



Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
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	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
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Speaking and Listening

	<p>Shows an understanding of the value of speaking and listening to communicate (IB)</p> <p>Recognise that sounds are associated with objects or symbolic representations of them (IB)</p> <p>Uses language to name their environment (IB)</p> <p>Uses language to get to know each other (IB)</p> <p>Uses language to initiate and explore relationships (IB)</p> <p>Uses language to question and inquire (IB)</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of poems at a level beyond that at which I can read independently with an adult</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of stories at a level beyond that at which I can read independently with an adult</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of non-fiction at a level beyond that at which I can read independently with an adult</p> <p>develop my vocabulary and understanding by being encouraged to link what I or hear read to my own experiences</p> <p>develop my vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</p> <p>develop my vocabulary and understanding by recognising and joining in with predictable phrases</p> <p>develop my vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Understand that sounds and symbols are associated with objects, events and ideas (IB)</p> <p>Understand that objects or symbols may have different sounds or words associated with it in different languages. (IB)</p> <p>Begin to be cognizant about the high degree of variability of language and its uses (IB)</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which I can read independently</p> <p>discuss the sequence of events in books and how items of information are related with an adult</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>talk about non-fiction books that are structured in different ways</p> <p>recognise simple recurring literary language in stories</p> <p>Recognise simple recurring literary language in poetry</p> <p>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discuss my favourite words and phrases</p> <p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand that the way an ad. is structured or organized, conveys meaning by telling an adult or writing it down. (IB)</p> <p>Identify the theme (truth, lesson, or message) of a poem by telling an adult or writing it down</p> <p>Identify how many stanzas are in a poem by telling an adult or writing it down</p> <p>Identify the way a poem is structured or organized (number of stanzas) conveys meaning by telling an adult or writing it down. (IB)</p>	<p>Show an understanding of the wide range of purposes of spoken language: to instruct, inform, entertain and reassure (IB)</p> <p>Show an understanding that each listener's perception of what they hear is unique (IB)</p> <p>Compile rules about the use of different aspects of language (IB)</p> <p>Can listen and respond appropriately to adults</p> <p>Can listen and respond appropriately to my peers</p> <p>Can listen and respond appropriately in a small group</p> <p>Can listen and respond appropriately in the whole class</p> <p>Can ask relevant questions to extend their knowledge about a topic</p> <p>Can ask relevant questions to extend my understanding about a topic</p> <p>Participate actively in collaborative conversations with an adult</p> <p>Participate actively in collaborative conversations with a peer</p> <p>Participate actively in collaborative conversations with a small group</p> <p>Participate actively in collaborative conversations with the whole class</p> <p>stay on topic</p> <p>initiates talk about IB topics</p> <p>responds to talk about IB topics</p> <p>Speak audibly and fluently showing an increasing command of Standard English</p> <p>Gives well-structured descriptions to adults for different purposes to an adult</p> <p>Gives well-structured descriptions to adults for different purposes to a peer</p> <p>Gives well-structured descriptions to adults for different purposes to a small group</p> <p>Gives well-structured descriptions to adults for different purposes to the whole class.</p> <p>Gives well-structured explanations to adults for different purposes to an adult</p> <p>Gives well-structured explanations to adults for different purposes to a peer</p> <p>Gives well-structured explanations to adults for different purposes to a small group</p> <p>Gives well-structured explanations to adults for different purposes to the whole class</p>	<p>Show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions (IB)</p> <p>Show awareness that language is a vehicle for becoming knowledgeable (IB)</p> <p>Show awareness that language is a vehicle for negotiating understanding (IB)</p> <p>Show awareness that language is a vehicle for negotiating the social dimension (IB)</p> <p>Participate in discussions</p> <p>Participate in presentations</p> <p>Participate in performances</p> <p>Participate in role play</p> <p>Participate in improvisations</p> <p>Participate in debates</p> <p>Select and use appropriate registers for effective communication</p> <p>Discuss and evaluate how authors use language and considers the impact on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to me with adult prompting</p> <p>Participate in discussions about books that are read to me without adult prompting.