**Dean Gibson Catholic Primary School**

**Progression of Skills Document**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Robins   Nursery/ Reception  Communication and Language | Listen and enjoy sharing a range of books. Hold a book correctly, turn pages and handle with care. Know that a book has a beginning and an end. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print. Enjoy joining in with rhyme, songs and poems. Explain simply what’s happening in a picture in a familiar story. | Experience and respond to different types of books, e.g., story books, factual/real-world books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about texts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. | Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a story that is read to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). | Correctly sequence stories, drawing on language patterns of stories. Show understanding of many common words and phrases in a story that is read to them. Suggest how an unfamiliar story read to them might end. Give an opinion on a book they have read. Recognise repetition of words or phrases in a text. Play influenced by experience of books. Innovate a well-known story with support. | Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in text. Know the difference between different types of texts. Make inferences to answer a question beginning 'Why do you think…?' Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. | Play and vocabulary influenced by experience of books. Innovate a known story. Recall the main points and vocabulary in a text in the correct sequence. Say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them. |
| Emergent Writing Development  Intent  Vocabulary  Implementation | Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. | Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.  Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.  Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds ‘out loud’. Children have access to sound boards in the class | Orally compose a simple sentence/ caption and hold it in memory before attempting to write it.  Oral, out loud, sentence, rehearse, repeat, check, re-read.  Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | Orally compose a simple sentence/ caption and hold it in memory before attempting to write it.  Oral, out loud, sentence, rehearse, repeat, check, re-read.  Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | Write a simple sentence/caption which may include a full stop.  Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end.  Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. | Write a simple narrative in short sentences – may include a capital letter and full stop. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.  Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these. |
| EYFS Progression of Skills     Handwriting | **Writing  ELG: Writing  Children at the expected level of development will:**  - 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  **ELG: Fine Motor Skills  Children at the expected level of development will:**  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; | | **Reading  ELG: Word Reading  Children at the expected level of development will:**  - Say a sound for each letter in the alphabet and at least 10 digraphs; - -- -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.  **ELG: Comprehension Children at the expected level of development will:**  - 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. | | **Speaking and Listening**  **ELG: Speaking  Children at the expected level of development will:**  - 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.  **ELG: Listening, Attention and Understanding**  **Children at the expected level of development will:**  - 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. | |
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| Year 1- Progression of Skills  **Writing**              **Handwriting** | Working Towards the Expected Standard:  **Pupil(s) are beginning to meet the following aims with support:** 1. To use their own simple story ideas or retell a familiar story using short, simplistic sentences.  2. To reread their writing aloud to check that it makes sense.  3. To use adjectives that have been modelled.  4. To use simple sentence structures (which may often be repetitive).  5. Has an awareness of: -capital letters for names, places, the days of the week and the personal pronoun ‘I’. -finger spaces. -full stops to end sentences.  6. To spell some words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.  7.To spell some Y1 common exception words accurately (from English Appendix 1).  8.To write lower case letters in the correct direction, starting and finishing in the right place. | | Working at the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:** 1. To write sentences in order to create short narratives and non-fiction texts.  2. To write sentences in order to create short narratives and non-fiction texts.  3. To reread their writing to check that it makes sense and make suggested changes.  4. To use adjectives to describe  5. To use simple sentence structures.  6. To use the joining word (conjunction) ‘and’ to link ideas and sentences.  7. Has an awareness of: -capital letters for names, places, the days of the week and the personal pronoun ‘I’. -finger spaces. -full stops to end sentences. -question marks. -exclamation marks.  8. To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.  9. To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).  10. To use -s and -es to form regular plurals correctly.  11. To use the prefix ‘un’.  12. To add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word).  13. To write lower case and capital letters in the correct direction, starting and finishing in the right place.      Working at the Expected Standard: **Pupil(s) are beginning to independently apply their knowledge and skills:**  1. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes. 2.To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 3.To read words containing taught GPCs. 4.To read words containing -s, -es, -ing, -ed and -est endings. 5.To read words with contractions (for example, I’m, I’ll, we’ll). 6.To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. 