

Progression Documents

Reading

Reading (word reading)	EYFS	KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	<p>(Development Matters: Literacy) Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables recognise words with the same initial sound, such as mummy and money <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs they have been taught.</p> <p>To respond speedily, giving the correct sound to grapheme for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed, and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most common exception suffixes.*</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p>

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read a few common exception words matched to the school's phonic programme (Read Write Inc.)

To read some common irregular words.

(Development matters: Literacy)

Understand the five key concepts about print:

- print has meaning
- the names of different parts of a book
- print can have different purposes
- page sequencing
- we read English from left to right and from top to bottom

Blend sounds into words, so that they can read short words made up of letter-sound correspondences and, where necessary, a few common exception words,

Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To read words accurately and fluently without overt sounding out and blending, e.g. at over 90 words per minute, in age appropriate texts.

KEY STAGE TWO				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Read books at an age-appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. un-,dis-, mis-, re-, pre-, im-, in-.</p> <p>Use suffixes to understand meanings e.g. -ly, -ous.</p> <p>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</p> <p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, nonchronological reports, explanations.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Sequence and discuss the main events in stories.</p>	<p>Read books at an age-appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. in-, ir-, sub-, inter- super-, anti-, auto-.</p> <p>Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion.</p> <p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list)</p> <p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p>	<p>Read books at an age-appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-.</p> <p>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</p> <p>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)</p> <p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Explore themes within and across texts e.g. loss, heroism, friendship.</p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Recommend books to their peers with reasons for choices.</p>	<p>Read books at an age-appropriate interest level.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.</p> <p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</p> <p>Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.</p> <p>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list)</p> <p>Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</p> <p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction.</p> <p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p>

	<p>Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</p>		<p>Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p>	<p>Independently read longer texts with sustained stamina and interest.</p> <p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p>
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Reading Comprehension	EYFS	KS1	
	<p>Three- and Four-Year-Olds Reception Early Learning Goals</p>	Year 1	Year 2
	<p>(Development Matters: Literacy) Engage in extended conversations about stories, learning new vocabulary)</p> <p>(Development Matters: Communication and Language) Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like "Why do you think the caterpillar got so fat?".</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p>

	<p>Listen to and talk about stories to build up familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by re-telling stories and narratives (Development Matters: Communication and Language) Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for what things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss sequences of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>
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using their own words and recently introduced vocabulary.

(Development Matters: Communication and Language)

Use a wider range of vocabulary.

Engage in extended conversations about stories, learning new vocabulary.

Learn new vocabulary.

Use new vocabulary throughout the day.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

(Development Matters: Communication and Language)
Understand 'why' questions, like "Why do you think the caterpillar got so fat?".

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.

Anticipate (where appropriate) key events in stories.

KEY STAGE TWO

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Use intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud.</p> <p>Discuss their understanding of the text.</p>	<p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Make predictions based on information stated and implied.</p>	<p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</p> <p>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Infer characters' feelings, thoughts and motives from their actions</p>	<p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Provide reasoned justifications for their views.</p>

	<p>Raise questions during the reading process to deepen understanding e.g. I wonder why the character.</p> <p>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Make predictions based on details stated.</p> <p>Justify responses to the text</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</p>	<p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Justify responses to the text</p> <p>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings</p>	<p>and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text.</p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language.</p> <p>Distinguish between statements of fact or opinion within a text.</p>	<p>Justify opinions and elaborate by referring to the text.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Make comparisons within and across texts e.g. similar events in different books.</p> <p>Compare characters within and across texts.</p> <p>Compare texts written in different periods.</p> <p>Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>Distinguish between statements of fact or opinion across a range of texts</p> <p>Skim for gist.</p> <p>Scan for key information e.g. identify words and phrases which tell you the character is</p>
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				<p>frustrated, or find words/phrases which suggest that a theme park is exciting.</p> <p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
Poetry, Performance and Participation	EYFS		KS1	
	Three- and Four-Year-Olds Reception Early Learning Goals		Year 1	Three- and Four-Year-Olds Reception Early Learning Goals
	<p>(Development Matters: Communication and Language) Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>(Development Matters: Expressive Arts and Design) Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

(Development Matters: Expressive Arts and Design)

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with their peers and the teacher.

Perform songs, rhymes, poems and stories with others, and (When appropriate) try to move in time to music.