</p> <p>Participate in discussions about books that I can read for myself, building on my own ideas</p> <p>Participate in discussions about books that I can read for myself, building on my own and others' ideas.</p> <p>Participate in discussions about books that I can read for myself, building on my own and others' ideas and challenging views courteously.</p>	<p>Able to understand the difference between literal and figurative language (IB)</p> <p>Know how to use language differently for different purposes (IB)</p> <p>Show awareness that they are building on their previous experiences and using language to construct new meaning (IB)</p> <p>Summarise plots and themes from a drama or presentation or film adaptation of a book</p> <p>Consider why things are different film to book</p> <p>Discuss language and body language as a representation of experiences and character</p> <p>speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>Speak confidently and effectively by giving short speeches and presentations, Speak confidently and effectively by expressing their own ideas and keeping to the point</p> <p>Speak confidently and effectively participating in formal debates and structured discussions</p> <p>Speak confidently and effectively in structured discussions summarising and/or building on what has been said</p> <p>improvise, rehearsing and performing play scripts</p> <p>Improvise, rehearse and perform poetry</p> <p>improvise, rehearsing and performing play scripts and poetry in order to generate language</p> <p>improvise, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p> <p>Create a radio, T.V broadcast, or podcast.</p> <p>Speak confidently and effectively Using standard English</p>
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		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5
Speaking and Listening		<p>poems, and to recite some by heart</p> <p>develop my vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>develop my vocabulary and understanding by engaging in the STAR approach</p> <p>participate in discussion about what is read to me by an adult.</p> <p>participate in discussion about what is read to me, taking turns, and listening to what others say</p> <p>participate in discussion about what is read to me, taking turns, and listening to what others say and clearly explain my understanding of what is read to them.</p>	<p>Identify the mood (feeling the poet is trying to convey) of a poem by telling an adult or writing it down</p> <p>Identify a line in a poem by telling an adult or writing it down</p> <p>Identify the rhythm of a poem by stamping or tapping while reading it</p> <p>Identify words that rhyme in a poem by telling an adult or writing them down</p> <p>Read and respond to a poem by drawing or painting a picture and telling an adult about it</p> <p>Identify the headline in a newspaper article</p> <p>Identify the theme or message of a newspaper article by telling an adult or writing it down</p> <p>Identify one fact in a newspaper article by telling an adult or writing it down</p> <p>Identify one opinion in a newspaper article by telling an adult or highlighting it.</p> <p>Use a character relationship graphic organiser in response to a book or story</p> <p>Draw inferences about character's thoughts from their actions by drawing a picture of the character and filling in a thought bubble in response to a book or story.</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult and justifying those inferences with evidence.</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult and justifying those inferences with evidence.</p> <p>Draw inferences about a character's motives from their actions by telling an adult or writing it down with evidence.</p>	<p>Gives well-structured narratives for different purposes to an adult</p> <p>Gives well-structured narratives for different purposes to a peer</p> <p>Gives well-structured narratives for different purposes to a small group</p> <p>Gives well-structured narratives for different purposes to the whole class</p> <p>Gains the interest of the listener(s) while talking about themselves to their peers for a short time</p> <p>maintains the interest of the listener(s) while talking about themselves to their peers for a short time</p> <p>monitor the interest of the listener(s) while talking about themselves to their peers</p> <p>use spoken language to develop understanding through speculating with an adult</p> <p>use spoken language to develop understanding through hypothesising</p> <p>use spoken language to develop understanding through imagining and exploring ideas</p> <p>Participate actively in collaborative conversations.</p> <p>Considers and evaluate different viewpoints by agreeing or disagreeing with the speaker and saying why.</p> <p>Considers and evaluate different viewpoints while attending to the contributions of others</p> <p>Considers and evaluate different viewpoints while attending to and building on the contributions of others</p> <p>Select and use appropriate registers for speaking about your art to an adult</p> <p>Select and use appropriate registers for speaking about your writing to an adult</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in presentations of your own artwork to an adult</p> <p>participate in presentations of your own written work.</p>	<p>Discuss and evaluate how authors use language, including figurative language</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read.</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Use spoken language to develop understanding through speculating.</p> <p>Use spoken language to develop understanding through hypothesising, imagining and exploring ideas.</p> <p>Use spoken language to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Use spoken language to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Provide reasoned justifications for their views</p>					



