes needed to join letters

Spacing

Year	Attainment targets
1	Use spacing between words
2	Use spacing between words that reflects the size of the letters.

Progression of Reading by Strand

Word Reading

*Double weighted are in bold

Year	Attainment targets
1	<ul style="list-style-type: none"> ● In Phase 4, recognise graphemes and blend phonemes (Autumn term) ● In Phase 5 (new graphemes), recognise graphemes and blend phonemes (Spring term) ● Pass the Phonics Screening Check (Summer term) ● At the end of Autumn Year 1, should be reading and understanding Blue books ● At the end of Spring Year 1, should be reading and understanding Green books ● At the end of Summer Year 1, should be reading and understanding Orange books ● Read many common exception words from (English appendix 1) ● Read aloud without overt sounding and blending ● Be able to read compound words with sounds from Phase 5 and below ● Read words with contractions <eg>'m, 'll, we'll</eg>, and understand that the apostrophe represents the omitted letter(s) ● Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words
2	<ul style="list-style-type: none"> ● At the end of Autumn Year 2, should be reading and understanding Purple books ● At the end of Spring Year 2, should be reading and understanding Gold books ● At the end of Summer Year 2, should be reading and understanding White books ● Read accurately words of two or more syllables that contain graphemes taught so far ● Read words containing common suffixes ● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding ● Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation
3	<ul style="list-style-type: none"> ● Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (<ref>English Appendix 1</ref>) ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>)

	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that he/she has read
4	<ul style="list-style-type: none"> Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (<ref>English Appendix 1</ref>) Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling <ref>English Appendix 1</ref>) Use dictionaries to check the meaning of words that he/she has read
5	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling
6	<ul style="list-style-type: none"> Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling

Comprehension

Predicting

Year	Attainment targets
1	From a Year 1 text, predict what might happen on the basis of what has been read so far (Predicting, 1e) Discuss the significance of the title and front cover of a book (Predicting, 1e)
2	From a Year 2 text, predict what might happen on the basis of what has been read so far (Predicting, 1e) Discuss the significance of the title and front cover of a book (Predicting, 1e)
3	From a Year 3 text, predict what might happen from details explicitly stated (Predicting, 2e)
4	From a Year 4 text, predict what might happen from details explicitly and implicitly stated (Predicting, 2e)
5	From a Year 5 text, predict what might happen from details stated and implied (Predicting, 2e)
6	From a Year 6 text, predict what might happen from details stated and implied, using evidence to support their understanding (Predicting, 2e)

Clarifying

Year	Attainment targets
1	From a Year 1 text, check that the text makes sense to them as they read (Clarifying 1a)
2	From a Year 2 text, check that the text makes sense to them as they read and correct inaccurate reading (Clarifying 1a)
3	From a Year 3 text, check that the text makes sense to them through discussion with a teacher (Clarifying, 2a)
3	From a Year 3 text, explain the meaning of words in a context (Clarifying, 2a)
4	From a Year 4 text, check that the text makes sense to them through discussion with a peer (Clarifying, 2a) From a Year 4 text, explain the meaning of words using taught strategies (Clarifying, 2a)
5	From a Year 5 text, check that the book makes sense to them through discussion using evidence to support their answer (Clarifying, 2a) From a Year 5 text, explore the meaning of words in a context using taught strategies, including etymology and morphology (Clarifying, 2a)
6	From a Year 6 text, check that the book makes sense to them independently and using evidence to support their answer (Clarifying, 2a) From a Year 6 text, explore the meaning of words in a context using taught strategies, including etymology and morphology from Key Stage 2 (Clarifying, 2a)

Summarising/ Sequencing

Year	Attainment targets
1	From a Year 1 text, identify the sequence of events (Sequencing, 1c)
2	From a Year 2 text, identify and explain the sequence of events (Sequencing, 1c)
3	From a Year 3 text, ask relevant questions about the text (Summarising, 2c) From a Year 3 text, identify the main ideas drawn from more than one paragraph (Summarising, 2c)
4	From a Year 4 text, ask questions to improve their understanding of a text (Summarising, 2c) From a Year 4 text, identify the main ideas drawn from more than one paragraph and retell using their own words (Summarising, 2c)
5	From a Year 5 text, ask questions to improve their understanding of themes within the text (Summarising, 2c) From a Year 5 text, identify the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (Summarising, 2c)
6	From a Year 6 text, ask questions to improve their understanding of themes and wider context of the text (Summarising, 2c) From a Year 6 text, identify the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using evidence to support their answer (Summarising, 2c)

