



## English Curriculum Progression - Yearly Overview

English Curriculum: Stage A1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Reading	005 - I can react to light.					
Reading	007 - I can show signs of an emerging awareness of familiar stimuli through my reactions.					
Reading	012 - I can demonstrate emerging awareness of familiar sounds within regular routines.					
Reading	013 - I may stare for prolonged periods at brightly coloured objects.					
Reading	017 - I can attend to familiar objects linked to routines of the day by fixating visually.					
Reading	018 - I show growing sensitivity to a range of emotional tones of familiar people's voices.					
Writing	006 - I can grip an object placed in my hand.					
Communication	001 - I respond at an early reflex level to external stimuli.					
Communication	002 - I cry loudly when hungry or uncomfortable.					
Communication	008 - I can show recognition of familiar people and objects.					
Communication	009 - I begin to react to familiar situations or people.					
Communication	011 - I can establish fleeting eye contact.					
Communication	003 - I can stop crying in response to physical contact or familiar voice.					
Communication	004 - I can 'freeze' momentarily on hearing repeated sound sequence;					
Communication	010 - I can turn my eyes and / or head towards a sound source or person speaking.					
Communication	014 - When familiar adult speaks, I can watch the speaker's face.					
Communication	015 - My vocalisations are becoming consistent.					
Communication	016 - I follow familiar adult movement with my eyes.					
Communication	019 - I make noises when spoken to.					
Phonics	Launch Pad for Literacy					

English Curriculum: Stage A2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Reading	022 - I can recognise and engage with familiar sensory stimuli.					
Reading	023 - I can engage in sustained visual attention for one or two minutes.					
Reading	026 - I can imitate actions.					
Reading	034 - I can participate in shared activities with less support.					
Reading	035 - I can sustain concentration for more than 2 minutes.					
Reading	036 - I seek to explore objects in increasingly complex ways.					



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<b>Writing</b>	020 - I can reach to grasp using a palmar grip (whole hand).
<b>Writing</b>	021 - When prompted, I can reach for object and explore before releasing.
<b>Writing</b>	027 - I can release object from grasp by dropping.
<b>Writing</b>	029 - I can use thumbs and index finger to transfer objects from one hand to another.
<b>Writing</b>	030 - I can knock over an object with intent.
<b>Writing</b>	031 - I can use a repetitive smearing or spreading action with paint or food.
<b>Writing</b>	037 - I observe the results of my actions with interest.
<b>Writing</b>	028 - I can use thumbs and index finger (inferior pincer grip) to pick up objects.
<b>Communication</b>	024 - I am acquiring a growing understanding of language.
<b>Communication</b>	033 - I request events or activities.
<b>Communication</b>	025 - I can vocalise as a means of deliberately interpersonal communication.
<b>Communication</b>	032 - I can communicate intentionally.
<b>Phonics</b>	Launch Pad for Literacy

English Curriculum: Stage A3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
<b>Reading</b>	038 - I can remember learned responses over more extended periods.					
<b>Reading</b>	048 - I can distinguish one sound from another.					
<b>Reading</b>	049 - I can listen to others demonstrating engagement.					
<b>Reading</b>	051 - I can look at pictures in a book with support to turn the pages.					
<b>Reading</b>	053 - I can recognise repeating phrases from well-known stories and rhymes.					
<b>Writing</b>	042 - I use both hands but show a preference for one.					
<b>Writing</b>	043 - I can hold a pencil or similar using a palmar grasp to make marks.					
<b>Writing</b>	044 - I begin to understand that marks and symbols convey meaning.					
<b>Writing</b>	046 - I can convey simple meaning from my symbols or marks.					
<b>Writing</b>	047 - I use a tripod grip to make marks using gross motor movements.					
<b>Writing</b>	040 - I can pick up smaller items using a pincer grip.					
<b>Writing</b>	045 - I can make marks or symbols in my preferred method of communication.					
<b>Communication</b>	039 - I can greet known people and respond.					
<b>Communication</b>	050 - I can answer simple yes/no questions.					
<b>Communication</b>	052 - I can express simple phrases spontaneously.					
<b>Communication</b>	041 - I can point to people or objects.					
<b>Phonics</b>	Launchpad for Literacy					



## English Curriculum Progression - Yearly Overview

English Curriculum: Stage S1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	100 - I understand the concept of a word.		102 - I can hear and say the initial sounds in words.		104 - I begin to identify which letter makes an identified sound and begin to match letters / short words with support.	
Word Reading	101 - I can derive meaning from matching pictures / objects to symbols / words.		103 - I can identify the visual unit of a word and understands that it is a 'word'.		105 - I can select and recognise or read a small number of words or symbols linked to familiar vocabulary	
Comprehension	100 - I hold books the correct way up and turn pages.		102 - I can derive some meaning from text.		104 - I can point to pictures of characters and places in response to questions such as "Where is (the)?.?" (Read-PK1)	
Comprehension	101 - I can give details from favourite books.		103 - I show some interest in content and can ask / answer some simple questions at a basic level.		105 - I can show some awareness of rhyme and alliteration in speech.	
Comprehension	106 - I can demonstrate 'reading like' behaviour.					
Composition	100 - I produce some meaningful print / signs / symbols associated with my name or familiar spoken words.		101 - I can produce some meaningful print / signs / symbols associated with actions, images or events.		102 - I can differentiate between letters and symbols and use writing (mark making) as a way to record communication.	
Handwriting	100 - I can detect visual similarities with support.		102 - I can use a tripod grip consistently and use a preferred hand for writing and drawing.		103 - I can imitate vertical and horizontal lines and a circle and can produce writing including symbols, numbers and letter like forms. (Write-PK1)	
Handwriting	101 - I can trace, overwrite or copy shapes and straight line patterns.					
Transcription	100 - I can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand). (Write-PK1)					
Communication	100 - I can combine two words/signs/symbols.					
Communication	101 - I can express two concepts.					
Communication	102 - I can join in with familiar poems and songs.					
Communication	104 - I can begin to use the term 'mine'.					
Communication	103 - I can say my own name.					
Communication	105 - I can begin to use the term 'me'.					
Communication	106 - I can ask the question 'Who'.					
Communication	107 - I can ask the question 'What'.					
Communication	108 - I can ask the question 'Where + noun'.					
Communication	100 - I can listen to others without interruption.					
Communication	101 - I can answer questions concerning myself.					
Communication	102 - I can answer questions concerning familiar objects.					
Communication	103 - I can answer questions concerning place.					
Communication	104 - I can follow a one step instruction containing two key words.					
Communication	105 - I can do simple actions as requested.					
Communication	106 - I can use Yes/No to indicate my needs or preferences.					
Communication	107 - I can indicate correctly 10 named objects.					
Communication	108 - I can relate sounds to events or objects or animals.					



