

English Whole School Progression Document

Year group	1	2	3	4	5	6
Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. Speak audibly and fluently. 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. Select and use appropriate registers for effective communication. 					
Reading- Word Reading	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes 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>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions..</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 fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until 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 words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonics 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>	<p>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.</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 English Appendix 1, both to read aloud and understand the meaning of new words they meet.</p>		

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<p>Reading-Comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -being encouraged to link what they read or hear to their own experiences. -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -recognising and joining in with predictable phrases. -learning to appreciate rhymes and poems, and to recite some by heart. -discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher. -checking that the text makes sense to them as they read and correcting inaccurate reading. -discussing the significance of the title and events. -making inferences on the basis of what is being said and done. -predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -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. -discussing the sequence of events in books and how items of information are related. -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -being introduced to non-fiction books that are structured in different ways. -recognising simple recurring literary language in stories and poetry. -learning to appreciate rhymes and poems, and to recite some by heart. -discussing and clarifying the meanings of words, linking new meanings to known vocabulary. -discussing their favourite words and phrases. -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>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading. -making inferences on the basis of what is being said and done. -asking and answering questions. -predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them, and those that they read 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>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. -reading books that are structured in different ways and reading for a range of purposes. -using dictionaries to check the meaning of words that they have read. -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -identifying themes and conventions in a wide range of books. -preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -discussing words and phrases that capture the reader's interest and imagination. -recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books that they can read independently by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -asking questions to improve their understanding of a text. -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. -identifying main ideas drawn from more than one paragraph and summarising these. -identifying how language, structure, and presentation contribute to meaning. <p>Retrieve and record information from non-fiction.</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>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. -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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -checking that the book makes sense to them, discussing their understanding and explaining 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 one paragraph, identifying key details that support the main ideas. -identifying how language, structure, and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact or 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>Writing- Transcription</p>	<p>Spell words containing the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes -using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. -using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1 of the National Curriculum. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Spell by 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. Learn to spell common exception words. Learn to spell more words with contracted forms. Learn the possessive apostrophe (singular) Distinguish between homophones and near homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly. Apply spelling rules and guidance from Appendix 1 of the National Curriculum. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with silent letters. Continue to distinguish between homophones and other words which are often confused. 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. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p>
<p>Handwriting</p>	<p>Sit correctly at a table holding a pencil comfortably and correctly. Form lower case letters in the right direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting families and practise these.</p>	<p>Form lower case letters of the correct size relative to one another. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting (downstrokes of letters are parallel and equidistant and 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: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>

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Writing- Composition	<p>Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Evaluate their writing with their teacher and other pupils. Re-read to check their writing makes sense and that verbs to indicate time are used consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan their writing by: -discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing ideas. Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme. -creating settings, narratives and plot in narratives. -using simple organisational devices in non-narrative (for example headings and subheadings). Evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, with appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>Plan their writing by: -identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -noting and developing initial ideas, drawing on reading and research where necessary. -in narratives, considering how authors have developed characters and settings in the books they have read, listened to or seen performed. Draft and write by: -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -in narratives, describing settings, characters and atmosphere in narratives and integrating dialogue to convey character and advance the action. -precising longer passages. -using a wide range of devices to build cohesion within and across paragraphs. -using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: -Assessing the effectiveness of their own and others' writing. -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -ensuring the consistent and correct use of tense throughout a piece of writing. -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	
Grammar	<p>Join words and join clauses using 'and'.</p>	<p>Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use subordination (when, if, that, because) and coordination (or, and, but). Use past and present tenses correctly and consistently, including the progressive form. Use and understand the grammar for Year 2 in English Appendix 2. Use some features of written Standard English.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Learn the grammar for Year 3 in English Appendix 2.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Learn the grammar for Year 4 in English Appendix 2.</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) pronoun. Use the perfect form of verbs to mark relationships of time and clause. Use modal verbs or adverbs to indicate degrees of possibility. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) pronoun. Use the perfect form of verbs to mark relationships of time and clause. Use modal verbs or adverbs to indicate degrees of possibility. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

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Punctuation	<p>Leave spaces between words. Punctuate sentences using a capital letter and full stop. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and the possessive (singular).</p>	<p>Use and punctuate direct speech. Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>Use commas after fronted adverbials. Use and punctuate direct speech. Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently.</p>