

Whole School English Progression Map

Early Years English Area	Term 1	Term 2	Term 3
Communication & Language: Listening Skills	Listens attentively in a range of situations. Listens to stories, accurately anticipating key events and responds to what they hear with relevant comment, questions or actions. Gives their attention to what others say.	Continuation and deepening of term 1 skills.	Continuation and deepening of term 1 skills.
Communication & Language: Understanding Skills	Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion.	Continuation and deepening of term 1 skills alongside the statements below. Follows instructions involving several ideas or actions. Answers "How" and "Why" questions about their experiences and in response to stories or events.	Continuation and deepening of term 1 & 2 skills.
Communication & Language: Speaking Skills	Links statements and sticks to the main theme or intention. Uses talk to organize sequence and clarify thinking, ideas, feelings and events. Develop their own narratives and explanations by connecting ideas or events.	Continuation and deepening of term 1 skills alongside the statements below. Expresses themselves, showing awareness of listeners needs. Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Continuation and deepening of term 1 & 2 skills.
Literacy: Reading Skills	Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Can recite a range of nursery rhymes and songs.	Continuation and deepening of term 1 skills alongside the statements below. Reads words and simple sentences. Can segment the sound in simple words and blend them together and knows which letters represent some of those which have been taught. Naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.	Continuation and deepening of term 1 & 2 skills alongside the statements below. Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read.

		Talks about the character and main events in familiar stories that have been read to them.	
Literacy: Writing Skills (Physical development)	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as captions and labels.	Continuation and deepening of term 1 skills alongside the statements below. Attempts to write short sentences in meaningful contexts. Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.	Continuation and deepening of term 1 & 2 skills alongside the statements below. Write sentences with spaces between words, which can be read by themselves and others. Write words that are spelt correctly and others are phonetically plausible.

Year 1 and 2 English Area	Term 1	Term 2	Term 3
<p>Reading Skills: Throughout terms: (Yr 1 & 2) Develop pleasure & motivation in reading. Listen to & discuss a wide range texts at a level beyond that at which they can read independently. Apply phonic knowledge and skills to decode words. Build fluency and confidence in word reading. (Yr 2) Listen to, discuss and express views about a wide range of texts at a level beyond that at which they can read independently.</p>	<p>Year 1: Blending sounds accurately. Read common exception words. Become familiar with key stories, fairy stories and traditional tales. Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author. Link own experiences to what they read or hear. Develop understanding and breadth of vocabulary. Understands difference between fiction and non-fiction. Check that the text makes sense to them and correcting inaccurate reading. Recall the main points of a narrative in the correct sequence. Participate in discussion about what is read to them, taking turns and listening to what others say. Ask questions and express opinions Predict what might happen and use knowledge of</p>	<p>Year 1: Continuation and deepening of term 1 skills alongside the statements below. Read other words of more than one syllable. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Apply spelling knowledge to reading. Discuss the significance of the title and events. Understand the way that information texts are organised and use this when reading simple texts. Discuss and understand the significance of the title of a range of books. Identify major points in a story or key facts from an information text. Explain clearly their understanding of what is read to them. Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>	<p>Year 1: Continuation and deepening of term 1 & 2 skills alongside the statements below. Read words with contractions and understand that the apostrophe represents the omitted letter(s). Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Discuss word meanings, linking new meanings to those already known. Yr 2: Continuation and deepening of term 1 & 2 skills alongside the statements below. Make predictions using experience of reading books in the same genre or based on similar themes. Can identify how vocabulary choice affects meaning,</p>

