



Brede Primary School

ENGLISH CURRICULUM

English

Intent Statement:

At Brede Primary School, English lies at the heart of all learning across the curriculum, we provide engaging and enjoyable opportunities for learners to develop and practise their English skills to enable them to become skilled communicators. Our ambition is that all children will leave Brede as confident readers, who have a genuine love of reading. Writing is also a crucial part of our curriculum at Brede. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. At Brede, we set high expectations for all our children to take pride in their work and have a fluent, cursive handwriting style alongside allowing their imaginations to flourish.

Early Years Foundation Stage Statutory Framework and National Curriculum Aims:

Early years Foundation Stage Statutory Framework:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The national curriculum for English aims to ensure that all pupils:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Age Related Statutory Coverage:

EYFS	Key Stage One and Two
<p>Early Learning Goals: Communication and Language</p> <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Early Learning Goals : Literacy</p> <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. 	<p>Click here for: English Programmes of Study: key stages 1 and 2</p>

<ul style="list-style-type: none"> • 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. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	
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English Progression Overview
EYFS

Speaking and Listening	Listening	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and response.</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>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>

	Following Instructions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Increasingly follow rules, understanding why they are important.</p>		<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
	Asking and Answering Questions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Ask questions to find out more and check they understand what has been said to them.</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>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
	Drama, Performance and Confidence	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Create their own songs, or improvise</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>Learn rhymes, poems and songs.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and (when</p>

		a song around one they know.	<p>Sing in a group or on their own, increasing matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	appropriate) try to move in time to music.
Vocabulary Building and Standard English	<p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	
Speaking for a Range of Purposes	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend, and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their</p>	

		<p>there... I'll be the driver."</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>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, such as animal sets, dolls and dolls houses, etc.</p>	<p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</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>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Talk about their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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				<p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
	Participating in Discussion	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary</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>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>

				<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Reading Word reading	Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother 	<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 exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	Common Exception Words		<p>Read a few common exception words matched to the school's phonic programme.</p>	<p>To read some common irregular words.</p>

	<p>Fluency</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 text from left to right and from top to bottom 	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Reading Comprehension</p>	<p>Understanding and Correcting Inaccuracies</p>	<p>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>Listen to and talk about stories to build 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 retelling stories and narratives using their own words and recently introduced vocabulary.</p>

	<p>Comparing, Contrasting and Commenting</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>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 why 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 using their own words and recently introduced vocabulary.</p>
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	<p>Words in Context and Authorial Choice</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</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>Use new vocabulary in different contexts.</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 poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
	<p>Inference and Prediction</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>		<p>Offer explanations for why 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>Poetry and Performance</p>	<p>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>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>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Engage in story times.</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>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
	<p>Non-Fiction</p>	<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 poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

Writing: Transcription Spelling	Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	
	Common Exception Words			<p>To write some irregular common words.</p>
	Prefixes and Suffixes			
	Further Spelling Conventions			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Transcription Handwriting</p>	<p>Letter Formation, Placement and Positioning</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>
	<p>Joining Letters</p>			

Writing: Composition	Planning, Writing and Editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</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>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>
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	<p>Awareness of Audience, Purpose and Structure</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Writing: Vocabulary, Grammar and Punctuation</p>	<p>Sentence Construction and Tense</p>	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p>	<p>Use new vocabulary throughout the day.</p> <p>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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>

	Use of Phrases and Clauses	Use longer sentences of four to six words.	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
	Punctuation			
	Use of Terminology			

KS1			
		Year 1	Year 2
Speaking and Listening	Listening	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.
	Following Instructions	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.
	Asking and Answering Questions	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>

	<p>Drama, Performance and Confidence</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>
	<p>Vocabulary Building and Standard English</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>
	<p>Speaking for a Range of Purposes</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>
	<p>Participating in Discussion</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>

<p style="text-align: center;">Reading Word reading</p>	<p>Phonics and Decoding</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 that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes 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 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 recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>
	<p>Common Exception Words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
	<p>Fluency</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</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> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>
<p style="text-align: center;">Reading Comprehension</p>	<p>Understanding and Correcting Inaccuracies</p>	<p>To check that a text makes sense to them as they read and to self-correct.</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>

	Comparing, Contrasting and Commenting	<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 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>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence 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>
	Words in Context and Authorial Choice	<p>To discuss word meaning and link new meanings to those already known.</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>
	Inference and Prediction	<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 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>
	Poetry and Performance	<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>
	Non-Fiction		<p>To recognise that non-fiction books are often structured in different ways.</p>

