



# English Progression of Skills and Knowledge

Year group	Term	Communication and language	Reading	Writing
EYFS  N	1	<p><b>Listening, Attention and Understanding</b> Can find it difficult to pay attention to more than one thing at a time.</p> <p><b>Speaking</b> Knows many rhymes</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Be able to express a point of view.</p> <p><b>Expressive Arts</b> <b>Creating with Materials</b> 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><b>Being Imaginative and Expressive</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (voice sounds).</p>	<p><b>Word Reading</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word</p> <p><b>Comprehension</b> Understand the five key concepts about print: - print has meaning - the names of the 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> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing. (Mark Making)</p> <p>Name, recognise and write the first letter/sound of their name.</p> <p>Begin to know and recite the letters of the alphabet (letter names)</p> <p><b>Fine Motor Skills</b> Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begins to show a preference for a dominant hand.</p>



		<p><b>Phonics</b>  <b>Phase One:</b> Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme and Voice Sounds.</p>		
	2	<p><b>Listening, Attention and Understanding</b>  Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”</p> <p><b>Speaking</b></p> <p>Sing a repertoire of songs.</p> <p>Be able to talk about familiar books.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Use longer sentences of four to six words.</p> <p>To debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation.</p> <p><b>Expressive Arts</b>  <b>Creating with Materials</b>  Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p><b>Word Reading</b>  Develop their phonological awareness, so that they can: - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother</p> <p><b>Comprehension</b>  Understand the five key concepts about print:  - print has meaning  - the names of the 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> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Use some of their print and letter knowledge in their early writing, giving meaning to their mark making.</p> <p>Write some letters from their name accurately.</p> <p>Recite the letters of the alphabet (letter names)</p> <p><b>Fine Motor Skills</b>  Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>



		<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p><b>Being Imaginative and Expressive</b> Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person (voice sounds)</p>		
<p><i>See phonics overview</i></p>		<p><b>Phonics NOTE:</b> New arrivals to begin the first five aspects of phase one based on initial assessment. <b>Phase One:</b> Alliteration</p>		
	<p>3</p>	<p><b>Listening, Attention and Understanding</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <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>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with word like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>	<p><b>Word Reading</b> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p><b>Comprehension</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- the names of the different parts of a book</li> <li>- print can have different purposes - page sequencing</li> <li>- we read English text from left to right and from top to bottom</li> </ul> <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; may write ‘m’ for mummy.</p> <p>Write some letters accurately.</p> <p>Write their name.</p> <p><b>Fine Motor Skills</b> Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>



	<p><b>Speaking</b> 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>Be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><b>Expressive Arts</b> <b>Creating with Materials</b> 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><b>Being Imaginative and Expressive</b> Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (voice sounds)</p>		
<p><i>See phonics overview</i></p>	<p><b>Phonics NOTE:</b> New arrivals to begin the first five aspects of phase one and alliteration based on initial assessment. (70% segmenting and 30% blending) <b>Phase One:</b> Oral Blending and Segmenting.</p>		



<p>EYFS</p> <p>R</p>	<p>1</p>	<p><b>Listening, attention and understanding</b> Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</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><b>Speaking</b> Use new vocabulary throughout the day. 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>Develop social phrases.</p> <p>Engage in story times.</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><b>Expressive Arts</b> <b>Being Imaginative and Expressive</b> Develop storylines in their pretend play.</p>	<p><b>Word Reading</b> Read individual words by saying the sounds for them. (based on sounds learnt during phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (CVC).</p> <p>Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few high frequency/tricky words.</p> <p><b>Comprehension</b> Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading, 'Strive for 5!')</p>	<p><b>Writing</b> Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Based on learnt sounds from phase two)</p> <p><b>Gross Motor Skills</b> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Fine Motor Skills</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</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>
----------------------	----------	---	---	---