7.To re-read texts to build up fluency and confidence in word reading. 8.To continue to demonstrate a pleasure in reading and a motivation to read. 9.To link what they have read or hear read to their own experiences. 10.To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. 11.To retell familiar stories in increasing detail. 12.To recite simple poems by heart. 13. To discuss word meaning and link new meanings to those already known. 14. To check that a text makes sense to them as they read and to self-correct. 15.To predict what might happen on the basis of what has been read so far. 16.To begin to make simple inferences. 17.To discuss the significance of titles and events.  18. To join in discussions about a text, take turns and listen to what others say. | | Working at Greater Depth Within the Expected Standard:  **Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:**  1. To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.  2. To use a number of features of different text types and make appropriate topic / subject matter vocabulary choices.  3. To reread their writing to check that it makes sense and independently make changes.  4. To use adjectives to describe (sometimes ambitious beyond the year group).  5. To use simple and compound sentence structures.  6. To use the joining word (conjunction) ‘and’ to link ideas and sentences.  7. Are able to regularly use: -capital letters for names, places, the days of the week and the personal pronoun ‘I’. -finger spaces. -full stops to end sentences. -question marks. -exclamation marks.  8. To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately  9. To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).  10. To use -s and -es to form regular plurals correctly.  11. To use the prefix ‘un’  12. To add the suffixes –ing, -ed, -er and –est to root words  13. To spell simple compound words.  14. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge and skills:**  1. To read texts that are more complex and beyond their chronological age. 2. To read other words of more than one syllable that contain taught GPCs. 3. To read unfamiliar words by applying their knowledge of alternative graphemes for phonemes. 4. To read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). 5. To start to work on the Year 2 programme of study for word reading. 6. To continually demonstrate a pleasure in reading and a motivation to read. 7. To discuss their reading preferences, including favourite authors and genres. 8. To retell familiar stories in much detail and consider their particular characteristics. 9. To clearly explain their understanding of both the texts they can already read accurately and fluently, and those they listen to. 10. To check that a text makes sense to them as they read and to self-correct. 11. To make sensible predictions supported by evidence. 12. To make inferences based on what is being said and done. 13To use age-appropriate non-fiction texts to extract information 14. To contribute confidently in discussions about a text, take turns and listen to what others say. | |
| Year 1 - Progression of Skills  **Reading** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. To apply phonic knowledge to decode regular words. 2.To apply phonic knowledge to attempt to read some common irregular words. 3. To respond with increasing confidence and accuracy, giving the correct sound to graphemes (letters or groups of letters) for **some** of the 40+ phonemes, including, where applicable, alternative sounds for graphemes. 4.To read and understand simple sentences. 5.To demonstrate a pleasure in reading and a motivation to read. 6.To listen whilst others read to them and show understanding. 7.To simply retell familiar stories. 8.To recognise and join in with predictable phrases in a text. 9.To check that a text makes sense to them as they read and begin to self-correct 10.To join in discussions about a text. | |
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| Year 2 – Progression of Skills   **Writing**  **Handwriting** | Working Towards the Expected Standard:   1. I can write sentences to create a short piece of writing about something that has happened to me or somebody I know.  2. I can write sentences to create a short piece of writing about an imaginary character.  3. I can use capital letters and full stops in some of my sentences.  4. I can split words up into sounds to help me to spell (and sometimes get those spellings correct).  5. I can spell some of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas  6. I can write all of my lower-case letters in the correct place and the right way round.  7. I can write sensibly sized lower-case letters.  8. I can use sensibly sized finger spaces | | Working at the Expected Standard:  1. I can write a short piece of clear and sequenced writing about something that has happened to me or somebody I know.  2. I can write a short piece of clear and sequenced writing about an imaginary character. 3. I can use full stops and capital letters in most of my sentences.  4. I can use question marks in most of my question sentences.  5. I can write in the present tense, e.g. I am on my way to the seaside. It is a beautiful day.  6. I can write in the past tense, e.g. Yesterday, Keisha went to the dentist. She got a sticker for being brave.  7. I can use the words ‘or’, ‘and’ and ‘but’ to link parts of my sentences, e.g. I really want a pet cat but my mum won’t let me have one. visit twinkl.com 8. I can use the words ‘when’, ‘if’, ‘that’ and ‘because’ to link parts of my sentences, e.g. I am allowed to buy an ice-cream if I eat all of my dinner.  9. I can split words up into sounds to help me to spell (and mostly get those spellings correct).  10. I can spell many of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas  11. I can write capital letters and numbers that are the correct size and the correct way round.  12. I can use sensibly sized finger space | | Working at Greater Depth Within the Expected Standard:  1. I can write a piece of clear and sequenced writing about something that has happened to me (or someone I know) and write about imaginary characters.  2. I can read through my own writing to correct mistakes and make improvements.  3. I can use the full range of punctuation taught at key stage 1 mostly correctly including:  • commas to separate items in a list (e.g. I went to the shop and bought some apples, a loaf of bread, a cake and some milk.)  • capital letters, full stops, question marks and exclamation marks  • apostrophes to mark contractions (e.g. won’t) and singular possession (e.g. John’s hat)  4. I can spell most of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas  5. I can add the suffixes -ment, -ness, -ful, -less or -ly to root words correctly most of the time, e.g. enjoyment, happiness, beautiful, senseless, busily.  6. I can add the diagonal and horizontal flicks to my letters that will start to join my handwriting | |