<p>Continue to build up a repertoire of poems learnt by heart & recite some, with appropriate intonation.</p>	<p>sentence structures & patterns to make predictions. Use the story language in role play & retell. Recognise and join in with predictable phrases. Discuss rhyme and repetition in texts. Yr 2: Read accurately by blending the sounds. Recognising alternative sounds for graphemes. Read accurately words of two or more syllables. Improving fluency and ability to read aloud. Can read words containing common suffixes. Can apply spelling curriculum knowledge when reading. Can listen to, discuss and express views about a range of texts. Become increasingly familiar with and retelling a wider range of texts. Can make comparisons between books, noting similarities, differences and preferences between: narrative sequences, characters & setting. Can identify how features are linked to purpose. Can draw on what they already know to understand/relate to text. Discuss and clarify the meanings of words. Use the grammar of a sentence to decipher new or unfamiliar words. Check and correcting inaccurate reading. Identify and discuss the main events or key points in a text. Retell a story with appropriate detail. Answer and ask questions. Extract information from the text and refer to the text to explain answers. Use alphabetically ordered texts to retrieve information. Can discuss texts, taking turns and listening to what others say, express views and ask questions.</p>	<p>Make inferences on the basis of what is being said and done Make predictions, talk about what characters are like, their motivations and what they might do Yr 2: Continuation and deepening of term 1 skills alongside the statements below. Read further common exception words. Apply spelling curriculum knowledge when reading. Read non-fiction books that are structured in different ways. Make comparisons between books. Can identify how features are linked to purpose. Can discuss the sequence of events in books. Can identify or provide own synonyms for specific words within the text. Can use bibliographic knowledge to help retrieve specific information. Can identify cause and effect in narrative and non-fiction, e.g. character motivation. Can understand both the books they can already read accurately and fluently and those they listen to Can predict what might happen on the basis of what has been read so far. Discuss the sequence of events in books and how items of information are related Can give opinion and discuss favourite words and phrases. Can begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere</p>	
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	<p>Explain and discuss their understanding of texts.</p> <p>Make simple predictions, linking to own experience.</p> <p>Can make simple inferences about characters' thoughts and feelings and reasons for actions on the basis of what is being said and done.</p> <p>Can identify key themes and discuss reasons for events in stories.</p> <p>Can make predictions about a text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Identify rhyming and alliterative words.</p>		
Year 3 and 4 English Area	Term 1	Term 2	Term 3
<p>Reading Skills:</p> <p>Throughout terms:</p> <p>Yr3 & 4:</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of books.</p> <p>increase their familiarity with a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Yr4: Participate in discussion about both books that are read to them and those they</p>	<p>Year 3:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes 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>Read books that are structured in different ways and show some awareness of the various purposes for reading.</p> <p>Identify themes and conventions in a wide range of books by making simple links to other known texts or personal experience.</p> <p>Recognise themes in age-appropriate texts, such as the triumph of good over evil.</p> <p>Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries.</p> <p>Understand what they read, in books they can read independently.</p> <p>Check that the text makes sense to them,</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Can explore and discuss underlying themes and ideas.</p> <p>Identify books set in different culture or historical setting.</p> <p>Begin to relate texts to human themes present in the wider world.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Extract information from the text and make notes using reference to the text.</p> <p>Begin to use vocabulary from the text to support responses and explanations.</p> <p>Use specific vocabulary and ideas expressed in the text to support own views.</p> <p>Draw generally accurate inferences and predictions, sometimes, but not always, fully supported through reference to the text.</p> <p>Discuss the effect specific language has</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books, drawing on a growing knowledge of authors.</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p> <p>Begin to discuss how language, structure and presentation help the reader to understand the text.</p> <p>Yr 4: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books,</p>