		Listen attentively, move to and talk about music, expressing their feelings and responses.		
<i>See phonics overview</i>		<b>Phonics NOTE:</b> Phase one to run simultaneously alongside phase two until 70% segmenting and 30% blending. <b>Phase Two Sounds - s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/ff/l/l/ss</b> <b>Read and write</b> words using the above sounds and a few high frequency- tricky words where appropriate		
EYFS  R	2	<b>Listening, attention and understanding</b> Understand how to listen carefully and why listening is important.  Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  <b>Speaking</b> Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Articulate their ideas and thoughts in well-formed sentences.  <b>Expressive Arts</b> <b>Being Imaginative and Expressive</b> Develop storylines in their pretend play.  Listen attentively, move to and talk about music, expressing their feelings and responses.	<b>Word Reading</b> Read individual letters by saying the sounds for them. (Based on words taught during phonics) Phonics progression... Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few tricky words/high frequency words.  <b>Comprehension</b> Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading, 'strive for five!')	<b>Writing</b> Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense  <b>Fine Motor Skills</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.  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.
<i>See phonics overview</i>		<b>Phonics Sounds</b> - j/v/w/x/y/z/zz/qu/ch/sh/th/ng/ai/ee/oo/oa/oi/ar/or/ur/ow/er/ear/ure/air/igh <b>Read words</b> - no/go/l/the/to/he/she/we/me/be/was/my/you/they/her/all <b>Write words</b> - the/to/no/go/into		
EYFS  R	3	<b>Listening, attention and understanding</b> Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  <b>Speaking</b> Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Articulate their ideas and thoughts in well-formed sentences.  <b>Expressive Arts</b> <b>Being Imaginative and Expressive</b> Develop storylines in their pretend play.	<b>Word Reading</b> Read individual letters by saying the sounds for them. (based on words taught during phonics)  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letters-sound correspondences and, where necessary, a few high frequency/tricky words.  <b>Comprehension</b> Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading, 'Strive for five!')	<b>Writing</b> Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense  <b>Fine motor skills</b> Develop the foundations of a handwriting style which is fast, accurate and efficient. 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.



		Listen attentively, move to and talk about music, expressing their feelings and responses.		
See phonics overview		<b>Phonics Sounds</b> – review phase 3 <b>Read words</b> – phase 2 and 3 tricky words <b>Write words</b> - the/to/no/go/into- he/she/we/me/be/you/are/her/was/all/they/my		
		<b>Early Learning Goals</b> <b>Listening, attention and understanding</b> 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.  <b>Speaking</b> 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.  <b>Word Reading</b> 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 high frequency words  <b>Comprehension</b> 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  <b>Writing</b> 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.  <b>Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		





		<p><b>Expressive Arts</b> <b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
--	--	--



Year group	Term	Reading	Writing
Year 1	Ongoing	<p>Makes links between their experiences and what they read in books.</p> <p>Reads age appropriate common high frequency words/tricky words (see phonics progression)</p>	<p>Uses structures from familiar stories in narrative writing.</p> <p>Writes sequenced sentences to recount real events.</p> <p>Uses simple structures to support non-narrative writing.</p> <p>Demarcates some sentences in their writing with capital letters.</p> <p>Demarcates many sentences in their writing with full stops.</p> <p>Makes phonetically plausible attempts at spelling unknown words.</p> <p>Spells many common high frequency/tricky words correctly.</p> <p>Uses the present and past tenses with some accuracy and consistency.</p>
	1	<p>Reads books at an age appropriate level (Yellow) Decodes unknown words by looking at word beginnings - initial sound/clusters Blends the sounds in unfamiliar words, identifying phase 3 phonemes</p> <p>Selects a favourite book from a given selection and gives a reason why Predicts what might happen in a story using picture cues and key words (e.g. title / characters name / previous stories and links made) Retells the main events in a story accurately using story language - first, then, next, later, finally</p>	<p>Rehearses writing orally before writing using a clear voice and actions.</p> <p>Combines words to make sentences.</p> <p>Makes relevant word choices when writing, including using word banks as a support.</p> <p>Segments words into phonemes and represents these by graphemes, using phase 3 phonics, spelling many correctly.</p> <p>Forms lower case letters in the correct direction, starting and finishing in the right place on the line.</p>