## English Curriculum Progression - Yearly Overview

<b>Communication</b>	109 - I can follow simple one-step instructions.
<b>Communication</b>	110 - I can listen for the answer to questions.
<b>Phonics</b>	Launchpad for Literacy

English Curriculum: Stage S2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word reading	106 - I can anticipate words / signs / symbols and / or phrases with support.	107 - I can recognise some letters / words by their sound.	108 - I recognise some letters of the alphabet by their name.	109 - I can indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound	110 - I can hear and say initial sounds in words and know which letters represent each sound.	111 - I can indicate or sign the correct letter (when 3 are presented) when the adult says or signs the sound
Comprehension	107 - I can link significant events from my experience of stories, paying attention to sequence and how events lead to one another.	108 - I can follow what is being read by focusing on text, pictures or sounds	111 - I can join in with actions or known words and phrases in stories or rhymes, using their preferred mode of communication (Read-PK1)	110 - I can predict words, signs / symbols in narrative using expectations of meaning from the whole text and events in my own life.	109 - I begin to realise that information can be found in books and the computer.	
Composition	103 - I can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). (Write-PK1)		104 - I can construct three word sentences.		105 - I can group letters and leave spaces between them as though writing separate words.	
Handwriting	104 - I can copy writing with support.		105 - I can hold a writing implement with good control.	106 - I can copy a circle, cross and letters with straight lines.	107 - I begin to form recognisable letters related to my name.	
Transcription	101 - I show awareness of the sequence of letters, symbols and words.		102 - I demonstrate awareness of words by noting the initial letter sound.		103 - I can produce emergent writing that communicates meaning but vowels may be omitted (e.g. dg for dog, ct for cat).	
Communication	111 - I can follow instructions containing three key words.					
Communication	112 - I can join in an adult led group activity.					
Communication	113 - I can join in a small group rhyme/story activity.					
Communication	114 - I can leave space for peers to speak.					
Communication	115 - I can answer questions about a story, with support.					
Communication	116 - I can listen to information from others.					
Communication	117 - I can follow two related instructions.					
Communication	118 - I can listen to a short story.					



## English Curriculum Progression - Yearly Overview

<b>Communication</b>	119 - I can listen to an instruction.
<b>Communication</b>	120 - I can listen up to five minutes.
<b>Communication</b>	109 - I can use common adjectives.
<b>Communication</b>	110 - I can use facial expression to enhance meaning.
<b>Communication</b>	111 - I can produce a three-word string.
<b>Communication</b>	112 - I can carry on a simple 'two way' conversation.
<b>Communication</b>	113 - I can state what I am doing.
<b>Communication</b>	114 - I can ask simple questions.
<b>Communication</b>	115 - I can talk to other children.
<b>Communication</b>	116 - I can use the term 'this' to refer to objects in possession.
<b>Communication</b>	117 - I can use the term 'that' to refer to objects in view.
<b>Communication</b>	118 - I can talk about present experience.
<b>Communication</b>	119 - I can make phrases or statements in the future tense.
<b>Communication</b>	120 - I can make phrases or statements in the past tense.
<b>Phonics</b>	Launchpad for Literacy

English Curriculum: Stage S3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	112 - I can read a range of familiar words and common simple sentences independently.	113 - I recognise at least half the letters of the alphabet by shape, name and sound.	114 - I can hear and say short vowel sounds in a word and can use phonological knowledge to sound out CVC words			
Word Reading			115 - I begin to sound out unknown words based on my phonic knowledge and reading of high frequency whole words.			
Word Reading			116 - I can say a single sound for 10+ graphemes (Read-PK2)			
Word Reading			117 - I can read words by blending sounds with known graphemes, with help from their teacher (Read-PK2)			
Comprehension	112 - I show awareness that something is going to happen (e.g. by trying to turn the page or demonstrating anticipation) (Read-PK1)	113 - I can use vocabulary and forms of speech that are increasingly influenced by my experience of books.	114 - I understand some conventions of text with some concepts about print.		115 - I understand that speech can be converted into writing and can 'read' this writing.	116 - I understand that writing can be converted into speech and can role-play reading aloud a familiar book.
Composition	106 - I can retell narratives in the correct sequence and can say what my writing 'says'.			107 - I use a small written repertoire of words or symbols and use 'and' to connect key words and phrases to create simple short sentences. (Write-PK2)		
Grammar	100 - I can use full stops occasionally but don't yet have a secure grasp of their function.					



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<b>Handwriting</b>	108 - I can form some letters and numbers correctly. (Write-PK2)	109 - I can use anti-clockwise movement more consistently and retrace vertical lines more successfully.	110 - I can write my own name using appropriate upper and lower case letters.	111 - I am able to form recognisable letters, most are correctly formed, and I show increasing control over my letters' size, shape and orientation. (Write-PK3)
<b>Transcription</b>	104 - I can use my phonological knowledge to write simple regular words and can make plausible attempts at longer or more complex words.		105 - I can form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (Write-PK2)	106 - I can identify or write these 10+ graphemes on hearing corresponding phonemes. (Write-PK2)
<b>Communication</b>	121 - I can apply knowledge of tense sometimes incorrectly;			
<b>Communication</b>	122 - I can apply knowledge of plurals sometimes incorrectly.			
<b>Communication</b>	123 - I can use 'I', 'You' and 'Me' correctly.			
<b>Communication</b>	124 - I can sequence a report of an event.			
<b>Communication</b>	125 - I can relate an experience to an event or a story.			
<b>Communication</b>	126 - I can use 'the' and 'a'.			
<b>Communication</b>	127 - I can use some irregular plurals.			
<b>Communication</b>	128 - I can use some irregular tenses.			
<b>Communication</b>	129 - I can request a favourite story.			
<b>Communication</b>	130 - I can use the past tense correctly.			
<b>Communication</b>	131 - I can use the future tense correctly.			
<b>Communication</b>	132 - I can use adjectives in relation to nouns.			
<b>Communication</b>	133 - I am able to give a simple reason for my actions.			
<b>Communication</b>	134 - I can identify common objects and describe their use.			
<b>Communication</b>	135 - I can use short phrases/sentences to communicate ideas.			
<b>Communication</b>	136 - I can talk about what I am going to do.			
<b>Communication</b>	137 - I can talk about a two-step sequence linked to a personal event.			
<b>Communication</b>	121 - I can follow instructions following four key words.			
<b>Communication</b>	122 - I can follow two unrelated instructions.			
<b>Communication</b>	123 - I can play listening games.			
<b>Communication</b>	124 - I can have a two-way conversation with an adult.			
<b>Communication</b>	125 - I can listen and talk in an adult led group.			
<b>Communication</b>	126 - I can give a peer space to reply.			
<b>Communication</b>	127 - I can respond to the question: 'Who would like?'.			
<b>Communication</b>	128 - I can give a simple response to: 'Can you?'.			
<b>Communication</b>	129 - I can ask the meaning of unfamiliar words.			
<b>Communication</b>	130 - I can join in familiar rhymes and songs.			
<b>Communication</b>	131 - I can listen to stories.			
<b>Phonics</b>	Essential Letter and Sounds			