Writing: Transcription Spelling	<p style="text-align: center;">Phonics and Spelling Rules</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the sounds /f/, /l/, /s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ and exceptions; • the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as ‘tch’ and exceptions; • the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); 	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as ‘ge’ and ‘dge’ (e.g. fudge, huge) or spelt as ‘g’ or ‘j’ elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); • the /r/ sound spelt ‘wr’ (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -es to nouns and verbs ending in -y where the ‘y’ is changed to ‘i’ before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a
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		<ul style="list-style-type: none"> • spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> - ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil); - ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); - a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); - ‘ar’ (e.g. car, park); - ‘ee’ (e.g. green, week); - ‘ea’ (e.g. sea, dream); - ‘ea’ (e.g. meant, bread); - ‘er’ stressed sound (e.g. her, person); - ‘er’ unstressed schwa sound (e.g. better, under); - ‘ir’ (e.g. girl, first, third); - ‘ur’ (e.g. turn, church); - ‘oo’ (e.g. food, soon); - ‘oo’ (e.g. book, good); - ‘oa’ (e.g. road, coach); - ‘oe’ (e.g. toe, goes); - ‘ou’ (e.g. loud, sound); - ‘ow’ (e.g. brown, down); - ‘ow’ (e.g. own, show); - ‘ue’ (e.g. true, rescue, Tuesday); - ‘ew’ (e.g. new, threw); - ‘ie’ (e.g. lie, dried); 	<p>single vowel letter (including exceptions);</p> <ul style="list-style-type: none"> • the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always); • the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); • the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) • the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); • the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); • the /z/ sound spelt ‘s’ (e.g. television, usual).
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		<p>- 'ie' (e.g. chief, field);</p> <p>- 'igh' (e.g. bright, right);</p> <p>- 'or' (e.g. short, morning);</p> <p>- 'ore' (e.g. before, shore);</p> <p>- 'aw' (e.g. yawn, crawl);</p> <p>- 'au' (e.g. author, haunt);</p> <p>- 'air' (e.g. hair, chair);</p> <p>- 'ear' (e.g. beard, near, year);</p> <p>- 'ear' (e.g. bear, pear, wear);</p> <p>- 'are' (e.g. bare, dare, scared);</p> <ul style="list-style-type: none"> • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). 	
	Common Exception Words	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.
	Prefixes and Suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.

	Further Spelling Conventions	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
Writing: Transcription Handwriting	Letter Formation, Placement and Positioning	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</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 form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
	Joining Letters		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Composition</p>	<p>Planning, Writing and Editing</p>	<p>To say out loud 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 discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
	<p>Awareness of Audience, Purpose and Structure</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Vocabulary, Grammar and Punctuation</p>	<p>Sentence Construction and Tense</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>

	Use of Phrases and Clauses	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
	Punctuation	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.
	Use of Terminology	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>

Lower KS2

Lower KS2			
		Year 3	Year 4
Speaking and Listening	Listening	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.
	Following Instructions	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.
	Asking and Answering Questions	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
	Drama, Performance and Confidence	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.
	Vocabulary Building and Standard English	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.

	Speaking for a Range of Purposes	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>
	Participating in Discussion	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>
Reading Word reading	Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
	Common Exception Words	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
	Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

Reading Comprehension	Understanding and Correcting Inaccuracies		
	Comparing, Contrasting and Commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
	Words in Context and Authorial Choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>
	Inference and Prediction	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>

	Poetry and Performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>
	Non-Fiction	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
Writing: Transcription Spelling	Phonics and Spelling Rules	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g.</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound</p>

		<p>young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>
	Common Exception Words	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>
	Prefixes and Suffixes	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>
	Further Spelling Conventions	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>
Writing: Transcription Handwriting	Letter Formation, Placement and Positioning	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [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].</p>

	Joining Letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
Writing: Composition	Planning, Writing and Editing	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>
	Awareness of Audience, Purpose and Structure	<p>To demonstrate an increasing understanding of purpose and audience 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>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>
Writing: Vocabulary, Grammar and Punctuation	Sentence Construction and Tense	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>

	Use of Phrases and Clauses	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>
	Punctuation	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>
	Use of Terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

Upper KS2			
		Year 5	Year 6
Speaking and Listening	Listening	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
	Following Instructions	To follow complex directions/multi-step instructions without the need for repetition.	
	Asking and Answering Questions	To ask questions which deepen conversations and/or further their knowledge.	To regularly ask relevant questions to extend their understanding and knowledge.

		To understand how to answer questions that require more detailed answers and justification.	To articulate and justify answers with confidence in a range of situations.
	Drama, Performance and Confidence	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>
	Vocabulary Building and Standard English	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
	Speaking for a Range of Purposes	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>

			To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
	Participating in Discussion	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
Reading Word reading	Phonics and Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	
Reading Comprehension	Understanding and Correcting Inaccuracies	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves,</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read</p>

		<p>building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>(such as loss or heroism).</p> <p>To 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>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
	Comparing, Contrasting and Commenting		
	Words in Context and Authorial Choice	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
	Inference and Prediction	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

	Poetry and Performance	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
	Non-Fiction	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Writing: Transcription Spelling	Phonics and Spelling Rules	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
	Common Exception Words	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

	Prefixes and Suffixes	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
	Further Spelling Conventions	<p>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
Writing: Transcription Handwriting	Letter Formation, Placement and Positioning	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; -choosing the writing implement that is best suited for a task.