			Forms lower case letters ensuring they are relative in size to one another in most writing.  Uses spaces between words that reflect the size of the letters.
	<i>See phonics overview</i>	<b>Phonics Sounds</b> - Phase 3 assess, review and consolidate and teach phase 4 (j/v/w/x/y/z/zz/qu/ch/sh/th/ng/ai/ee/oo/oa/oi/ar/or/ur/ow/er/ear/ure/air/igh) <b>Read words</b> - no/go/l/the/to/he/she/we/me/be/was/my/you/they/her/all <b>Write words</b> - said/so/have/like/some/come/were/there/little/one/do/when/ what/out/oh/their/people/Mr/Mrs/looked/called/asked	
	2	<p>Reads books at an age appropriate level (green/orange).</p> <p>Blends the sounds in unfamiliar words, identifying phase 5 phonemes.</p> <p>Decodes unknown words by finding small words in big words.</p> <p>Decodes unknown words by looking at common suffixes; -s, -es, -ing, -ed, -er, -est, -ful, -ly, -ment.</p> <p>Independently re reads to check and correct word reading.</p> <p>Locates specific information in the text to find answers to simple questions - who / where / what / when / how.</p>	<p>Writes meaningful sequenced sentences to form a short narrative.</p> <p>Can draw a clear well sequenced map and use it to retell a simple narrative.</p> <p>Uses a capital letter for the pronoun I.</p> <p>Uses capital letters for names.</p> <p>Uses /and/ as a coordinating conjunction.</p> <p>Segments words into phonemes and represents these by graphemes, using phase 5 phonics, spelling many correctly.</p> <p>Uses suffixes to spell regular plural nouns correctly.</p> <p>Uses suffixes to spell longer words correctly, where no change is needed to the root word.</p>
	<i>See phonics overview</i>	<b>Phonics Sounds</b> - ph/ow/oe/ay/ie/i_e/o_e/a_e/ir/ue/ea/e_e/au/aw/ew/u_e Sounds - alternative pronunciations; wh/ure/oy/ou/a/e/i/o/u/c/g/ie/ea/y/ch/ ou/ey/ture/tch/dge/mb/se/wr/kn/are/ere/ear/se/aught <b>Read words</b> - oh/their/people/Mr/Mrs/looked/called/asked/water/where/who/again/ thought/through/work/mouse/many/laughed/because/different/any/ eyes/friends/once/please <b>Write words</b> - said/so/have/like/some/come/were/there/little/one/do/when/what/out/oh/their/ people/Mr/Mrs/looked/called/asked	



	3	<p>Reads books at an age appropriate level (orange/turquoise).</p> <p>Reads aloud at a good pace, using a variety of strategies to decode unknown words.</p> <p>Reads accurately words of 2 or more syllables.</p> <p>Sustains reading through longer sentence structures and paragraphs.</p> <p>Begins to read using punctuation for expression - full stop, comma, speech marks.</p> <p>Independently re reads to check, correct and understand the sense of a sentence.</p> <p>Makes simple inferences about thoughts, feelings and actions.</p> <p>Answers why questions using evidence from the text.</p>	<p>Uses exclamation and question marks in some writing.</p> <p>When appropriate attempts to use other conjunctions to add detail.</p> <p>Uses simple adjectives to add detail in some writing.</p>
	See phonics overview	<p><b>Phonics Sounds</b> – assess and review phase 5</p> <p><b>Read and Write:</b> tricky words from phases 2-5 phonic and Year One Common Exception Words</p>	
Year 2	Ongoing	<p>Makes links between their experiences and what they read in books.</p> <p>Reads a range of texts by different authors with fluency.</p> <p>Reads age appropriate common high frequency words/common exception words and tricky words.</p>	<p>Invents own ideas and uses them to write stories using a well-known story structure.</p> <p>Writes simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Writes simple, coherent recounts based on real events.</p> <p>Uses the present and past tenses mostly correctly and consistently.</p> <p>Spells many common exception words correctly.</p>