## English Curriculum Progression - Yearly Overview

English Curriculum: Stage E1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	200 - I can respond speedily with the correct sound to graphemes (letters or groups of letters) for phonemes. (Read-PK3)		210 - I can establish meaning and I take notice of simple punctuation when reading aloud.			
Word Reading	201 - I recognise familiar words / signs / symbols in simple texts using sight vocabulary strategies when reading. (Read-PK3)		211 - I can identify initial and final sounds in unfamiliar words. (Read-PK5)			
Word Reading	202 - I can say or sign (or a close approximation to) every letter of the alphabet		212 - I can read most common exception words (Read-PK5)			
Word Reading	203 - I can re-read books to build up my fluency and confidence in word reading (5-6 year level).		213 - I can self-correct when reading aloud.			
Word Reading	204 - I can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes (Read-PK4)		214 - I can blend the sounds for all letters of the alphabet into words (Read-PK5)			
Word Reading	205 - I can read accurately by blending the sounds in words with up to five known graphemes (Read-PK4)		215 - I can sound out words accurately in a book closely matched to the known grapheme phoneme correspondences (GPCs)			
Word Reading	206 - I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Read-PK4)		216 - I can read words containing taught GPCs and -s, -es endings (Read-PK5)			
Word Reading	207 - I can apply phonic knowledge and skills as the route to decode words. (Read-PK4)		217 - I can read words containing taught GPCs and -ing endings			
Word Reading	208 - I can follow print with my eyes, looking for familiar words and known letter clusters to decode text.		218 - I can read words containing taught GPCs and -ed endings			
Word Reading	209 - I recognise print structures of some words, individual letters and spaces between words.		219 - I can read words containing taught GPCs and -er endings			
220 - I can read words containing taught GPCs and -est endings						
Comprehension	200 - I can listen to and discuss a wide range of poems, stories and non-fiction at a higher level than I can read independently. (YR1)					
Comprehension	201 - I can answer questions, such as Where is this? What is this? Who is this? What is he doing? Using their preferred mode of communication (YR1) (Read-PK2)		205 - I can recount a short sequence of events (e.g. by sequencing images or manipulating objects). (Read-PK3)		211 - I can draw on what I already know or on background information and vocabulary provided by the teacher to understand text. (YR1)	
Comprehension	202 - I can recognise and join in with predictable phrases. (Read-PK2)		206 - I am learning to appreciate rhymes and poems, and to recite some by heart. (YR1)		212 - I can check that the text makes sense to me as I read and correcting inaccurate reading. (Read-PK6)	





## English Curriculum Progression - Yearly Overview

<b>Comprehension</b>	203 - In a familiar story, I can jump in with the next word or phrase when the adult pauses (YR1)	207 - I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Read-PK4)	213 - I can discuss the significance of the title and events. (YR1)
<b>Comprehension</b>	204 - I can respond to questions that require simple recall (Read-PK3)	208 - I can be encouraged to link what I read or hear read to me to my own experiences. (Read-PK4)	214 - I can make inferences on the basis of what is being said and done. (Read-PK6)
<b>Comprehension</b>		209 - I understand both the books I can already read accurately and fluently and those I listen to. (YR1)	215 - I can predict what might happen on the basis of what has been read so far. (YR1)
<b>Comprehension</b>		210 - I can answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to me (Read-PK5)	216 - I can participate in discussion about what is read to me, taking turns and listening to what others say. (YR1)
<b>Comprehension</b>			217 - I can explain clearly my understanding of what is read to me. (Read-PK6)
<b>Comprehension</b>			218 - I am developing pleasure in reading, motivation to read and understanding. (YR2)
<b>Composition</b>	200 - I can make up my own phrases or short sentences to express my thoughts aloud about stories or my experiences (Write-PK3)	202 - I can say out loud what I am going to write about. (YR1)	206 - I can I can discuss what I have written with the teacher or other pupils. (Write-PK4)
<b>Composition</b>	201 - I can write a caption or short phrase using the graphemes that I already know (Write-PK3)	203 - I can compose a sentence orally before writing it. (YR1)	207 - I can read aloud my writing clearly enough to be heard by my peers and the teacher. (YR1)
<b>Composition</b>		204 - I can sequence sentences to form short narratives (YR1)	208 - I am developing stamina for writing. (Write-PK4)
<b>Composition</b>		205 - I can re-read what I have written to check that it makes sense. (YR1)	
<b>Grammar and Punctuation</b>	200 - I can leave spaces between words. (YR1) (Write-PK5)	203 - I begin to punctuate sentences using a capital letter and a question mark. (YR1)	206 - I can demark some sentences with capital letters and full stops correctly. (Write-PK5)
<b>Grammar and Punctuation</b>	201 - I can join short sentences using 'and'. (YR1)	204 - I begin to punctuate sentences using a capital letter and an exclamation mark. (YR1)	207 - I know how to use both familiar and new punctuation correctly
<b>Grammar and Punctuation</b>	202 - I begin to punctuate sentences using a capital letter and a full stop. (YR1)	205 - I can using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. (YR1)	208 - I can use commas for lists. (YR1)
<b>Handwriting</b>	200 - I can hold a pencil comfortably and correctly. (YR1)	203 - I can write at least half the letters of the alphabet correctly shaped and orientated. (Write-PK4)	206 - I can understand which letters belong to which handwriting 'families' and to practise these. (YR1)
<b>Handwriting</b>	201 - I can write some commonly used letters correctly but they may be inconsistent in their size and orientation. (YR1)	204 - I can form capital letters. (YR1)	
<b>Handwriting</b>	202 - I can use spacing between words with support from the teacher	205 - I can form digits 0-9. (YR1)	
<b>Transcription</b>	200 - I can use a wider range of vocabulary, spelling simple words phonetically plausibly. (Write-PK3)	205 - I can name the letters of the alphabet in order. (YR1)	210 - I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. (YR1)