<p>can read for themselves, take turns and listen to what others say</p>	<p>discussing their understanding and explaining the meaning of words in context. Use known strategies appropriately to establish meaning, in books that can be read independently. Ask questions to improve their understanding of a text. Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context. Use dictionaries to check the meaning of words that they have read. Show understanding of the main points drawn from more than one paragraph. Retrieve and record information from non-fiction. Uses text features to locate information e.g. contents, indices, subheadings. Begin to recognise fact and opinion. Locate information using skimming, scanning and text marking. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others. Able to discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry]. Predict what might happen from details stated and implied. Make plausible predictions based on knowledge of the text. Understand what they read (in books they can read independently) by inferring feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence. Discuss the actions of characters</p>	<p>on the reader</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below. Explore underlying themes and ideas. Identify similarities in themes and conventions across a range of books. Identify features that characterise books set in different cultures or historical settings. Make links between texts and to the wider world. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Identify main ideas drawn from more than one paragraph and summarising these accurately and succinctly using vocabulary from the text. Retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text. Use specific vocabulary and ideas expressed in the text to support own responses, explanations and own views. Draw predominantly, correct inferences often supported through reference to the text. Justify plausible predictions about what might happen from details stated and implied by referring to the text. Infer underlying themes and ideas. Identify how language, structure, and presentation are combined to contribute to meaning.</p>	<p>drawing on a widening knowledge of authors. Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise. Extract information from fiction texts and make notes using quotation and accurate reference to the text. Notice and discuss the author's choice and order of content linked to purpose. For example Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery? Give examples to illustrate how language, structure and presentation help the reader to understand the text. Begin to discuss the effect that language, structure and presentation have on the reader.</p>
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Identify how language, structure and presentation contribute to meaning.
Identify specific language which contributes to the development of meaning.
Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them.

Yr 4:
Develop positive attitudes to reading and understanding of what they read.
Use, select and read books that are structured in different ways for the appropriate purposes.
Identify themes and conventions in a wide range of books.
Make RELEVANT links to other known texts or personal experience.
Recognise themes in age-appropriate texts, such as bullying.
Recognise conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales.
Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings.
Understand what they read, in books they can read independently.
Use known strategies appropriately to establish meaning.
Ask questions to improve their understanding of a text.
Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context.
Discuss understanding as it develops and explain the meaning of words in context.
Use dictionaries to check the meaning of words that they have read.
Identify main ideas drawn from more than one

	<p>paragraph and summarising these.</p> <p>Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Recognise and distinguish between fact and opinion.</p> <p>Use features to locate information e.g. contents, indices, subheadings.</p> <p>Locate information using skimming, scanning and text marking.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Predict what might happen from details stated and implied based on references to the text.</p> <p>Make plausible predictions based on knowledge of the text.</p> <p>Infer character's feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Discuss how language used has an effect on the reader.</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader.</p>		
Year 5 and 6 English Area	Term 1	Term 2	Term 3
Reading Skills: Throughout terms:	Year 5: Apply their growing knowledge of root words,	Continuation and deepening of term 1 skills alongside the statements below.	Continuation and deepening of term 1 & 2 skills alongside the statements

prefixes and suffixes.
Ask questions to improve their understanding of a text.
Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.
Distinguish between statements of fact and opinion and understand why this is important to interpreting the text.
Retrieve, record and present information from non-fiction.
Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen.
Recommend books that they have read, giving reasons for their choices.
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.
Provide reasoned justifications for their views.
Predict what might happen from details stated and implied.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Identify how language, structure and presentation contribute to meaning.
Show understanding through intonation, tone and volume so that meaning is clear to an audience.
Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'.
Read books that are structured in different ways and read for a range of purposes.

Year 6:
Apply their growing knowledge of root words, prefixes and suffixes.
Check the book makes sense to them by

Year 5:
Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic.
Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas.
Extract information and make notes using quotations and reference to the text.
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.
Identify and explain the author's point of view with reference to the text.
Make links between the authors' use of language and the inferences drawn.
Discuss and evaluate the intended impact of the language used with reference to the text.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Identify how presentational and organisational choices vary according to the form and purpose of the writing.

Year 6:
Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources.
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.
Refer to the text to support predictions and opinions (expanding responses to

below.

Year 5:
Make comparisons within and across books.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors.