			<p>Uses the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Uses accurate and consistent handwriting.</p>
	1	<p>Reads books at an age appropriate level (turquoise/purple).</p> <p>Decodes unknown words by looking at word beginnings - initial sound/clusters.</p> <p>Reads accurately by blending the sounds in words, recognising alternative sounds for graphemes.</p> <p>Makes choices about which texts to read and gives reasons for choices – e.g. use of library.</p> <p>Sequences the main events in a story.</p> <p>Uses knowledge of a character, setting, story or theme to make predictions about story outcomes.</p> <p>Reads accurately words of 2 or more syllables.</p> <p>Reads words containing common suffixes - ing/ed/ful/ly/ment.</p> <p>Reads using punctuation for expression - full stop, comma, speech marks.</p> <p>Retrieves key information from a text using both keywords and synonyms - who / where / what / when / how.</p>	<p>Demarcates most sentences in their writing with capital letters and full stops.</p> <p>Segments words into phonemes and represents these using graphemes, including alternative spellings of the same sound, spelling many correctly – e.g. toy/toi.</p> <p>Forms capital letters and lower case letters correctly - on the line / correct direction / ascenders and descenders.</p> <p>Ensures capital letters and lower case letters are the same size in relation to each other.</p> <p>Uses adjectives to describe nouns.</p>
	<i>See phonics overview</i>	Phonics- Children grouped using end of year 1 assessments Phase 6 phonics introduced - spelling patterns (Twinkl Phonics)	
	2	Reads books at an age appropriate level (purple/gold).	Uses a question mark and exclamation mark correctly when required, most of the time.



		<p>Reads most words quickly and accurately without over sounding and blending.</p> <p>Monitors own reading by checking and self-correcting, while considering text meaning.</p> <p>Identifies words they need clarifying – e.g. child can underline a word they do not understand.</p> <p>Locates the evidence in the text when given a character’s quality - e.g. find the evidence to back up an opinion.</p> <p>Makes simple inferences based on a character’s actions using evidence from the text - e.g. given a sentence and asked for impact.</p> <p>Answers why questions using evidence from the text.</p>	<p>Uses coordinating conjunctions correctly -- and/or/but.</p> <p>Uses subordinating conjunctions correctly- because/if/that/when.</p> <p>Makes phonetically plausible attempts at spelling unknown words including all syllables - e.g. digh – no – sor (digh – sor being incorrect).</p> <p>Uses commas to separate items in a list.</p> <p>Uses an apostrophe for show where a letter is missing in spelling.</p> <p>Uses interesting vocabulary to interest the reader - verbs / adjectives / similies / adverbs.</p> <p>Uses suffixes to spell longer words correctly - e.g. ing / ed / ly / ful.</p>
	<p><i>See phonics overview</i></p>	<p>Phonics Children grouped using end of year 1 assessments Phase 6 phonics introduced - spelling patterns (Twinkl Phonics)</p>	
<p><b>3</b></p>		<p>Reads books at an age appropriate level (gold/white).</p> <p>Is clear about the audience and purpose of a book.</p> <p>Compares and contrasts the structure or layout of information books saying what is the same and what is different.</p> <p>Compares and contrasts the themes or events in stories saying what is the same and what is different.</p> <p>Locates and discusses how vocabulary choice can enhance meaning.</p> <p>Generates questions linked to the text before reading</p>	<p>Writes for different purposes using key features of the text type correctly – e.g. short story / instructions / recount / non-chronological report.</p> <p>Uses most taught punctuation accurately and precisely – CL/FS/?/!/commas in list/apostrophe for contractions.</p>
	<p><i>See phonics overview</i></p>	<p>Phonics Children grouped using end of year 1 assessments Phase 6 phonics introduced - spelling patterns (Twinkl Phonics)</p>	