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<b>Transcription</b>	201 - I can write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign	206 - I can use letter names to distinguish between alternative spellings of the same sound. (YR1)	211 - I can use the prefix un- with some support. (YR1)
<b>Transcription</b>	202 - I can spell some words containing each of the 40+ phonemes already taught. (Write-PK4)	207 - I can write the correct letter in response to hearing each sound of the alphabet	212 - I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words. (YR1)
<b>Transcription</b>	203 - I can spell simple common exception words. (Write-PK4)	208 - I can spell some words conventionally and my writing shows evidence of phonic strategies to spell unknown words. (YR1)	213 - I can apply simple spelling rules and guidelines. (YR1)
<b>Transcription</b>	204 - I can spell the days of the week. (YR1)	209 - I can spell everyday contractions. (YR1)	214 - I can write from memory simple sentences dictated by the teacher that include words taught so far. (YR1)
<b>Communication</b>	200 - I can tell an adult about a personal event.		
<b>Communication</b>	201 - I can talk about what is happening in a picture.		
<b>Communication</b>	202 - I show an awareness of the correct personal pronouns.		
<b>Communication</b>	203 - I can describe a property of an object.		
<b>Communication</b>	204 - I can indicate a personal need.		
<b>Communication</b>	205 - I can retell a key part of a story.		
<b>Communication</b>	206 - I can say if I like or dislike a story.		
<b>Communication</b>	207 - I know some verses and jingles by heart.		
<b>Communication</b>	208 - I can describe an object or picture I can see.		
<b>Communication</b>	209 - I remember some details of a story.		
<b>Communication</b>	210 - I can use the correct form of the verb 'to be' a majority of the time.		
<b>Communication</b>	211 - I can give simple instructions.		
<b>Communication</b>	212 - I can use the correct personal pronoun.		
<b>Communication</b>	213 - I can retell a simple story.		
<b>Communication</b>	214 - I know some simple poems by heart.		
<b>Communication</b>	215 - I can express my opinion.		
<b>Communication</b>	216 - I can initiate conversation with an adult.		
<b>Communication</b>	217 - I can retell an experience using descriptive language.		
<b>Communication</b>	218 - I can recount ideas logically.		
<b>Communication</b>	219 - I can talk about a character or incident.		
<b>Communication</b>	220 - I can talk to peers in the classroom.		
<b>Communication</b>	200 - I can join in action rhymes.		
<b>Communication</b>	201 - I know some verses and rhymes by heart.		
<b>Communication</b>	202 - I can echo sound patterns.		
<b>Communication</b>	203 - I can make simple choices		
<b>Communication</b>	204 - I can follow simple instructions.		
<b>Communication</b>	205 - I can take turns, waiting until it is my turn to speak.		



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<b>Communication</b>	206 - I can make and express my choice.
<b>Communication</b>	207 - I can listen to the beginning sound in words.
<b>Communication</b>	208 - I can listen to the final sound in words.
<b>Communication</b>	209 - I can identify words beginning with a given sound.
<b>Communication</b>	210 - I can join in repetitive parts of stories and poems.
<b>Communication</b>	211 - I can join in telling familiar stories.
<b>Communication</b>	212 - I can listen to my peers in the classroom.
<b>Communication</b>	213 - I can shift my attention when listening.
<b>Communication</b>	214 - I can join in rhyming structure, chorus and rhythmic phrases in stories and rhymes.
<b>Communication</b>	215 - I can listen attentively to unfamiliar stories.
<b>Communication</b>	216 - I can answer questions from peers accurately.

English Curriculum: Stage E2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	221 - I can read other words of more than one syllable that contain taught GPCs.		229 - I can read words containing common suffixes. (Read-PK6)			
Word Reading	222 - I can read words with contractions, e.g. I'm, I'll, we'll.		230 - I can read accurately most words of 2 or more syllables (Read-PK6)			
Word Reading	223 - I understand that the apostrophe represents the omitted letter(s) in words with contractions.		231 - I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (Read-PK6)			
Word Reading	224 - I can apply phonic knowledge and skills to decode unknown words.		232 - I can read most words quickly and accurately when they have been frequently encountered without overt sounding and blending. (Read-PK6)			
Word Reading	225 - I can read aloud accurately books that are consistent with my developing phonic knowledge.		233 - I can read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation. (Read-PK6)			
Word Reading	226 - I apply my phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent.		234 - I re-read books to build up my fluency and confidence in word reading (6-7 year level).			
Word Reading	227 - I read accurately by blending the sounds in words that contain the graphemes I know.		235 - I can read aloud, with pace and fluency, unfamiliar texts at 7 year reading level.			
Word Reading	228 - I can read words of more than one syllable that contain GPCs.					
Comprehension	219 - I am aware of how a simple dictionary works and can use knowledge of the alphabet to find words and read their meaning. (YR2)		224 - I can recognise simple recurring literary language in stories and poetry. (YR2)		228 - I can answer and ask questions. (YR2)	