| Year 2 - Progression of Skills  **Reading** | Working Towards the Expected Standard:  1. I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.  2. I can read accurately some words of two or more syllables that contain the same GPCs.  3. I can read many common exception words.  4. I can read aloud many words quickly and accurately with- out overt sounding and blending.  5. I can sound out many unfamiliar words accurately.  6. I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me. | | Working at the Expected Standard:  1. I can read accurately most words of two or more syllables.  2. I can read most words containing common suffixes.  3. I can read most common exception words.  4. I can read words accurately and fluently without overt  sounding and blending i.e. at over 90 words per minute.  5. I can sound out most unfamiliar words accurately, without undue hesitation.  6. I can check that what I read makes sense.  7. I can answer questions and make some inferences on the basis of what is being said and done.  8. I can explain what has happened so far in what I have read | | Working at Greater Depth within the Expected Standard:  1. I can make inferences on the basis of what is being said and done.  2. I can predict what might happen on the basis of what has been read so far.  3. I can make links between the book I am reading and other books I have read. | |
| Year 3 - Progression of Skills  **Writing**  **Handwriting** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. To rehearse orally their ideas for writing and record their ideas using a modelled planning format.  2. To demonstrate some understanding of purpose and audience (although this may not be sustained).  3. To use the simple structure of a wider range of text types.  4. To proof-read their work to check for errors and make simple improvements with guidance.  5. To make more ambitious word choices (often reflecting those modelled by a teacher).  6. To usually maintain the correct tense (including the progressive form).  7. Uses the full range of punctuation from previous year groups including: -full stops, capital letters, question marks and exclamation marks. -commas within lists. -apostrophes to show possession and to form contractions.  8. To begin to add inverted commas to mark direct speech (may not be consistent).  9. To use a range of simple conjunctions (including some subordination).  10 To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.  11. To spell some words with suffixes correctly, e.g. usually, poisonous, adoration.  12. To apply all spelling rules from the KS1 guidance within the English Appendix 1.  13. To begin to use neat, joined handwriting. | | Working at the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:**  1. To begin to use ideas from own reading and modelled examples to plan their writing.  2. To demonstrate an increasing understanding of purpose and audience  3. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).  4. To proof-read their own and others’ work to check for errors with increasing accuracy, and make improvements.  5. To make deliberate ambitious word choices to add detail.  6. To begin to create settings, characters and plot in narratives.  7. To begin to organise their writing into paragraphs around a theme.  8. To maintain the correct tense (including present perfect tense) throughout a piece of writing.  9. To use the full range of punctuation from previous year groups.  10. To use inverted commas in direct speech.  11. To use subordinate clauses.  12. To begin to use conjunctions, adverbs and prepositions to show time, place and cause.  13. To use ‘a’ or ‘an’ correctly most of the time.  14. To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.  15. To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.  16. To begin to spell homophones correctly, e.g. which and witch.  17. To spell some of the Year 3 and 4 statutory spelling words correctly.  18. To use a neat, joined handwriting style with increasing accuracy. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge**  1. To plan and write with an understanding of purpose and audience.  2. To use the structure of several text types (including the use of simple layout devices in non-fiction).  3. To proof-read theirs and others’ work to check for errors, suggesting and making improvements.  4. To make deliberate ambitious word choices to add detail, effect and to engage the reader.  5. To create settings, characters and plot in narratives.  6. To organise their writing into paragraphs around a theme.  7. To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  8. To use the full range of punctuation from previous year groups.  9. To punctuate direct speech accurately, including the use of inverted commas  10. To use subordinate clauses (sometimes in varied positions).  11. To use a range of conjunctions, adverbs and prepositions to show time, place and cause  12. To use ‘a’ or ‘an’ correctly throughout a piece of writing  13. To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.  14. To spell most words with suffixes correctly, e.g. usually, poisonous, adoration  15. To spell homophones correctly, e.g. which and witch.  16. To spell many of the Year 3 and 4 statutory spelling words correctly. 17. To use a neat, joined handwriting style with increasing accuracy and speed | |