<p>Year 3</p>	<p>Ongoing</p>	<p>Makes links between their experiences and what they read in books.</p> <p>Reads a range of texts by different authors with fluency.</p> <p>Asks questions to improve their understanding of a text.</p> <p>Identifies the features of different text types – e.g. short story, newspaper, recount, information page, instructions.</p>	<p>Writes effectively and coherently for a range of purposes and audiences, including a short story – any style which uses key features correctly.</p> <p>Uses simple organisational devices suitable to the text type to aid presentation – e.g. non-chron; headings, sub-headings.</p> <p>Uses present and past tense mostly correctly and consistently – simple and progressive continuous.</p> <p>Uses most taught punctuation accurately and precisely – FS/CL/?/!/comma in a list/apostrophe for contractions.</p> <p>Writes with increasing legibility throughout a published piece of work.</p> <p>Spells some words correctly from the year 3/4 spelling list (National Curriculum 2014).</p>
	<p>1</p>	<p>Reads books at an age appropriate level (gold/white)</p> <p>Monitors own reading, checking, self correcting and re reading phrases and sentences when meaning is lost.</p> <p>Reads using punctuation for expression – e.g. full stop, comma, speech marks, question mark, exclamation mark.</p> <p>Retrieves key information from a text using both key words and synonyms – e.g. who / where / what / when / how.</p> <p>Summarises the main events in a story – e.g. give a specific number of points.</p> <p>Makes plausible predictions based on events, actions and dialogue.</p>	<p>Develops and extends ideas in sequenced sentences.</p> <p>Uses a range of coordinating conjunctions - e.g. and, so, but, for, or, yet.</p> <p>Uses a range of subordinating conjunctions - e.g. because, therefore, when, until, that, unless, if.</p> <p>Uses adjectives and adverbs (including noun phrases) for description.</p> <p>Proof reads and edits writing making changes for accuracy – missing words/punctuation.</p>



	<p>2</p>	<p>Reads books at an age appropriate level (white/lime)</p> <p>Uses context to understand the meaning of unknown words.</p> <p>Uses word class to understand the meaning of unknown words.</p> <p>Uses prefixes and suffixes to understand the meaning of unknown words.</p> <p>Answers why questions using evidence from the text.</p> <p>Makes notes from information located in non fiction texts – e.g. summarise key information.</p> <p>Recognises different forms of poetry – e.g. free verse, narrative, shape, acrostic.</p> <p>Prepares poems to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. class assembly</p>	<p>Describes settings in narratives using more than one descriptive idea.</p> <p>Describes characters in narratives using more than one descriptive idea.</p> <p>Develops a character by describing feelings and emotions.</p> <p>Uses verbs and adverbs to add detail to events, settings and characters correctly and consistently.</p> <p>Opens sentences using when to create cohesion (adverbs and prepositions).</p> <p>Begins to organise writing using paragraphs - narrative and non-fiction.</p> <p>Uses inverted commas to punctuate direct speech.</p>
	<p>3</p>	<p>Reads books at an age appropriate level (lime/copper).</p> <p>Finds information quickly using knowledge of paragraphs.</p> <p>Makes simple inferences based on a character’s actions using evidence from the text – e.g. point and evidence.</p> <p>Identifies a character’s traits based on evidence from the text – e.g. point and evidence Interprets figurative language - - e.g. head was spinning (adult to locate).</p> <p>Identifies words and phrases that capture the reader’s interest and imagination.</p>	<p>Begins to organise writing using paragraphs - narrative and non-fiction Uses inverted commas to punctuate direct speech.</p> <p>Uses the correct form of /a/ or /an/</p>





