



English Skills Progression

	Reception	Year 1	Year 2	Years 3 and 4	Years 5 and 6
READING: WORD LEVEL	children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>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>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same GPCs as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 of the curriculum, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the curriculum, both to read and to understand the meaning of new words that they meet</p>



		<p>read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their</p>	<p>occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p>		
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		<p>fluency and confidence in word reading</p>			
<p>READING: COMPREHENSION</p>	<p>children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in</p>	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p>	<p>listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p>



	<p>response to stories or events.</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>pupils should be taught to understand both the books they can read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide</p>	<p>recurring literary language in stories and poetry</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>To understand what they read by:</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>
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		<p>range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>drawing on what they already know or on</p>	<p>inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>
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		background information and vocabulary provided by the teacher			
		checking that the text makes sense to them as they read			
WRITING: SPELLING	children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes</p> <p>using the spelling rule for adding –s or –es</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>distinguishing between</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although</p> <p>using the perfect form of verbs to mark the relationships of time and clause</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar in column 1 of Year 5 and 6 and revising other years in Appendix 2 of the national</p>



		<p>as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix –un</p> <p>using –ing, -ed, -er and –est when no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>apply simple spelling rules and guidelines, as listed in Appendix 1 of the curriculum</p> <p>write from memory simple sentences dictated by the teacher that include words taught so far</p>	<p>homophones and near-homophones</p> <p>add suffixes to spell longer words, e.g, -ment, -ness, -full, -less, -ly</p> <p>apply spelling rules and guidelines, as listed in Appendix 1 of the curriculum</p> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>learning the grammar in column 1 of Year 3 and 4 in Appendix 2 of the curriculum</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>curriculum</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in Appendix 2 of the curriculum accurately and appropriately in discussing their writing and reading</p>
		<p>sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when</p>	<p>choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p>



<p>WRITING: HANDWRITING</p>		<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letter</p>	<p>adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting e.g. by ensuring 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.</p>	<p>choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>
<p>COMPOSITION</p>	<p>children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check</p>	<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>Consider what they are going to write before</p>	<p>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>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p>



	<p>narratives and explanations by connecting ideas or events.</p>	<p>that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2 of the curriculum)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb</p>
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			<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>VOCABULARY, GRAMMAR AND PUNCTUATION</p>		<p>leaving spaces between words</p> <p>joining words and joining sentences using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the</p>	<p>learning how to use both familiar and new punctuation correctly (see Appendix 2 of the curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify</p>	<p>Please see Appendix 1 of the curriculum for detail</p> <p>use further prefixes and suffixes and understand how to add them (see Appendix 1 of curriculum)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (see Appendix 1 of curriculum)</p> <p>use the first two or three</p>	<p>Please see Appendix 1 of the curriculum for detail</p> <p>use further prefixes and suffixes and understand the guidelines for adding them</p> <p>spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that they spelling of some words needs to be learnt specifically, as listed</p>



		<p>personal pronoun 'I'</p> <p>learning the grammar in column 1 Year 1 in Appendix 2</p> <p>use the grammatical terminology in Appendix 2 in discussing their writing</p>	<p>e.g. the blue butterfly</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>sub-ordination (using when, if, that, or because and co-ordination (using or, and, or but)</p> <p>learning the grammar in column 1 Year 2 in Appendix 2 of the curriculum</p> <p>using some features of written Standard English</p> <p>use and understand the grammatical terminology in Appendix 2 in discussing their writing</p>	<p>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>in Appendix 1 of the curriculum</p> <p>use dictionaries to check the spelling and meaning of words</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>
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