## English Curriculum Progression - Yearly Overview

<b>Comprehension</b>	220 - I can listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which I can read independently. (YR2)	225 - I can discuss my favourite words and phrases. (YR2)	
<b>Comprehension</b>	221 - I can discuss the sequence of events in books and how items of information are related. (YR2)	226 - I understand both the books that I can already read accurately and fluently and those that I listen to. (YR2)	229 - I can participate in discussion about books, poems and other works. (YR2)
<b>Comprehension</b>	222 - I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales. (YR2)	227 - I can draw on what I already know or on background information and vocabulary provided by the teacher to help me understand what I read. (YR2)	
<b>Comprehension</b>	223 - I can notice that non-fiction books that are structured in different ways to fiction. (YR2)		
<b>Composition</b>	209 - I can use openings and endings at a basic level. (YR2)	214 - I can write down ideas and/or key words, including new vocabulary. (YR2)	220 - My writing is lively and more interesting, communicating ideas and events, but may lack overall structure. (YR2)
<b>Composition</b>	210 - I can write sentences that are sequenced to form a short narrative (real or fictional) (Write-PK5)	215 - I can create some extended sentences linked with connectives other than 'and'. (YR2)	221 - I can use some characteristic features of narrative or non-narrative text and can use key phrases to add detail or emphasis. (YR2)
<b>Composition</b>	211 - I can write for a variety of purposes. (YR2)	216 - I can make simple additions, revisions and corrections to my writing. (YR2)	222 - I can write simple, coherent narratives about personal experiences and those of others (real or fictional) (Write-PK6)
<b>Composition</b>	212 - I can consider what I am going to write before beginning. (YR2)	217 - I can re-read to check that verbs to indicate time are used correctly and consistently. (Write-PK6)	223 - I can write about real events, recording these simply and clearly (Write-PK6)
<b>Composition</b>	213 - I begin to show an awareness of the audience. (YR2)	218 - I can proof-reading to check for errors in spelling, grammar and punctuation. (YR2)	
<b>Composition</b>		219 - I can read aloud what I have written with appropriate intonation to make the meaning clear. (YR2)	
<b>Grammar and Punctuation</b>	209 - I can use apostrophes for contracted forms in spelling. (YR2)		212 - I can write expanded noun phrases to describe and specify. (YR2)
<b>Grammar and Punctuation</b>	210 - I can write different forms of sentences. (YR2)		213 - I can use subordination (using when, if, that, or because) correctly. (YR2) (Write-PK6)
<b>Grammar and Punctuation</b>	211 - I can demark most sentences with capital letters and full stops and use question marks and exclamation marks correctly some of the time (Write-PK6)		214 - I can use co-ordination (using or, and, or but) correctly. (YR2)
<b>Handwriting</b>	207 - I can form lower-case letters in the correct direction, starting and finishing in the right place. (Write-PK5)	210 - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Write-PK6)	209 - I can start using some of the diagonal and horizontal strokes needed to join letters. (YR2)
<b>Handwriting</b>	208 - I can form lower-case letters of the correct size relative to one another. (Write-PK5)	211 - I can use spacing between words that reflects the size of the letters. (Write-PK6)	



## English Curriculum Progression - Yearly Overview

English Curriculum Progression Yearly Overview			
Transcription	215 - I can segment words into phonemes and representing these by graphemes, spelling many correctly. (Write-PK5)	219 - I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly	223 - I demonstrate emerging knowledge of simple word roots, suffixes and inflectional endings in spelling. (YR2)
Transcription	216 - I can know new ways of spelling phonemes for which one or more spellings are already known. (YR2)	220 - I can spell more words with contracted forms.	224 - I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly (Write-PK6)
Transcription	217 - I can compose a short sentence and communicate it orally, or my preferred method of communication to convey meaning with support from the teacher	221 - I can distinguish between homophones and near-homophones. (YR2)	
Transcription	218 - I can spell some common exception words. (Write-PK5)	222 - I can add suffixes to spell longer words. (YR2)	
Communication	221 - I can predict what might happen next.		
Communication	222 - I can say why I liked the story.		
Communication	223 - I can explain to an adult what I am doing and why.		
Communication	224 - I can tell a simple story to a group.		
Communication	225 - I can create a character and give a simple description.		
Communication	226 - I can use adjectives to enhance speech.		
Communication	227 - I can use an increasing range of new vocabulary to add meaning to what I am saying.		
Communication	228 - I can discuss the task the group has to do.		
Communication	229 - I can describe an event.		
Communication	230 - I can answer 'who', 'what', 'where' and 'when' questions.		
Communication	231 - I can answer 'how' and 'why' questions.		
Communication	232 - I can name several characters in a story and name the character I prefer.		
Communication	233 - I can predict what a character will do next.		
Communication	234 - I can compare two items, stories or characters.		
Communication	235 - I can ask relevant questions.		
Communication	236 - I can use descriptive language.		
Communication	237 - I can speak in sentences.		
Communication	238 - I can give reasons for an idea.		
Communication	239 - I can discuss my likes and dislikes.		
Communication	240 - I can make relevant contributions to a discussion.		
Communication	217 - I can name and give some description of a character.		
Communication	218 - I can identify the setting of a story.		
Communication	219 - I can use an appropriate voice level for the audience.		
Communication	220 - I can respond appropriately to 'who' questions.		
Communication	221 - I can respond appropriately to 'what' questions.		
Communication	222 - I can respond appropriately to 'where' questions.		
Communication	223 - I can respond appropriately to 'how' questions.		



## English Curriculum Progression - Yearly Overview

<b>Communication</b>	224 - I can respond appropriately to 'why' questions.
<b>Communication</b>	225 - I can listen to and follow instructions.
<b>Communication</b>	226 - I can ask questions to aid my understanding.
<b>Communication</b>	227 - I can remember specific points in a report.
<b>Communication</b>	228 - I can sequence events from a story I heard.
<b>Communication</b>	229 - I can draw / imagine a character from a description.
<b>Communication</b>	230 - I can hear rhyming structures.
<b>Communication</b>	231 - I can make sensible predictions.
<b>Communication</b>	232 - I can listen and contribute to discussions.
<b>Communication</b>	233 - I can listen and respond to develop ideas.

English Curriculum: Stage N1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	300 - I use a wide range of decoding skills to read unfamiliar words, using appropriate strategies when reading fails to make sense.		302 - I can use existing knowledge of known words to apply to the spelling of unfamiliar words in order to read them.		301 - I can use knowledge of the alphabet to locate information in dictionaries, glossaries etc.	
Word Reading				303 - My morphemic knowledge helps me to 'chunk' words for reading.		
Reading Comprehension	300 - I am developing positive attitudes to reading and show I understand what I have read. (YR3/4)		304 - I can identify and discuss themes and conventions in and across a wide range of writing. (YR3/4)		302 - I know that reading books that are structured in different ways and reading for a range of purposes. (YR3/4)	
Reading Comprehension	301 - In responding to fiction and non-fiction, I show understanding of the main points independently. (YR3/4)		305 - I can discuss words and phrases that capture the reader's interest and imagination. (YR3/4)		303 - I can use dictionaries to check the meaning of words that I have read. (YR3/4)	
Reading Comprehension			306 - I recognise some different forms of poetry. (YR3/4)		308 - I can ask questions to improve my understanding of a text. (YR3/4)	
Writing Composition	300 - I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, grammar and vocabulary. (YR3/4)		302 - I can draft and write by composing and rehearsing sentences orally (including dialogue). (YR3/4)		303 - I can progressively build a varied and rich vocabulary. (YR3/4)	305 - I can organise paragraphs around a theme. (YR3/4)
Writing Composition	304 - I can write an increasing range of sentence structures. (YR3/4)					
Vocabulary Grammar and Punctuation	300 - I can use basic grammatical structures within my sentences usually with correct subject / verb agreement. (YR3/4)		301 - I use basic punctuation accurately. (YR3/4)		302 - I can develop and extend the range of sentences with more than one clause by using a wider range of conjunctions. (YR3/4)	
Handwriting	300 - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. (YR3/4)					