<p>Year 4</p>	<p>Ongoing</p>	<p>Makes links between their experiences and what they read in books.</p> <p>Reads a range of texts by different authors with fluency.</p> <p>Uses a range of strategies to understand the meaning of unknown words – pref/suffix/context/word class.</p> <p>Discusses books they have read with their peers giving reasons for their opinions – e.g. a big question with multiple answers which children reason.</p> <p>Identifies the features of different text types - e.g. short story, newspaper, recount, information page, explanation, persuasion.</p>	<p>Writes effectively and coherently for a range of purposes and audiences, including a short story – any style which uses key features correctly.</p> <p>Uses organisational devices suitable to the text type to aid presentation – e.g. headings and subheadings.</p> <p>Uses present and past tense mostly correctly and consistently – simple and progressive continuous.</p> <p>Uses most taught punctuation accurately and precisely – FS/CL/?/!/comma in a list/apostrophe for contractions/inverted commas.</p> <p>Writes with increasing legibility throughout a published piece of work.</p> <p>Spells 50% of words correctly from the year 3/4 spelling list.</p>
	<p>1</p>	<p>Reads books at an age appropriate level.</p> <p>Retrieves key information from a text using both key words and synonyms - who / where / what / when / how.</p> <p>Answers why questions using evidence from the text.</p> <p>Summarises the main ideas of a paragraph to demonstrate understanding.</p> <p>Reads using punctuation for expression, including conjunctions as signposts – e.g. full stop, comma, speech marks, question mark, exclamation mark, bold, italics.</p> <p>Prepares speeches to perform to an audience, showing understanding through body language, intonation, tone and volume.</p>	<p>Organise paragraphs around themes across a piece of writing – narrative and non-fiction.</p> <p>Uses adverbs for description.</p> <p>Uses a range of coordinating and subordinating conjunctions - e.g. and, so, but, for, or, yet, because, therefore, when, until, that, unless.</p> <p>Punctuates direct speech mostly accurately using inverted commas, comma after reporting clause and end punctuation within.</p>



	2	<p>Reads books at an age appropriate level.</p> <p>Scans to locate specific information within a page –identify key question words.</p> <p>Makes notes from information located in non fiction texts – e.g. notes to summarise key information Identifies a character’s traits based on evidence from the text – use of point and evidence.</p> <p>Makes inferences based on action, dialogue and description using evidence from the text – use of point and evidence.</p> <p>Makes plausible predictions based on themes within the text.</p> <p>Identifies the main theme of a whole text - e.g Harry Potter is about friendship, death, good v evil and family,</p>	<p>Makes some well-considered word choices to build on description, an event, tension or emotion.</p> <p>Describes settings in narratives with some awareness of the audience.</p> <p>Describes characters in narratives and shows some awareness of the audience.</p> <p>Uses a range of well chosen verbs for description.</p> <p>Uses a range of well chosen nouns/noun phrases for description.</p> <p>Uses apostrophes to mark singular and plural possession.</p>
	3	<p>Reads books at an age appropriate level.</p> <p>Identifies and interprets figurative language - e.g. head was spinning.</p> <p>Evaluates impact and meaning of given words and phrases based on text types.</p> <p>Evaluates impact and meaning of given words and phrases based on text types.</p> <p>Recognises fact versus opinion and justifies understanding.</p> <p>Identifies key features of poetry - e.g. similes, metaphors, alliteration, onomatopoeia.</p>	<p>Uses prepositions to express time - e.g. after, since, until, during, after a while, eventually.</p> <p>Opens sentences using when and where to create cohesion – e.g. prepositional phrases / adverbial phrases / conjunctions.</p> <p>Uses commas after fronted adverbials.</p> <p>Begins to show an awareness of the reader when editing writing – e.g. edit one paragraph for impact.</p>
Year 5	Ongoing	<p>Makes links between their experiences and what they read in books.</p>	<p>In narratives, writes effectively and coherently for a range of purposes and audiences, including a short story – plot is well developed, paced and sequenced.</p>