KEY STAGE TWO				
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales</p> <p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Develop and agree on rules for effective discussion. Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups</p>	<p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p> <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups</p>	<p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on an issue related to reading (fiction or nonfiction)</p>	<p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on issues related to reading (fiction/non-fiction).</p>

Non-Fiction	EYFS		KS1	
	Three- and Four-Year-Olds Reception Early Learning Goals		Year 1	Three- and Four-Year-Olds Reception Early Learning Goals
	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			To recognize that non-fiction books are often structured in different ways.
KEY STAGE TWO				
	Year 3	Year 4	Year 5	Year 6
	Prepare for research by identifying what is already known about the subject and key questions to structure the task.	Prepare for research by identifying what is already known about the subject and key questions to structure the task.	Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.	Retrieve, record, make notes and present information from nonfiction, including texts used in other subjects.
	Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.	Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.	Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.	Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.
	Quickly appraise a text to evaluate usefulness.	Record information from a range of non-fiction texts.		Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument
	Navigate texts in print and on screen.	Scan for dates, numbers and names.		
	Record information from a range			

	of non-fiction texts.	Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams. Explain how paragraphs are used to order or build up ideas, and how they are linked.		
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Writing

Transcription: Spelling	EYFS	KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	<p>(Development Matters: Literacy) Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables • recognise words with the same initial sound, such as mummy and money <p>(Development Matters: Communication and Language) Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh –</p>	<p>Spelling (see English Appendix 1)</p> <p>To spell words containing each of the 40+ phonemes already taught.</p> <p>To spell Y1 common exception words.</p> <p>To spell the days of the week.</p> <p>To name letters of the alphabet, naming letters in order.</p> <p>To use letter names to distinguish between alternate spellings of the same sound.</p> <p>To add prefixes and suffixes, using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>Spelling (see English Appendix 1)</p> <p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>To learn to spell common exception words.</p> <p>To learn to spell more words with contracted forms.</p> <p>To learn the possessive apostrophe (singular) for example, the girl’s book, distinguishing between homophones and near homophones.</p>

<p>multisyllabic words such a 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>(Development Matters: Literacy) Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sounds – sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme (Read, Write Inc). Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Literacy ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>To use the prefix -un, using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</p> <p>To apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>To apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and pronunciation taught so far.</p>
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KEY STAGE TWO

Year 3	Year 4	Year 5	Year 6
<p>Use further prefixes dis_, mis_, re_ and suffixes _ly, _ous, and understand how to add them.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable.</p>	<p>Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Use further suffixes, e.g. -ation, -tion, -ssion, -cian.</p>	<p>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.</p> <p>Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p>	<p>Identify and use semi-colons within lists.</p> <p>Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</p>

	<p>Spell homophones and near homophones.</p> <p>Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double</p> <p>Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure.</p> <p>Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure.</p> <p>Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey</p> <p>Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) -</p>	<p>Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.</p> <p>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.</p> <p>Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.</p> <p>Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt - que (French in origin), e.g. tongue, antique.</p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.</p> <p>Understand how diminutives are formed using e.g. suffix - ette and prefix mini-.</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb).</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p>	<p>Recognise and spell words ending in -able and -ible.</p> <p>Recognise and spell words ending in -ably and -ibly.</p> <p>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.</p> <p>Recognise and spell words containing the letter-string ough.</p> <p>To recognise and spell the suffixes -al,- ary,- ic.</p> <p>To spell further suffixes, e.g. ll in full becoming l.</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</p> <p>To spell unstressed vowels in polysyllabic words.</p> <p>Develop self-checking and proof reading strategies.</p> <p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p> <p>Explore, collect and use question tags typical of informal speech and writing e.g. “He’s your friend, isn’t he?”</p> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</p>
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		<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</p> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)</p>	<p>Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)</p>	
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Handwriting	EYFS	KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	<p>(Development Matters: Literacy) Write some letters accurately.</p> <p>Write some or all of their name.</p> <p>(Development Matters: Physical Development) Use one-handed tools and equipment, e.g. making snips in paper with scissors.</p> <p>Use comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>(Development Matters: Expressive Arts and Design)</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To form the digits 0-9.</p> <p>To understand which letter belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>To form lower-case letters of the correct size relative to one another.</p> <p>To start using some of the diagonal and horizontal strokes need to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

(Development Matters: Literacy)

Form lower-case and capital letters correctly.