## English Curriculum Progression - Yearly Overview

<b>Transcription</b>	300 - I can write from memory longer dictated sentences. (YR3/4)	301 - I can use further prefixes and suffixes and understand how to add them. (YR3/4)	302 - I can spell further homophones.(YR3/4)
<b>Communication</b>	300 - I can use different voices for different characters.		
<b>Communication</b>	301 - I can present work in a larger group.		
<b>Communication</b>	302 - I can use rhyme when creating poems.		
<b>Communication</b>	303 - I can extend a listener's understanding.		
<b>Communication</b>	300 - I can demonstrate an awareness of rhythm and rhyme.		
<b>Communication</b>	301 - I can consider the point of view of others.		
<b>Communication</b>	302 - I can ask questions to help clarify key points.		
<b>Communication</b>	303 - I can respond to the questions of others.		
<b>Communication</b>	304 - I can respect the point of views of others.		

English Curriculum: Stage N2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
<b>Word Reading</b>	304 - I can read independently a range of texts fluently and accurately.		305 - I have a competent grasp of phonics.		306 - I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
<b>Reading Comprehension</b>	309 - I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. (YR3/4)		312 - I can use a range of strategies automatically to monitor and maintain meaning. (YR3/4)		311 - I can identify main ideas drawn from more than one paragraph and summarise these. (YR3/4)	
<b>Reading Comprehension</b>	310 - I can predict what might happen from details stated and implied. (YR3/4)		314 - I can read books that are structured in different ways and reading for a range of purposes. (YR3/4)		313 - I can retrieve and record information from non-fiction. (YR3/4)	
<b>Reading Comprehension</b>			315 - I can increase my 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. (YR3/4)		316 - I can recommend books that I have read to my peers, giving reasons for my choices. (YR3/4)	



## English Curriculum Progression - Yearly Overview

<b>Composition</b>	306 - I can create settings, characters and plot. (YR3/4)	310 - I can evaluate and edit by assessing the effectiveness of my and others' writing and suggesting improvements. (YR3/4)	316 - I can propose changes to grammar and vocabulary to improve consistency. (YR3/4)	307 - I can use simple organisational devices such as headings and sub-headings. (YR3/4)	313 - I can organise points in a sensible order and sustain and develop my ideas in a logical way. (YR3/4)
<b>Composition</b>	308 - I can plan my writing effectively. (YR3/4)	312 - I can choose words to add interest and demonstrate imagination, adding adjectives and adverbs to create interest. (YR3/4)		309 - I can sequence sentences and organise my writing logically. (YR3/4)	
<b>Composition</b>	311 - I can write with imagination and clarity using descriptive language. (YR3/4)	315 - I can draft and write grammatically more complex sentences. (YR3/4)			
<b>Composition</b>	314 - I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid ambiguity and repetition. (YR3/4)				
<b>Vocabulary Grammar and Punctuation</b>	303 - I can use the perfect form of verbs to mark relationships of time and cause. (YR3/4)	305 - I can use conjunctions, adverbs and prepositions to express time and cause. (YR3/4)		307 - I can indicate possession by using the possessive apostrophe with singular and plural nouns. (YR3.4)	
<b>Vocabulary Grammar and Punctuation</b>	304 - I can choose nouns or pronouns appropriately for clarity and cohesion. (YR3/4)	306 - I can use fronted adverbials and use commas after fronted adverbials. (YR3/4)		308 - I can use and punctuate direct speech. (YR3/4)	
<b>Vocabulary Grammar and Punctuation</b>				309 - I can write dialogue in direct or reported speech using speech marks appropriately. (YR3/4)	
<b>Handwriting</b>	301 - I can increase the legibility, consistency and quality of their handwriting. (YR3/4)				
<b>Transcription</b>	304 - My spelling of high frequency and common polysyllabic words is usually accurate. (YR3/4)	305 - I am aware that some words have 'silent' letters. (YR3/4)		303 - I can use the first two or three letters of a word to check its spelling in a dictionary. (YR3/4)	
<b>Transcription</b>		306 - I can spell words that are often misspelt. (YR3/4)			
<b>Communication</b>	304 - I can compare characters and discuss story lines.				
<b>Communication</b>	305 - I can show an awareness of the use of pronouns.				
<b>Communication</b>	306 - I can show an awareness of different tenses.				
<b>Communication</b>	307 - I can relate situations to my own experience.				
<b>Communication</b>	308 - I can explain cause and affect in a given situation.				
<b>Communication</b>	305 - I can help a group to draw discussions.				
<b>Communication</b>	306 - I am aware of different dialects.				
<b>Communication</b>	307 - I can understand stories in a variety of genre.				
<b>Communication</b>	308 - I can look at the speaker when listening.				





## English Curriculum Progression - Yearly Overview

English Curriculum: Stage N3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	308 - I can use phonemic, graphemic, morphemic knowledge of word structure to decode words.			308 - I use more sophisticated phonic knowledge and morphemic knowledge to decode complex words.		
Comprehension	318 - I can make comparisons within and across books. (YR5/6)			317 - I can identify and discuss themes and conventions in and across a wide range of writing. (YR5/6)		
Comprehension	320 - I can understand what I read by checking that the book makes sense. (YR5/6)	323 - I can predict what might happen from details stated and implied.(YR5/6)	319 - I can learn a wider range of poetry by heart. (YR5/6)	322 - I can draw inferences and justify these with evidence from the text. (YR5/6)	321 - I can ask questions to improve my understanding. (YR5/6)	
Composition	317 - I can proof-read my work for spelling and punctuation errors. (YR5/6)		318 - I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (YR5/6)		319 - I can plan my writing by identifying the audience for and purpose of my writing, and select the appropriate form. (YR5/6)	320 - I can note and develop initial ideas, drawing on reading and research where necessary. (YR5/6)
Composition	321 - I can consider how authors have developed characters and settings, in narratives. (YR5/6)		322 - I can draft and write by selecting appropriate grammar and vocabulary. (YR5/6)			
Composition	324 - I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action, in narratives. (YR5/6)		323 - I can understand how choices of grammar and vocabulary can change and enhance meaning. (YR5/6)			
Vocabulary, Grammar and Punctuation	313 - I can use modal verbs or adverbs to indicate degrees of possibility. (YR5/6)		314 - I can use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun. (YR5/6)		310 - I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. (YR5/6)	
Vocabulary, Grammar and Punctuation					311 - I can use the passive voice to affect the presentation of information in a sentence.(YR5/6)	
Vocabulary, Grammar and Punctuation					312 - I can use expanded noun phrases to convey complicated information concisely. (YR5/6)	
Handwriting	302 - I can write legibly, fluently, with increasing speed and personal style. (YR5/6)					
Transcription	308 - I can use dictionaries to check the spelling and meaning of words. (YR5/6)		309 - I can use further prefixes and suffixes and understand the guidelines for adding them (YR5/6)		307 - I can use a thesaurus. (YR5/6)	
Transcription					310 - I can continue to distinguish between homophones and other words, which are often confused. (YR5/6)	
Communication	309 - I can make considered predictions.					
Communication	310 - I can plan interviews to gain information.					
Communication	311 - I can express my opinions.					