Year 6:
Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative.
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this

discussing their understanding and exploring the meaning of words in context.
Ask questions to improve their understanding of a text.
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.
Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.
Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.
Retrieve, record and present information from non-fiction.
Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.
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.
Make comparisons within and across books.
Provide reasoned justifications for their views.
Evaluate how successfully the organisation of a text supports the writer's purpose.
Predict what might happen from details stated and implied.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Identify how language, structure, and presentation contribute to meaning.
Show understanding through intonation, tone and volume so that meaning is clear to an audience.
Evaluate how authors use language, including

provide Evidence + Explanation).
Compare and discuss accounts of the same event through different character viewpoints.
Explore a similar theme or topic written in a different genre.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.

	<p>figurative language, considering the impact on the reader.</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</p> <p>Make comparisons within and across books.</p>		
Year 1 and 2 Writing skills	Term 1	Term 2	Term 3
Writing Skills (Handwriting, Composition, effect, text structure, organisation and sentence structure)	<p>Year 1:</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Correctly spell HFW at L&S Phase 5.</p> <p>Spell common exception words taught.</p> <p>Spell all the days of the week (correctly).</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Can add prefixes and suffixes.</p> <p>Can use the spelling rule for adding -s or -es.</p> <p>Can apply taught spelling rules.</p> <p>Can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Can correctly forms capital letters.</p> <p>Can correctly forms digits 0-9.</p> <p>Can select basic ideas and content usually linked to the purpose of a task.</p> <p>Can use simple word choice that helps to convey information and ideas.</p> <p>Can re-read what they have written to check that it makes sense.</p> <p>Can sequence sentences to form short</p>	<p>Year 1: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Can use -ing, -er and -ed, where no change is needed in the spelling of root words.</p> <p>Can apply simple spelling rules and guidance taught.</p> <p>Has an awareness that ideas/events may be put into an appropriate order.</p> <p>Can link ideas and events with connecting vocabulary.</p> <p>Can write a simple sentence starting with a personal pronoun.</p> <p>Year 2: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Use the possessive apostrophe (singular)</p> <p>Can add suffixes to spell longer words, including -ful, -less</p> <p>Can use some words with contracted forms.</p> <p>Develop and expresses a viewpoint through comments or actions.</p> <p>Group related ideas and developing an awareness of paragraphing.</p>	<p>Year 1: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Can add the prefix un-.</p> <p>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words.</p> <p>Can apply taught spelling rules.</p> <p>Can write simple and compound sentences.</p> <p>Year 2: Continuation and deepening of term 1 and 2 skills alongside the statements below.</p> <p>Can add suffixes to spell longer words -ment, -ness.</p> <p>Can apply spelling rules.</p>

narratives using a simple opening or closing phrase.
Can write sentences after talking through ideas.
Can use simple words, phrases and clauses in sentence-like structures to communicate meaning.
Can write a simple sentence starting with a noun/proper noun.
Can write a simple sentence with straight forward subject/verb agreement.

Year 2:
Spell many words correctly by segmenting spoken words into phonemes and represent these by graphemes.
Learn and use 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.
Spell common exception words.
Distinguish between homophones and near-homophones.
Add suffixes to spell longer words eg -ly.
Apply simple spelling rules.
Use some of the diagonal and horizontal strokes 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.
Space letters correctly.
Consider what they are going to write before beginning by planning or talk.
Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience.
Write down ideas and/or key words.
Use adventurous vocabulary.
Proof-read to check for errors and make simple additions, revisions and corrections.

Can link related sentences through the use of pronouns, time connectives or adverbials.
Can use a variety of sentence openers.
Can use sentences with different forms e.g. command.