Inferring

Year	Attainment targets
1	From a Year 1 text, make inferences on the basis of what is being said (Inferring, 1d)
2	From a Year 2 text, make inferences on the basis of what is being said and done (Inferring, 1d)
3	From a Year 3 text, infer characters' feelings and thoughts from their actions (Inferring, 2d)
4	From a Year 4 text, infer characters' feelings, thoughts and motives from their actions (Inferring, 2d)
5	From a Year 5 text, infer characters' feelings, thoughts and motives from their actions, justifying with evidence (Inferring, 2d)
6	From a Year 6 text, infer characters' feelings, thoughts and motives from their actions, justifying with precise evidence (Inferring, 2d)

Retrieving

Year	Attainment targets
1	From a Year 1 text, be able to ask and answer simple questions (Retrieving, 1b)
2	From a Year 2 text, be able to ask and answer simple questions in fiction, non-fiction and poetry (Retrieving, 1b)
3	From a Year 3 text, be able to retrieve information from fiction, non-fiction and poetry (Retrieving, 2b)
4	From a Year 4 text, be able to retrieve and record information from fiction and non-fiction (Retrieving, 2b)
5	From a Year 5 text, be able to identify, retrieve and record information from fiction and non-fiction after discussion with a teacher (Retrieving, 2b)
6	From a Year 6 text, be able to identify, retrieve and record information from fiction and non-fiction independently (Retrieving, 2b)

Evaluating

Year	Attainment targets
3	From a Year 3 text, identify how language can contribute to meaning (Evaluating, 2g)
4	From a Year 4 text, identify how language and presentation can contribute to meaning (Evaluating, 2g)
5	From a Year 5 text, identify how language, presentation and structure contribute to meaning (Evaluating, 2g) Discuss and evaluate how authors use language considering the impact on the reader (Evaluating, 2g) Distinguish between statements of fact and opinion with peer support (Evaluating, 2g)

6	<p>From a Year 6 text, identify how language, presentation and structure contribute to meaning and evaluate its effectiveness (Evaluating, 2g)</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Evaluating, 2g)</p> <p>Distinguish between statements of fact and opinion independently (Evaluating, 2g)</p>
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Attitudes to Reading

Year	Attainment targets
1	<ul style="list-style-type: none"> ● Listen to and discuss a range of poems, stories and non-fiction at a level beyond which they can read independently ● Be able to join in with key stories, fairy stories and traditional tales ● Recognise and join in with predictable phrases ● Be able to join in with rhymes and poems ● Be able to retell key stories, fairy stories and traditional tales
2	<ul style="list-style-type: none"> ● Listen to, discuss, and express views on a range of poems, stories and non-fiction at a level beyond which they can read independently ● Be able to retell key stories, fairy stories and traditional tales ● Recognise and use predictable phrases when retelling stories ● Be able to join in with more complex rhymes and poems
3	<ul style="list-style-type: none"> ● Discuss the books I have been reading for pleasure with my classmates ● Identify themes in a wide range of books and poetry ● When reading a Year 3 level book, read with fluency and expression ● Be able to prepare poems and play scripts to read aloud ● Read age-appropriate books, including whole novels, with confidence and fluency
4	<ul style="list-style-type: none"> ● Discuss the books I have been reading for pleasure with my classmates ● Identify themes and conventions in a wide range of books and poetry ● When reading a Year 4 level book, read with fluency and expression ● Be able to prepare poems and play scripts to read aloud ● Read age-appropriate books, including whole novels, with confidence and fluency
5	<ul style="list-style-type: none"> ● Discuss the books I have been reading for pleasure and be able to recommend books ● Compare themes and conventions in books and poems I have read independently or in class and state a preference ● When reading a Year 5 level book, read with fluency and expression ● Learn wide range of poetry to read by heart ● Be able to prepare poems and plays to perform

	<ul style="list-style-type: none">● Read age-appropriate books, including whole novels, with confidence and fluency
6	<ul style="list-style-type: none">● Discuss the books I have been reading for pleasure and be able to recommend books● Compare themes and conventions in books and poems I have read independently or in class and state a preference● When reading a Year 6 level book, read with fluency and expression● Learn wide range of poetry to read by heart● Be able to prepare poems and plays to perform● Read age-appropriate books, including whole novels, with confidence and fluency