## English Curriculum Progression - Yearly Overview

<b>Communication</b>	312 - I can sustain the attention of listeners
<b>Communication</b>	313 - I can use appropriate gestures.
<b>Communication</b>	309 - I can use body movement to encourage the speaker.
<b>Communication</b>	310 - I can use facial expression to encourage the speaker.
<b>Communication</b>	311 - I can sit or stand in a manner that suggests interest.
<b>Communication</b>	312 - I can listen to a sustained discussion.

English Curriculum: Stage N4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
Word Reading	309 - I sustain confidence and perseverance when reading larger, more demanding texts unaided.			310 - I can read familiar and unfamiliar texts aloud confidently and competently.		
Comprehension	328 - I can 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. (YR5/6)	325 - I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (YR5/6)	330 - I can provide reasoned justifications for my views. (YR5/6)	324 - I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (YR5/6)	327 - I can retrieve, record and present information from non-fiction. (YR5/6)	
Comprehension				326 - I can distinguish between statements of fact and opinion. (YR5/6)	329 - I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (YR5/6)	
Composition	325 - I can préise longer passages. (YR5/6)		328 - I can evaluate and edit by assess the effectiveness of my own and others' writing. (YR5/6)		326 - I can use a wide range of devices to build cohesion within and across paragraphs. (YR5/6)	
Composition	329 - I can ensure the consistent and correct use of tense throughout a piece of writing. (YR5/6)		330 - I can ensure correct subject and verb agreement when using singular and plural. (YR5/6)		327 - I can use further organisational and presentational devices to structure text and to guide the reader. (YR5/6)	
Composition	331 - I can distinguish between the language of speech and writing and choose the appropriate register. (YR5/6)		332 - I can perform my own compositions, using appropriate intonation, volume, and movement so that			



## English Curriculum Progression - Yearly Overview

			meaning is clear. (YR5/6)		
<b>Vocabulary Grammar and Punctuation</b>	315 - I can use commas to indicate parenthesis. (YR5/6)	316 - I can use hyphens to indicate parenthesis. (YR5/6)	317 - I can use hyphens to indicate parenthesis. (YR5/6)	318 - I can use brackets to indicate parenthesis. (YR5/6)	319 - I can use dashes to indicate parenthesis. (YR5/6)
<b>Vocabulary Grammar and Punctuation</b>	320 - I can use semi-colons to mark boundaries between independent clauses. (YR5/6)	321 - I can use colons to mark boundaries between independent clauses. (YR5/6)	322 - I can use dashes to mark boundaries between independent clauses. (YR5/6)		
<b>Transcription</b>	311 - I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. (YR5/6)	312 - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. (YR5/6)	313 - I can use further prefixes and suffixes and understand the guidelines for adding them. (YR5/6)	314 - I can spell some words with 'silent' letters. (YR5/6)	
<b>Communication</b>	314 - I can develop my ideas through discussion.				
<b>Communication</b>	315 - I can make relevant contributions.				
<b>Communication</b>	316 - I can summarise the key points of an account I have heard.				
<b>Communication</b>	313 - I am aware of the various points of view expressed.				
<b>Communication</b>	314 - I can take account of others and make relevant contributions.				
<b>Communication</b>	315 - I can show respect for an others viewpoint.				
<b>Communication</b>	316 - I can ask questions designed to clarify understanding.				
<b>Communication</b>	317 - I am aware of how intonation affects meaning.				

English Curriculum: Stage D						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Focus	Fairy Tales	Modern Fiction	Poetry	Traditional Tales	Non Fiction	Non Fiction
<b>Word Reading</b>	400 - I can apply my growing knowledge of root words to read aloud.					
<b>Word Reading</b>	401 - I can apply my growing knowledge of root words to understand the meaning of new words that I meet.					
<b>Word Reading</b>	402 - I can apply their growing knowledge of prefixes and suffixes (morphology and etymology) to read aloud.					
<b>Word Reading</b>	403 - I can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that I meet.					
<b>Comprehension</b>	400 - I am developing an appreciation and love of reading, and read increasingly challenging material independently.					
<b>Comprehension</b>	401 - I can choose and read books independently for challenge, interest and enjoyment.					
<b>Comprehension</b>	402 - I can identify key features, themes and characters and select sentences, phrases and relevant information to support their views.					
<b>Comprehension</b>	403 - I can retrieve and collate information from a range of sources and can summarise a range of information from different sources.					