	<p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently.</p> <p>Write about real events sustains sufficient features of the given form.</p> <p>Encapsulate what they want to say and appropriately sequence ideas.</p> <p>Use brief opening and ending.</p> <p>Write a mixture of both simple and compound sentences.</p>		
Year 3 and 4 Writing skills	Term 1	Term 2	Term 3
Writing Skills (Transcription, Handwriting, Composition effect, text structure organisation and sentence structure)	<p>Year 3:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones and understand their meanings.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Explore and accurately use word families for meaning, word class and spelling.</p> <p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Writing is clear in purpose.</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas e.g. can work with a partner or small group to plan writing, contributing their own and listen to and building on others ideas and record them in notes or</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Explore and accurately use word families based on common words e.g. fear, feared, fearful, fears, fearfully.</p> <p>Writing incorporates mostly relevant content to inform and interest the audience.</p> <p>A viewpoint is established but may not always be consistent or maintained.</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language).</p> <p>Adverbials may link sentences, paragraphs or sections.</p> <p>An increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Place the possessive apostrophe accurately in words with irregular plurals.</p> <p>When discussing writing similar to that which they are planning to write, selects</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below. Form nouns using prefixes.</p> <p>Use prefixes to give the antonym, e.g. 'im-', 'in-', 'ir-', 'il-'.</p> <p>Expansion of detail / events may be supported through explanation.</p> <p>Some variation of modal verbs to express possibility. Confident and consistent use of inverted commas to punctuate direct speech</p> <p>Yr 4: Continuation and deepening of term 1 & 2.</p>

pictorial form for later use.
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 (English Appendix 2).
In narratives, creates settings, characters and plot.
Events or ideas are developed using some appropriate vocabulary.
Generally includes features of non-narrative writing.
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
Select appropriate tense for a task with verb forms adapted.
Organise paragraphs around a theme.
Organise writing into logical chunks and writes a coherent series of linked sentences for each.
Use connectives and pronouns that link sentences, paragraphs or sections.
Use heading and subheadings to aid presentation.
Appropriate choice of nouns and pronouns create clarity, cohesion within writing.
Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).
Yr 4:
Use further prefixes and suffixes and understand how to add them (English Appendix 1).
Spell further homophones.
Spell words that are often misspelt (English Appendix 1).
Place the possessive apostrophe accurately in words with regular plurals.
Use the first two or three letters of a word to

the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing.
Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue).
A range of additional detail and explanations are included.
Narrative and non-fiction texts include an appropriately signalled opening and ending.
Use adverbs and prepositions to express time and cause.
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although at the beginning and within sentences.

check its spelling in a dictionary.

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined e.g. Can correctly join letters in accordance with the school's agreed style.

Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks.

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar e.g. identifies and uses key organisational features of a shared text in their own writing.

Plan their writing by discussing and recording ideas so that writing is clear in purpose.

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.

In narratives, creates settings, characters and plot e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings.

Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.

A wider range of appropriate conjunctions, adverbs and prepositions are used to express time, place and cause, creating cohesion within and between sentences.

Non-narrative material uses simple organisational devices - engages reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).

Organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically.

	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 (English Appendix 2). Variation in sentence structure includes simple, compound and complex structures.		
Year 5 and 6 Writing skills	Term 1	Term 2	Term 3
Writing Skills (Transcription, Handwriting, Composition effect, text structure organisation and sentence structure)	<p>Year 5: Use knowledge of morphology and etymology in spelling. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 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. Note and develop initial ideas, drawing on reading and research where necessary. Identify audience for, and purpose of, the writing. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use expanded noun phrases to convey complicated information concisely. Use further organisational and presentational devices to structure text and to guide the</p>	<p>Continuation and deepening of term 1 skills alongside the statements below. Year 5: Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters. Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task. In narratives, describe settings, characters and atmosphere. Choose the appropriate register for the audience and purpose (formal or informal). Viewpoint is established and generally maintained. Use figurative language such as similes, alliteration, metaphors and personification in poetry. Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly). Linking ideas across paragraphs through tense choice (he had seen her before) Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports. Use a wide range of clause structures,</p>	<p>Continuation and deepening of term 1 & 2 skills alongside the statements below. Year 5: Continue to distinguish between homophones and other words which are often confused. Editing sentences by either expanding or reducing for meaning and effect. Content is balanced e.g. between action/ description/ dialogue, fact and comment. Use a wide range of devices to build cohesion within paragraphs. Year 6: Continue to distinguish between homophones and other words which are often confused. Manage shifts in levels of formality within a text. Select synonyms accurately for effect rather than as an alternative for an original word.</p>

reader e.g. headings, bullet points, underlining.
Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences. Make deliberate choices of sentence length and structure for impact on the reader.
Fronted prepositional phrases for greater effect.