| Year 3- Progression of Skills   **Reading** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  2. 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- (as listed in English Appendix 1\*) to begin to read aloud.  3. to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1\*) to begin to read aloud.  4. to begin to read further Y3/Y4 exception words (as listed in Appendix 1\*).  5. to develop a positive attitude to reading and understanding of what they read by:  -beginning to use appropriate intonation and volume   when reading aloud.  -recognising and discussing the different features   of a variety of texts;  -discussing authors’ choice of words and phrases   for effect. 6.to understand what they read, in books they can read independently, by:  -asking and answering questions appropriately,   including some simple inference questions based   on characters’ feelings, thoughts and motives;  -checking that the text makes sense to them,   discussing their understanding and explaining the   meaning of words in context. 7.to retrieve and record information from non-fiction. | | Working at the Expected Standard: **Pupil(s) are beginning to independently apply their knowledge:**  1. to usually read fluently, decoding longer words with support, testing out different pronunciations.  2. 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- (as listed in English Appendix 1\*) to read aloud and to understand the meaning of new words they meet.  3. to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1\*) to read aloud and to understand the meaning of new words they meet.  4. to read most Y3/Y4 exception words (as listed in Appendix 1\*), noting the unusual correspondences between spelling and sound, and where these occur in the word. 5. to develop a positive attitude to reading and understanding of what they read by:  -reading with an awareness of audience, (e.g. changes in   intonation and pace);  -reading books that are structured in different ways for   a range of purposes and participating in discussions   about them;  -using appropriate terminology when discussing texts   (plot, character, setting).  6. to understand what they read, in books they can read independently, by  -predicting what might happen from details stated and   implied.  -drawing simple inferences with evidence such as   inferring characters’ feelings. to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:**  1. to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  2.to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1\*) to read aloud fluently.  3.to understand the meaning of new words through contextual cues.  4.to read all Y3/Y4 exception words (as listed in Appendix 1\*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.  5.to develop a positive attitude to reading and understanding of what they read by:  -when reading out loud, selects a range of appropriate   techniques (intonation, tone, volume, action) to show   -discusses and compares texts from a wider variety of   genres and writers referring to authorial style, 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);  -recognises and discusses some different forms of   poetry (e.g. free verse, narrative poetry).  6.to understand what they read, in books they can read independently, by  -discusses vocabulary used by the author to create   effect;  -identifies main ideas drawn from more than one   paragraph and summarises these;  -draws inferences from characters’ feelings, thoughts   and motives that justifies their actions, supporting   their views with evidence from the text;  -justifies predictions with evidence from the text. 7.to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.  8. to use dictionaries to check the meaning of words that they have read. | |
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| Year 4 – Progression of Skills  **Writing                            Handwriting** | Working Towards the Expected Standard **Pupil(s) are beginning to meet the following aims with support:** 1. To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).  2. To write narratives with a clear beginning, middle and end with a clear plot.  3. To proofread and amend their own and others’ writing with growing confidence.  4. To create more detailed settings, characters and plot in narratives.  5. To organise their writing into paragraphs around a theme.  6. To maintain accurate tense throughout a piece of writing.  7. To maintain accurate tense throughout a piece of writing.  8. To use Standard English verb inflections mostly accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’  9. To use the full range of punctuation from previous year groups.  10. To use inverted commas at the beginning and end of direct speech.  11. To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.  12. To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.  13. To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.  14. To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.  15. To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.  16. To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.  17. To spell homophones correctly, e.g. which and witch.  18. To spell many of the Year 3 and 4 statutory spelling words correctly.  19. To use a neat, joined handwriting style consistently | | Working at the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:** 1.To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).  2.To write narratives with a clear beginning, middle and end with a coherent plot.  3.To proofread confidently and amend their own and others’ writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.  4.To create more detailed settings, characters and plot in narratives to engage the reader.  5.To consistently organise their writing into paragraphs around a theme.  6.To maintain an accurate tense throughout a piece of writing  7.To use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’. 8.To use the full range of punctuation from previous year groups  9.To use all the necessary punctuation in direct speech mostly accurately.  10.To use apostrophes for singular and plural possession with increasing confidence.  11.To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.  12.To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.  13.To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.  14.To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial  15.To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.  16.To spell homophones correctly, e.g. which and witch.  17.To spell all of the Year 3 and 4 statutory spelling words correctly. 18.To consistently use a neat, joined handwriting style. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:** 1. To write a range of narratives that are well-structured and well-paced.  2. To write a range of non-fiction texts that are well-structured with appropriate layout devices.  3. To proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.  4. To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.  5. To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.  6. To always maintain an accurate tense throughout a piece of writing.  7. To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’.  8. To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.  9. To consistently use apostrophes for singular and plural possession.  10. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit  11. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.  12. To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings)  13.To use their knowledge of word families to help with their spelling | |