## English Curriculum Progression - Yearly Overview

<b>Comprehension</b>	404 - I understand how language provides meaning.
<b>Comprehension</b>	405 - I can show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.
<b>Comprehension</b>	406 - In reading and discussing a range of texts, I can identify different layers of meaning.
<b>Comprehension</b>	407 - I can re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
<b>Comprehension</b>	408 - I can give personal responses to literary texts, referring to aspects of language and structure.
<b>Comprehension</b>	409 - I can understand increasingly challenging texts through learning new vocabulary and using dictionaries.
<b>Comprehension</b>	410 - I can make inferences and refer to evidence in the text.
<b>Comprehension</b>	411 - I can check my understanding to make sure that what they have read makes sense.
<b>Comprehension</b>	412 - I understand increasingly challenging texts by learning new vocabulary, relating it to known vocabulary and understanding it with the help of context and dictionaries.
<b>Comprehension</b>	413 - I can recognise a range of poetic conventions and understanding how these have been used.
<b>Comprehension</b>	414 - In reading and discussing a range of texts, I can identify different layers of meaning and comment on their significance and effect.
<b>Comprehension</b>	415 - I can give personal responses to literary texts, referring to aspects of language, structure and themes in justifying my views.
<b>Comprehension</b>	416 - I can make critical comparisons across texts.
<b>Comprehension</b>	417 - I can study at least two authors in depth each year.
<b>Composition</b>	400 - My writing is varied and interesting, conveying meaning clearly in a range of forms for different reasons and purposes.
<b>Composition</b>	401 - I can use a more formal writing style when appropriate to task and can adapt my style to audience.
<b>Composition</b>	402 - I can use a range of sentence structures and varied vocabulary to create effects, applying my growing knowledge of vocabulary, grammar and text structure to my writing, selecting the appropriate form.
<b>Composition</b>	403 - I can write personal and formal letters.
<b>Composition</b>	404 - I can write well-structured formal expository and narrative essays.
<b>Composition</b>	405 - I can write stories, scripts, poetry and other imaginative writing.
<b>Composition</b>	406 - I can write notes and polished scripts for talks and presentations.
<b>Composition</b>	407 - I can write accurately, fluently, effectively and at length through writing for a wide range of purposes and audiences.
<b>Composition</b>	408 - I can summarise and organise material, and support my ideas and arguments with any necessary factual detail.
<b>Composition</b>	409 - I can apply my growing knowledge of vocabulary, grammar and text structure to my writing and select the most appropriate form.
<b>Composition</b>	410 - I can draw on knowledge of literary and rhetorical devices from my reading and listening to enhance the impact of my writing.
<b>Composition</b>	411 - I can plan, draft, edit and proof-read and consider how my writing reflects the audiences and purposes for which it was intended.
<b>Composition</b>	412 - I can amend the grammar and structure of my writing to improve its coherence and overall effectiveness.
<b>Composition</b>	413 - I can produce extended writing using accurate grammar, punctuation and spelling.
<b>Vocabulary , Grammar and Punctuation</b>	400 - I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.
<b>Vocabulary , Grammar and Punctuation</b>	401 - I can use the passive voice to affect the presentation of information in a sentence.



## English Curriculum Progression - Yearly Overview

<b>Vocabulary , Grammar and Punctuation</b>	402 - I can use expanded noun phrases to convey complicated information concisely.
<b>Vocabulary , Grammar and Punctuation</b>	403 - I can use modal verbs or adverbs to indicate degrees of possibility.
<b>Vocabulary , Grammar and Punctuation</b>	404 - I can use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun.
<b>Vocabulary , Grammar and Punctuation</b>	405 - I can use commas, hyphens, brackets, dashes, to indicate parenthesis.
<b>Vocabulary , Grammar and Punctuation</b>	406 - I can use semi-colons, colons or dashes to mark boundaries between independent clauses.
<b>Vocabulary , Grammar and Punctuation</b>	407 - I can use a colon to introduce a list.
<b>Vocabulary , Grammar and Punctuation</b>	408 - I can punctuate bullet points consistently.
<b>Vocabulary , Grammar and Punctuation</b>	409 - I can extend and apply my grammatical knowledge to analyse more challenging texts.
<b>Vocabulary , Grammar and Punctuation</b>	410 - I can study the effectiveness and impact of the grammatical features of the texts I read.
<b>Vocabulary , Grammar and Punctuation</b>	411 - I can draw upon new vocabulary and grammatical constructions from my reading and listening, and using these consciously in my writing and speech to achieve particular effects.
<b>Vocabulary , Grammar and Punctuation</b>	412 - I know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
<b>Vocabulary , Grammar and Punctuation</b>	413 - I can use Standard English confidently in my own writing and speech.
<b>Vocabulary , Grammar and Punctuation</b>	414 - I can discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
<b>Handwriting</b>	400 - I can choose the writing implement that is best suited for a task.
<b>Handwriting</b>	401 - I can write accurately, fluently, effectively and at length.
<b>Transcription</b>	400 - I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
<b>Transcription</b>	401 - I can use a thesaurus.



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<b>Transcription</b>	402 - I can use further prefixes and suffixes and understand the guidelines for adding them.
<b>Transcription</b>	403 - I can spell some words with 'silent' letters.
<b>Transcription</b>	404 - I can usually spell words with complex regular patterns correctly.
<b>Transcription</b>	405 - My spelling is generally accurate, including complex irregular words and I apply the spelling patterns and rules set out in Word Lists N & D.
<b>Communication</b>	400 - I can sustain the attention of listeners by using expression.
<b>Communication</b>	401 - I can sustain the attention of listeners by involving the audience.
<b>Communication</b>	402 - I can sustain the attention of listeners by explaining my viewpoint.
<b>Communication</b>	403 - I can sustain the attention of listeners by including relevant information.
<b>Communication</b>	404 - I can sustain the attention of listeners by explaining ideas.
<b>Communication</b>	405 - I can discuss the differences between written and spoken English.
<b>Communication</b>	406 - I can use different tenses appropriately.
<b>Communication</b>	407 - I can adapt my talk to the demands of different contexts with increasing confidence.
<b>Communication</b>	408 - I can take an active part in discussion.
<b>Communication</b>	409 - I show an understanding of ideas and sensitivity to others.
<b>Communication</b>	410 - My talk engages the interest of the listener through the variety of its vocabulary and expression.
<b>Communication</b>	411 - I am usually fluent in my use of standard English in formal situations.
<b>Communication</b>	412 - I can make significant contributions, evaluating others' ideas in discussion.
<b>Communication</b>	413 - I can use vocabulary precisely and organise my talk to communicate clearly.
<b>Communication</b>	414 - I can vary how and when I participate in discussions appropriately.
<b>Communication</b>	415 - I am confident in my use of standard English in situations that require it.
<b>Communication</b>	416 - I am sensitive to the development of discussion.
<b>Communication</b>	417 - I show confident use of standard English in a range of situations, adapting as necessary.
<b>Communication</b>	400 - I can identify the key points in a discussion.
<b>Communication</b>	401 - I can pay close attention to what others say.
<b>Communication</b>	402 - I can listen confidently in a range of contexts, including some that are of a formal nature.
<b>Communication</b>	403 - I can evaluate the information given.
<b>Communication</b>	404 - I can recall the important features of a discussion.
<b>Communication</b>	405 - I can respond to others appropriately.
<b>Communication</b>	406 - I can listen actively in discussions demonstrating understanding.
<b>Communication</b>	407 - I show sensitivity and an understanding of the ideas of others.
<b>Communication</b>	408 - I can evaluate the ideas of others in discussion.
<b>Communication</b>	409 - I can vary how and when I participate in discussions by listening carefully.
<b>Communication</b>	410 - I can maintain and develop my talk purposefully in a range of contexts by listening closely.
<b>Communication</b>	411 - I can make a range of contributions, which show that I have listened perceptively.



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Communication	412 - I am sensitive to the development of discussion.
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