Year 6:

Use knowledge of morphology and etymology in spelling.
Use dictionaries to check the spelling and meaning of words.
Use a thesaurus.
Recognise how words are related by meaning as synonyms and antonyms.
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.
Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.
Note and develop initial ideas, drawing on reading and research where necessary.
Identify the audience for and purpose of the writing.
Select the appropriate form and use other similar writing as models for their own.
Evaluate and edit by assessing the effectiveness of their own and others' writing.
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision.
Understand and apply the difference between

sometimes varying their position within the sentence.

Year 6:

Use further prefixes and suffixes and understand the guidance for adding them.
Spell some words with 'silent' letters
In narratives, describe settings, characters and atmosphere.
Integrate dialogue to convey character and advance the action.
Use figurative language such as similes, alliteration, metaphors and personification in a range of writing.
Selects verb forms for meaning and effect e.g. deliberate change of tense.

	<p>vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables.</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken.</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come.</p>		
Year 1 and 2 Vocabulary grammar and punctuation skills	Term 1	Term 2	Term 3
Vocabulary grammar and punctuation skills	<p>Year 1:</p> <p>Leave spaces between words.</p> <p>Can begin to punctuate sentences using a capital letter and a full stop.</p> <p>Can use capital letter for names.</p> <p>Can use capital letter for days of the week.</p> <p>Can use capital letter for 'I'.</p> <p>Can orally use simple co-ordinating conjunctions And & but.</p>	<p>Year 1: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Can begin to punctuate sentences using a question mark.</p> <p>Can write a compound sentence using the coordinating conjunction 'and'.</p> <p>Can use noun phrases: adjective + noun</p> <p>Can use a regular simple-past-tense verb in</p>	<p>Year 1: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Can start to move from use of generic to specific nouns e.g. 'dog' to 'terrier'</p> <p>Can show subject-verb agreement.</p>

	<p>Can use determiners: the, a, an, my your, his, her.</p> <p>Can orally devise alliteration.</p> <p>Can use prepositions.</p> <p>Year 2:</p> <p>Can use coordinating conjunctions to create a compound sentence.</p> <p>Can write expanded noun phrases to describe and specify.</p> <p>Can write a statement that starts with a capital letter and finishes with a full stop.</p> <p>Can write a sentence that ends with an exclamation mark.</p> <p>Can ask a question and uses a question mark.</p> <p>Can use first, second and third person with subject-verb agreement.</p> <p>Can use the imperative form of a verb for commands.</p> <p>Can use simple present tense, showing subject-verb agreement</p> <p>Can use present continuous tense.</p> <p>Can add -ly to an adjective to make an adverb.</p> <p>Can form simple past tense by adding -ed.</p> <p>Can move from generic to specific nouns 'dog' to 'terrier'.</p> <p>Can use a determiner + adjective + noun</p> <p>determiner + noun + prepositional phrase.</p> <p>Can add 's' to the third person.</p> <p>Can link clauses by both coordinating and subordinating conjunctions.</p> <p>Can use a range of punctuation including full stops, capital letters, exclamation marks, commas in a list and apostrophes.</p>	<p>a sentence.</p> <p>Can use first person (I and we), second person (you) and third person (he, she).</p> <p>Can write a sentence that includes an adjective.</p> <p>Can use time connectives for sequence e.g. first, second, then</p> <p>Can give a simile.</p> <p>Year 2: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Use subordination (using when, if, that, or because).</p> <p>Can use commas to separate items within lists.</p> <p>Can add -less to adjectives.</p> <p>Can use apostrophes in contracted forms</p> <p>Can add -ful to adjectives.</p> <p>Can use similes by using the word 'like'.</p> <p>Can use time connectives e.g. next, last.</p> <p>Can use prepositional phrases.</p> <p>Can form comparatives and superlatives by adding -er and -est</p> <p>Can use alliteration.</p>	<p>Year 2: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Can use the present and past tenses correctly and consistently including the progressive form.</p> <p>Can add -ness and -er to form a noun.</p> <p>Can use past continuous (progressive) tense</p> <p>Can use inverted commas and start speech with a capital letter.</p> <p>Can use and understand Onomatopoeia.</p>
<p>Year 3 and 4 Vocabulary grammar and punctuation skills</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>
	<p>Year 3: Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Year 3: Continuation and deepening of term 1 skills alongside the statements below.</p>	<p>Year 3: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p>