| Year 3/4 – Progression of Skills  **Reading** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  2. 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- (as listed in English Appendix 1\*) to begin to read aloud.  3. to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1\*) to begin to read aloud.  4. to begin to read further Y3/Y4 exception words (as listed in Appendix 1\*).  5. to develop a positive attitude to reading and understanding of what they read by:  -beginning to use appropriate intonation and volume   when reading aloud.  -recognising and discussing the different features   of a variety of texts;  -discussing authors’ choice of words and phrases   for effect. 6.to understand what they read, in books they can read independently, by:  -asking and answering questions appropriately,   including some simple inference questions based   on characters’ feelings, thoughts and motives;  -checking that the text makes sense to them,   discussing their understanding and explaining the   meaning of words in context. 7.to retrieve and record information from non-fiction. | | Working at the Expected Standard: **Pupil(s) are beginning to independently apply their knowledge:**  1. to usually read fluently, decoding longer words with support, testing out different pronunciations.  2. 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- (as listed in English Appendix 1\*) to read aloud and to understand the meaning of new words they meet.  3. to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1\*) to read aloud and to understand the meaning of new words they meet.  4. to read most Y3/Y4 exception words (as listed in Appendix 1\*), noting the unusual correspondences between spelling and sound, and where these occur in the word. 5. to develop a positive attitude to reading and understanding of what they read by:  -reading with an awareness of audience, (e.g. changes in   intonation and pace);  -reading books that are structured in different ways for   a range of purposes and participating in discussions   about them;  -using appropriate terminology when discussing texts   (plot, character, setting).  6. to understand what they read, in books they can read independently, by  -predicting what might happen from details stated and   implied.  -drawing simple inferences with evidence such as   inferring characters’ feelings. to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:**  1. to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  2.to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1\*) to read aloud fluently.  3.to understand the meaning of new words through contextual cues.  4.to read all Y3/Y4 exception words (as listed in Appendix 1\*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.  5.to develop a positive attitude to reading and understanding of what they read by:  -when reading out loud, selects a range of appropriate   techniques (intonation, tone, volume, action) to show   -discusses and compares texts from a wider variety of   genres and writers referring to authorial style, 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);  -recognises and discusses some different forms of   poetry (e.g. free verse, narrative poetry).  6.to understand what they read, in books they can read independently, by  -discusses vocabulary used by the author to create   effect;  -identifies main ideas drawn from more than one   paragraph and summarises these;  -draws inferences from characters’ feelings, thoughts   and motives that justifies their actions, supporting   their views with evidence from the text;  -justifies predictions with evidence from the text. 7.to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.  8. to use dictionaries to check the meaning of words that they have read. | |
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| Year 5 – Progression of Skills  **Writing**  **Handwriting** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support** 1.To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.  2. To select appropriate grammar and vocabulary to match the purpose and audience of their writing.  3. To describe settings, characters and atmosphere with increasing awareness of the reader.  4. To begin to use dialogue to convey a character and advance the action.  5. To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.  6. To create paragraphs that are usually suitably linked (some transitions may be awkward).  7. To proofread their work and assess the effectiveness of their own and others’ writing and make necessary corrections.  8. To use the full range of punctuation from previous year groups.  9. To begin to use commas to clarify meaning or to avoid ambiguity.  10. To begin to use a wider 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.  11. To begin to experiment with relative clauses with support and modelling.  12. To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc  13. To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.  14. To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.  15. To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.  16. To spell some words correctly from the Y5/6 statutory spelling list.  17. To write legibly, fluently and with increasing speed. | | Working at the Expected Standard: **Pupil(s) are able to independently apply their knowledge** 1. To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.  2. To describe settings, characters and atmosphere to consciously engage the reader.  