(Development Matters: Physical development)

Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy when drawing.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

	Spell words by identifying sounds in them and representing the sounds with a letter or letters.			
	Write simple phrases and sentences that can be read by others.			
	KEY STAGE TWO			
	Year 3	Year 4	Year 5	
Write legibly. 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	Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	As Year 4 and Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.	Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.	
Composition	EYFS		KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals		Year 1	
	<p>(Development Matters: Literacy) Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English from left to right and from top to bottom. <p>Use some of their print and letter knowledge in their early writing, e.g. writing a pretend</p>		<p>To write sentences by saying aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To discuss what they have written with the teacher or other pupils.</p>	
		Year 2		
		<p>To develop positive attitudes towards and stamina by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (both real and fictional) • writing about real events • writing poetry • writing for different purpose <p>To consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying aloud what they are going to write about • writing down ideas and/or key words, 		

	<p>shopping list that starts at the top of the page; writing 'm' for 'mummy'.</p> <p>(Development Matters: Communication and Language) Use longer sentences of four to six words.</p> <p>(Development Matters: Literacy) Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>(Development Matters: Communication and Language) Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Literacy ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>including new vocabulary</p> <ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence <p>To make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences are punctuated correctly. <p>Read aloud what they have written with appropriate intonation to make their meaning clear.</p>
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	KEY STAGE TWO			
	Year 3	Year 4	Year 5	Year 6
	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up</p> <p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative.</p> <p>Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Use different sentence structures.</p> <p>Group related material into paragraphs.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</p> <p>Use different sentence structures</p>	<p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures.</p> <p>Use similar writing models.</p> <p>Note and develop ideas.</p> <p>Draw on reading and research.</p> <p>Think how authors develop characters and settings (in books, films and performances).</p> <p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control.</p> <p>Use devices to build cohesion.</p> <p>Use organisation and presentational devices e.g. underlining, bullet points, headings.</p> <p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p>	<p>Identify audience and purpose.</p> <p>Choose appropriate text-form and type for all writing.</p> <p>Select the appropriate structure, vocabulary and grammar.</p> <p>Draw on similar writing models, reading and research.</p> <p>Compare how authors develop characters and settings (in books, films and performances).</p> <p>Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom</p>

	<p>Use headings and sub headings to organise information.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p>	<p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation</p>	<p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p> <p>Consciously control the use of different sentence structures for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p> <p>Combine text-types to create hybrid texts e.g. persuasive speech.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style</p>
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				<p>e.g. rhetorical questions, direct address to the reader.</p> <p>Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.</p> <p>Précis longer passages.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p>
Vocabulary, Grammar, and Punctuation	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	
	<p style="background-color: yellow;">Information needed here</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] 	

			<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
KEY STAGE TWO			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Identify clauses in sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that;</p>	<p>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</p> <p>Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</p> <p>Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul</p>	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Use repetition of a word or phrase to link ideas between paragraphs.</p>

	<p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p> <p>Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</p> <p>Explore and collect nouns with prefixes super, anti, auto.</p>	<p>these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p>launched himself from the diving board.</p> <p>Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p> <p>Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</p> <p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</p> <p>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</p> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</p> <p>Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</p>	<p>Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p> <p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</p> <p>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</p> <p>Punctuate bullet points consistently.</p> <p>Identify and use colons to introduce a list.</p>
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			<p>Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</p> <p>Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</p> <p>Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-</p>	
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Speaking and Listening

EYFS		KEY STAGE ONE	
<p>Three- and Four-Year-Olds Reception Early Learning Goals</p>		Year 1	Year 2
KEY STAGE TWO			
Year 3	Year 4	Year 5	Year 6
<p>Engage in discussions, making relevant points.</p> <p>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</p> <p>Use interesting adjectives in discussion.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life with expression and intonation.</p> <p>Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view.</p>	<p>Ask for specific additional information to clarify.</p> <p>Use interesting adverbial phrases and expanded noun phrases in discussion.</p> <p>Explain a project or concept to a group of peers.</p> <p>Explain and develop ideas across the curriculum.</p> <p>Reflect on the effectiveness of the explanation.</p> <p>Respond appropriately when in role including basic improvisation.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p> <p>Vary language between formal and informal according to the situation..</p>	<p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Demonstrate active listening by justifying ideas or expanding on the ideas of others.</p> <p>Recognise and explain some idioms.</p> <p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Vary the length and structure of sentences.</p> <p>Ask questions and make suggestions to take an active part in discussions.</p> <p>Present an idea, topic or explanation to a group of peers.</p> <p>Expand and justify ideas across the curriculum.</p>	<p>Understand the meaning of some phrases beyond the literal interpretation.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p> <p>Reflect on the effectiveness of the explanation, expansion and justification.</p> <p>Comment on the grammatical structure of a range of spoken and written accounts.</p> <p>Interweave action, character descriptions, settings and dialogue in a performance.</p> <p>Perform in improvised role play, group or class performances considering the effectiveness of delivery</p> <p>Offer alternative explanations when others don't understand.</p>

		<p>Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction).</p> <p>Debate, using relevant details to support points.</p>	<p>Add humour to a discussion or debate where appropriate.</p> <p>Select appropriate language in a range of situations (formal or informal).</p>
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