	Joining Letters	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Writing: Composition	Planning, Writing and Editing	<p>To plan their writing by 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>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
	Awareness of Audience, Purpose and Structure	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

<p>Writing: Vocabulary, Grammar and Punctuation</p>	<p>Sentence Construction and Tense</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
	<p>Use of Phrases and Clauses</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
	<p>Punctuation</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
	<p>Use of Terminology</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

Progression In Grammar and Punctuation

Year 1

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>Plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>
<p>Year 1 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> ○ Leaving spaces between words ○ Joining words and joining sentences using <i>and</i> ○ 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 • Use the grammatical terminology in English Appendix 2 in discussing their writing 		<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary</p>		

Year 2

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in English Appendix 1)</p> <p>Use the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification [for example <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma</p>
<p>Year 2 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <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: <ul style="list-style-type: none"> ▪ Sentences with different forms: statements, question, exclamation, command ▪ Expanded noun phrases to describe and specify, e.g. the blue butterfly ▪ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English A ▪ some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing 			<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>	

Year 3

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p>Expressing time, place and cause using conjunctions (for example, <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>) adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>] or prepositions (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>
<p>YEAR 3 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although ○ Using the present perfect form of verbs in contrast to the past tense ○ Using conjunctions, adverbs and prepositions to express time and cause ○ Learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 			<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	

Year 4

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' name</i>]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>
<p>YEAR 4 OBJECTIVES Years 3-4 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ Using fronted adverbials ○ Learning the grammar for years 3 and 4 in English Appendix 2 • Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas after fronted adverbials ○ Indicating possession by using the possessive apostrophe with the singular and plural nouns ○ Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 			<p>Notes and guidance (non statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>	

Year 5

Word	Sentence	Text	Punctuation	Terminology for pupils
Converting nouns or adjectives into verbs using suffixes [for example <i>-ate; -ise; -ify</i>] Verb prefixes [for example <i>dis-, de-, mis-, over-, and re-</i>]	Relative clauses beginning <i>with who, which, where, why, whose, that,</i> or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
YEAR 5 OBJECTIVES Year 5-6 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should be taught to: <ul style="list-style-type: none"> ○ Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Using the perfect form of verbs to mark relationships of time and cause ○ Using modal verbs or adverbs to indicate degrees of possibility ○ Using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun ○ Learning the grammar for years 5 and 6 in English Appendix 2 ○ Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using commas to clarify meaning or avoid ambiguity in writing ○ Using brackets, dashes or commas to indicate parenthesis ○ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading 		Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i> Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.		

Year 6

Word	Sentence	Text	Punctuation	Terminology for pupils
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]</p>	<p>Use of the passive voice to affect the presentation of information in a sentence [for example, <i>I broke the window in the green house versus The window in the greenhouse was broken(by me)</i>]</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. <i>He's your friend, isn't he?</i> Or the use of the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>YEAR 6 OBJECTIVES Year 5-6 programme of study (statutory requirements) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ Using passive verbs to affect the presentation of information in a sentence ○ Using expanded noun phrases to convey complicated information concisely ○ Using modal verbs or adverbs to indicate degrees of possibility ○ Learning the grammar for years 5 and 6 in English Appendix 2 ○ Indicate grammatical and other features by: <ul style="list-style-type: none"> ○ Using hyphens to avoid ambiguity ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses ○ Using a colon to introduce a list ○ Punctuating bullet points consistently ○ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing writing and reading 			<p>Notes and guidance (non-statutory) <i>Writing – vocabulary, grammar and punctuation</i></p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>	

Progression In Destination Reader Skills

Progression guidance in the National Curriculum	Year 1	Year 2	Year 3/4	Year 5/6
	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand both the books that they can already read accurately and fluently and those that they listen to by:	Understand what they read, in books they can read independently, by:	Understand what they read by:
Predicting	Predicting what might happen on the basis of what has been read so far. Discussing the significance of the title and events.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.
Asking Questions		Answering and asking questions	Asking questions to improve their understanding of a text	Asking questions to improve their understanding of the text ensuring a better understanding the characters and their motivations
Clarifying	Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them as they read and correcting inaccurate reading	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context. Using context clues to try and ascertain meaning of unfamiliar vocabulary.
Summarising			Identifying main ideas drawn from more than one paragraph and summarising these.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Making inferences	Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Making connections	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	Drawing on what they already know or on background information and vocabulary to help deepen understanding of the text.	Drawing on what they already know or on background information, vocabulary and different known texts to help enrich understanding of what they are reading.
Evaluating			Identifying how language, structure and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning

Progression in Writing Genres

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Narrative • Poetry • Non-chronological reports • Recount/Diary • Letter Character descriptions 	<ul style="list-style-type: none"> • Narrative • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions Setting and character descriptions 	<ul style="list-style-type: none"> • Narrative • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Newspaper • Biographies 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Newspaper • Play scripts • Discussions/debate 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter • Instructions • Explanation • Play scripts • Newspaper reports • Discussions/debates • persuasion 	<ul style="list-style-type: none"> • Narrative • Biographies • Non-chronological reports • Recount/Diary • Poetry • Letter (Informal and formal) • Instructions • Explanation • Newspaper reports • Discussions/debates • persuasion