3. To use dialogue to convey a character and advance the action with increasing confidence.  4. To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.  5. To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.  6. To create paragraphs that are usually suitably linked. 7. To proofread their work and assess the effectiveness of their own and others’ writing and make necessary corrections and improvements.  8. To use the full range of punctuation from previous year groups.  9. To use commas to clarify meaning or to avoid ambiguity with increasing accuracy  10. To use a wider 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.  11. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.  12. To use brackets, dashes or commas to begin to indicate parenthesis.  13. To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  14. To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.  15. To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.  16. To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.  17. To spell many words correctly from the Y5/6 statutory spelling list.  18. To write legibly, fluently and with increasing speed. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:** 1. 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.  2. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.  3. To regularly use dialogue to convey a character and advance the action  4. To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details  5. To consistently link ideas across paragraphs.  6. To proofread their work and assess the effectiveness of their own and others’ writing and make necessary corrections and improvements  7. To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  8. To use commas consistently to clarify meaning or to avoid ambiguity.  9. 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.  10. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.  11. To use brackets, dashes or commas to indicate parenthesis 12. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  13. To spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.  14. To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.  15. To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.  16. To spell most words correctly from the Y5/6 statutory spelling list  17. To write legibly, fluently and with increasing speed. | |
| Y5/6 Progression of Skills  **Reading** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  2. 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 (as listed in English Appendix 1\*) to read aloud.  3. to read all Y5/Y6 exception words (as listed in Appendix 1\*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.  4. to begin to read further Y3/Y4 exception words (as listed in Appendix 1\*).  5. to maintain positive attitudes to reading and understanding of what they read by:  -showing an awareness of audience when reading   out loud using intonation, tone, volume, action;  -recommending texts based on personal choice to   peers;  -reading a wide range of genres, identifying the   characteristics of text types and differences   between text types.  6.to understand what they read by:  -discusses vocabulary used by the author to create   effect;  -identifies main ideas drawn from more than one   paragraph and summarises these;  -draws inferences from characters’ feelings,   thoughts and motives;  -justifies predictions with evidence from the text.  7.to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction. 8.to evaluate the use of authors’ language and explain how it has created an impact on the reader. | | Working at the Expected Standard: **Pupil(s) are beginning to independently apply their knowledge:**  1.to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1\*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 2.to maintain positive attitudes to reading and understanding of what they read by:  -when reading out loud, adapting intonation, tone and   volume to suit the purpose and audience;  -making comparisons within and across books;  reading a wide range of genres with different   structures and purposes for pleasure, identifying   themes and conventions between text types.  3.to understand what they read by:  -explaining how language (including figurative language),   structure and presentation can contribute to the   meaning of a text;  -asking questions about a text;  -drawing inferences and inferring characters’ feelings,   thoughts and motives from their actions and justifying   inferences with evidence;  -making predictions based on details stated and implied   with evidence from the text.  4.to distinguish independently between statements of fact and opinion. 5.to retrieve, record and present information from texts to other readers in informal notes and formal presentations. 6. to participate in discussions about books that are read to them and those they can read for themselves. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:** 1.to read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.  2.to maintain positive attitudes to reading and understanding of what they read by:  -confidently performing texts (including poems   learned by heart) using a wide range of devices to   engage the audience and for effect;  -reading for pleasure, discussing, comparing and   evaluating in depth a wide range of genres   including myths, legends and traditional stories,   modern fiction, fiction from our literary heritage,   and books from other cultures and traditions.  3.to understand what they read by:  -recognising themes in what they read (such as   loss or heroism);  -comparing characters, settings and themes   within a text and across more than one text;  -considering different accounts of the same event   and discussing viewpoints (both of authors and of   fictional characters);  -analysing the use of language, including figurative   language and how it is used for effect;  -discussing how characters change and develop   through texts by drawing inferences based on   indirect clues;  -drawing out key information and summarising the   main ideas in a text.  4.to distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 5. to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. | |