		<p>Reads a range of texts by different authors with fluency attending to speech, connectives, punctuation and italics/bold.</p> <p>Uses tone, pitch and volume when reading aloud to engage the listener.</p> <p>Uses a range of strategies to understand the meaning of unknown words – pref/suffix/context/word class/(root word when taught).</p> <p>Discusses books they have read with their peers giving reasons for their opinions, beginning to make links with other texts – e.g both these texts are about good v evil.</p> <p>Identifies the features of different text types including purpose and impact.</p>	<p>In non-narratives, writes effectively and coherently for a range of purposes and audiences - clear audience, purpose, layout and structure.</p> <p>Uses simple and progressive tenses mostly accurately – past/present/future.</p> <p>Uses past perfect and present perfect tenses mostly accurately.</p> <p>Uses previously taught punctuation accurately and precisely, including dialogue – FS / CL / ? / ! * Commas - list, clause, fronted adverbial phrases * Apostrophe – contraction and possession * Inverted commas – for speech and quotation.</p> <p>Maintains quality of writing to ensure work is concluded appropriately – purpose and effect.</p> <p>Writes legibly, joining with increasing speed.</p> <p>Spells some words correctly from the year 5/6 spelling list.</p>
	<p>1</p>	<p>Reads books at an age appropriate level.</p> <p>Retrieves key information from a text using both key words and synonyms - who / where / what / when / how.</p> <p>Answers why questions using evidence from the text.</p> <p>Recognises explicit points of view with evidence from the text in a paragraph and whole text – e.g. what the author wants you to think or feel.</p> <p>Recognises implicit points of view with evidence from the text in a paragraph and whole text – e.g. show don't tell.</p>	<p>Uses paragraphs to mark changes of time, setting and event in narrative writing.</p> <p>Develops and links an idea across at least two sentences within a paragraph.</p> <p>Uses a growing range of adverbs and prepositions to create cohesion within a paragraph.</p> <p>Develops characters in narratives using description and action (show don't tell) – e.g. using relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language.</p>



		Uses root words to understand the meaning of unknown words.	Uses expanded noun phrases to add information or detail. Makes well considered word choices for deliberate effect to build on description, an event, tension or emotion – e.g. verbs – e.g. went/snuck adjectives – e.g. old/haggard.
	2	<p>Reads books at an age appropriate level (AR – yellow/red).</p> <p>Prepares plays to perform to an audience, showing understanding through body language, intonation, tone and volume e.g. end of year production.</p> <p>Scans to locate specific information across more than one page.</p> <p>Skims to establish general ideas – e.g. note taking, annotation text marking, summarising.</p> <p>Identifies the main theme of a text - whole text and part of text.</p> <p>Identifies and explains how meaning is enhanced through words and phrases and comments upon their effect on the reader – e.g. fiction/poetry.</p> <p>Explains and justifies inferences from within a paragraph where clues are dropped subtly.</p> <p>Refers to the text to support opinions and predictions (point + evidence + explanation).</p>	<p>Uses relative clauses to add information.</p> <p>Uses subordinating clauses to further develop an idea using a comma where appropriate - e.g. complex sentences.</p> <p>Uses direct speech correctly to advance the action.</p> <p>Uses reported speech correctly and with purpose.</p> <p>Uses commas to separate clauses and phrases and clarify meaning.</p> <p>Uses commas to avoid ambiguity.</p>
	3	<p>Reads books at an age appropriate level (AR – red).</p> <p>Makes comparisons within a text Identifies links within and between paragraphs – e.g. cohesion Identifies the style of individual writers and poets and provides examples from a range of texts.</p>	<p>Uses modal verbs to indicate certainty or possibility and to position an argument.</p> <p>Uses adverbs to indicate degrees of possibility.</p> <p>Uses punctuation for parenthesis including brackets, dashes and commas.</p>