	<p>Use conjunctions to express time place and cause e.g. when, before, after, while, so, because.</p> <p>Introduce inverted commas to punctuate direct speech.</p> <p>Full stops, capital letters, exclamation marks and question marks are mostly accurate.</p> <p>Use compound sentences with co-ordinating conjunctions.</p> <p>Use prepositions in writing.</p> <p>Know when to use 'a' and 'an'.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Yr 4:</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions to express time and cause.</p> <p>Use direct speech and punctuate correctly.</p> <p>Possessive apostrophes for regular singular and plural nouns.</p> <p>Possessive pronouns.</p> <p>Use prepositions.</p> <p>Expanded noun.</p> <p>Proof-read for spelling and punctuation errors e.g. corrects repetitious language, verb/subject disagreement or lapses in tense.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Use the present perfect form of verbs instead of the simple past.</p> <p>Use adverbs and prepositions to express time, place and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use past perfect verb form.</p> <p>Complex sentences using subordinate conjunctions.</p> <p>Yr 4: Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Using inverted commas where the speech is preceded by the speaker.</p> <p>Standard English forms for verb inflections instead of local spoken forms.</p> <p>Fronted adverbials followed by a comma.</p> <p>Specific determiners.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Indicate grammatical and other features.</p>	<p>Use fronted adverbials.</p> <p>Uses commas after fronted adverbials.</p> <p>Correctly use inverted commas in writing.</p> <p>Yr 4: Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Informal and formal language.</p> <p>Past perfect continuous verb form.</p>
<p>Year 5 and 6 Vocabulary grammar and punctuation skills</p>	<p>Term 1</p>	<p>Term 2</p>	<p>Term 3</p>
	<p>Year 5:</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use relative clauses beginning with who, which, where, when, whose, that.</p>	<p>Continuation and deepening of term 1 skills alongside the statements below.</p> <p>Year 5:</p> <p>Use the perfect form of verbs to mark</p>	<p>Continuation and deepening of term 1 & 2 skills alongside the statements below.</p> <p>Year 5:</p>

	<p>Use commas to clarify meaning or avoid ambiguity in writing. Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. Ensure correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis. Year 6: Proof-read for spelling and punctuation errors. Ensure the consistent and correct use of tense throughout a piece of writing. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Use a semi colon within lists. Use semi colons, colons or dashes to mark boundaries between independent clauses. Use hyphens to avoid ambiguity.</p>	<p>relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility. Ensure the consistent and correct use of tense throughout a piece of writing. Use a colon to introduce a list. Year 6: Use the perfect form of verbs to mark relationships of time and cause. Use modal verbs or adverbs to indicate degrees of possibility. Punctuate bullet points consistently.</p>	<p>Use semi colons, colons or dashes to mark boundaries between independent clauses. Use and understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Year 6: Use and understand the grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points.</p>
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