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| Year 6 – Progression of Skills  **Writing**  **Handwriting** | Working Towards the Expected Standard:  1. I can write for a range of purposes.  2. I can use paragraphs to organise ideas. 3. In fictional writing, I can describe settings and characters.  4. In non-fiction, I can use simple devices to structure my writing; headings, sub-headings, bullet points.  5. I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. /  6. I can spell most Y3/Y4 spelling words correctly.  7. I can spell some Y5/Y6 spelling words correctly.  8. I can produce legible handwriting. | | Working at the Expected Standard:  1. I can write effectively for a range of purposes and audiences, selecting appropriate language. 2. In fictional writing, I can describe settings, characters and atmosphere.  3. I can integrate dialogue to convey character and advance the action.  4. I can select vocabulary and grammatical structures that reflect the level of formality required in a piece of writing mostly appropriately.  5. I can use a range of cohesive devices to make my writing flow, including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.  6. I can use verb tenses consistently and correctly throughout my writing.  7. I can use a range of punctuation taught throughout KS2 mostly correctly, including inverted commas and other punctuation to indicate direct speech.  8. I can spell most Y5/Y6 spelling words correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.  9. I can maintain legibility in joined handwriting when writing at speed. | | Working at Greater Depth Within the Expected Standard:  1. I can write effectively for a range of purposes and audiences, and draw on my own reading to make choices about vocabulary, structure and layout.  2. I can distinguish between the language of speech and writing and choose the appropriate style, e.g. using informal language and contracted words in spoken language.  3. I can exercise while having an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.  4. I can use the full range of punctuation taught at key stage 2, including colons, semi-colons, hyphens and dashes, and use it precisely to enhance meaning and avoid ambiguity. | |
| Y5/6 Progression of Skills  **Reading** | Working Towards the Expected Standard: **Pupil(s) are beginning to meet the following aims with support:**  1. to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  2. 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 (as listed in English Appendix 1\*) to read aloud.  3. to read all Y5/Y6 exception words (as listed in Appendix 1\*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.  4. to begin to read further Y3/Y4 exception words (as listed in Appendix 1\*).  5. to maintain positive attitudes to reading and understanding of what they read by:  -showing an awareness of audience when reading   out loud using intonation, tone, volume, action;  -recommending texts based on personal choice to   peers;  -reading a wide range of genres, identifying the   characteristics of text types and differences   between text types.  6.to understand what they read by:  -discusses vocabulary used by the author to create   effect;  -identifies main ideas drawn from more than one   paragraph and summarises these;  -draws inferences from characters’ feelings,   thoughts and motives;  -justifies predictions with evidence from the text.  7.to use knowledge of texts and organisational devices retrieve, record and discuss information from fiction and non-fiction. 8.to evaluate the use of authors’ language and explain how it has created an impact on the reader. | | Working at the Expected Standard: **Pupil(s) are beginning to independently apply their knowledge:**  1.to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1\*) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 2.to maintain positive attitudes to reading and understanding of what they read by:  -when reading out loud, adapting intonation, tone and   volume to suit the purpose and audience;  -making comparisons within and across books;  reading a wide range of genres with different   structures and purposes for pleasure, identifying   themes and conventions between text types.  3.to understand what they read by:  -explaining how language (including figurative language),   structure and presentation can contribute to the   meaning of a text;  -asking questions about a text;  -drawing inferences and inferring characters’ feelings,   thoughts and motives from their actions and justifying   inferences with evidence;  -making predictions based on details stated and implied   with evidence from the text.  4.to distinguish independently between statements of fact and opinion. 5.to retrieve, record and present information from texts to other readers in informal notes and formal presentations. 6. to participate in discussions about books that are read to them and those they can read for themselves. | | Working at Greater Depth Within the Expected Standard: **Pupil(s) are confidently and independently able to apply their knowledge:** 1.to read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognising their meaning through contextual cues.  2.to maintain positive attitudes to reading and understanding of what they read by:  -confidently performing texts (including poems   learned by heart) using a wide range of devices to   engage the audience and for effect;  -reading for pleasure, discussing, comparing and   evaluating in depth a wide range of genres   including myths, legends and traditional stories,   modern fiction, fiction from our literary heritage,   and books from other cultures and traditions.  3.to understand what they read by:  -recognising themes in what they read (such as   loss or heroism);  -comparing characters, settings and themes   within a text and across more than one text;  -considering different accounts of the same event   and discussing viewpoints (both of authors and of   fictional characters);  -analysing the use of language, including figurative   language and how it is used for effect;  -discussing how characters change and develop   through texts by drawing inferences based on   indirect clues;  -drawing out key information and summarising the   main ideas in a text.  4.to distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. 5. to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. | |
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