			Uses simple, compound and complex sentences to add variety and interest as appropriate for the purpose and audience.
Year 6	Ongoing	<p>Makes links between their experiences and what they read in books.</p> <p>Reads a range of texts by different authors with fluency attending to speech, connectives, punctuation and italics/bold.</p> <p>Uses tone, pitch and volume when reading aloud to engage the listener.</p> <p>Uses a range of strategies to understand the meaning of unknown words – pref/suffix/context/word class/root word.</p> <p>Retrieves key information from a text using both key words and synonyms - who / where / what / when / how.</p> <p>Answers why questions using evidence from the text.</p> <p>Asks questions to improve their understanding of a text.</p> <p>Recognises explicit and implicit points of view with evidence from the text in a paragraph and whole text – e.g. what the author wants you to think or feel Identifies themes across a range of texts.</p> <p>Declares and justifies personal preferences for authors and text-types.</p>	<p>Writes effectively for a range of purposes and audiences selecting language that shows good awareness of the reader across all text types.</p> <p>Uses tenses consistently and correctly throughout their writing.</p> <p>Uses a range of punctuation accurately and precisely.</p> <p>Draws on their reading to inform the vocabulary and grammar in their writing.</p> <p>Maintains legible handwriting when publishing.</p> <p>Spells most words correctly from the year 5/6 spelling list.</p> <p>Uses a dictionary to spell uncommon or more ambitious vocabulary.</p>
	1	<p>Reads books at an age appropriate level (AR - red).</p> <p>Prepares poems, plays and speeches to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. in assemblies.</p> <p>Skims and scans to locate information quickly using knowledge of paragraphs - skim = reading quickly / scan = look for key word.</p>	<p>Produces cohesive paragraphs - e.g. developing an idea with multiple sentences, adverbials, repetition, subordination.</p> <p>Describes settings in narratives with an awareness of the audience – using for e.g. relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language.</p>



		<p>Explains and justifies inferences from across a whole text where clues are dropped subtly - e.g. reads between the lines.</p> <p>Justifies opinions and predictions throughout a whole text (point+evidence+explanation).</p> <p>Identifies how context supports the reader to make predictions.</p> <p>Makes predictions based on details implied by the writer – n.b. incorrect predictions must be plausible.</p> <p>Makes comparisons within and across texts.</p>	<p>Describes characters in narratives with an awareness of the audience - using for e.g. relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language.</p> <p>Integrates dialogue to move the narrative forward, convey character and advance the action.</p> <p>Uses contracted forms where appropriate for the purpose of the text - e.g. dialogue, informal instructions.</p> <p>Uses colons and semicolons accurately.</p>
	2	<p>Reads books at an age appropriate level (AR – red/black).</p> <p>Summarises through note taking and annotating whilst reading – n.b. whole and part of texts.</p> <p>Distinguishes between statements, facts and opinions.</p> <p>Recognises different types of language features used and comments upon their effect on the reader, including non-fiction, fiction and poetry.</p> <p>Identifies the techniques the author has used to create mood, feelings, messages and attitudes – e.g. suspense, figurative language, metaphor, simile, flashback, description, sentence construction, grammar choices.</p>	<p>Uses clauses confidently manipulating their position for sense and impact.</p> <p>Produces cohesive texts - e.g. revisiting, reoccurring ideas, linking backwards or forwards, linking between paragraphs.</p> <p>Varies sentence structure, including length, for effect - e.g. interweaves short sentences, starts sentences in different ways.</p> <p>Moves between tenses deliberately within a piece of writing for effect - e.g. flashback.</p> <p>Uses modal verbs to suggest degrees of possibility.</p> <p>Maintains a convincing viewpoint throughout a sustained piece of writing.</p> <p>Exercises conscious control over levels of formality within a text.</p>
	3	<p>Reads, comprehends and discusses books at an age appropriate level (AR – black/free reader).</p>	<p>Writes effectively for a range of purposes and audiences selecting language and grammatical features that show good awareness of the reader across all text types.</p>