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Reading		<p>Demonstrate understand that print represents the real world by discussing it with others (IB)</p> <p>Understand that print represents the imagined world by discussing it with others (IB)</p> <p>Understand that I can read to gain knowledge and talk about it (IB)</p> <p>Understand that reading can be a social activity or an individual activity (IB)</p> <p>Have a concept of a book and an awareness of its structural elements (IB)</p> <p>Recall some sounds when reading (decoding) (IB)</p> <p>Can construct some meaning from words they have decoded (IB)</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB)</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB)</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB)</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB)</p> <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB)</p> <p>read other words of more than one syllable that contain taught GPCs</p>	<p>Develop pleasure and motivation to read</p> <p>Select and read favourite texts for enjoyment (IB)</p> <p>Understand that language can be represented by letters (IB)</p> <p>Recognise an increasing number of letters and sounds (IB)</p> <p>Recognise 40+ letter sound correspondences (IB)</p> <p>increase the number of sight words that I know (IB)</p> <p>use prior knowledge to understand what I read (IB)</p> <p>recognise sounds and words in different contexts (IB)</p> <p>understand that reading is a vehicle for learning new ideas and can discuss these (IB)</p> <p>understand that reading conveys meaning and can answer simple questions (IB)</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>Understand that text is used to convey meaning in different ways for different purposes by creating a poster (IB)</p> <p>Understand that the way a poster is structured, conveys meaning (IB)</p> <p>Understand that text is used to convey meaning in different ways for different purposes by creating an advertisement. (IB)</p> <p>Understand that the way an ad. is structured or organized, conveys meaning by telling an adult or writing it down. (IB)</p> <p>Identify the theme (truth, lesson, or message) of a poem by telling an adult or writing it down</p> <p>Identify how many stanzas are in a poem by telling an adult or writing it down</p> <p>Identify the way a poem is structured or organized (number of stanzas) conveys meaning by telling an adult or writing it down. (IB)</p> <p>Identify the mood (feeling the poet is trying to convey) of a poem by telling an adult or writing it down</p> <p>Identify a line in a poem by telling an adult or writing it down</p> <p>Identify the rhythm of a poem by stamping or tapping while reading it</p> <p>Identify words that rhyme in a poem by telling an adult or writing them down</p> <p>Read and respond to a poem by drawing or painting a picture and telling an adult about it</p> <p>Identify the headline in a newspaper article</p> <p>Identify the theme or message of a newspaper article by telling an adult or writing it down</p> <p>Identify one fact in a newspaper article by telling an adult or writing it down</p> <p>Identify one opinion in a newspaper article by telling an adult or highlighting it.</p> <p>Use a character relationship graphic organiser in response to a book or story</p>	<p>Understand the relationship between reading, thinking, and reflecting by discussing what they have read with an adult (IB)</p> <p>Understand the relationship between reading, thinking, and reflecting by discussing what they have read with a peer (IB)</p> <p>Understand that reading extends their world (both real and imagined) by discussing what they have read with an adult (IB)</p> <p>Understand that reading extends their world (both real and imagined) by discussing what they have read with a peer (IB)</p> <p>Has an established reading routine e.g. DEAR time after break (IB)</p> <p>Looks forward to reading (IB)</p> <p>Enjoys reading books for themselves</p> <p>Join in a two-turn discussion about a modern fiction book that they read themselves with an adult</p> <p>Join in a two-turn discussion about a modern fiction book that is read to them with a peer</p> <p>Join in a two-turn discussion about a modern fiction book that they read themselves with small group</p> <p>Join in a two-turn discussion about a modern fiction book that they read themselves with the class.</p> <p>Join in a two-turn discussion about fiction from our literary heritage that they read themselves with an adult</p> <p>Join in a two-turn discussion about fiction from our literary heritage that is read to them with a peer</p> <p>Join in a two-turn discussion about fiction from our literary heritage that is read to them with a small group.</p> <p>Join in a two-turn discussion about fiction from our literary heritage that is read to them with the class.</p>	<p>Shows understanding of the strategies authors use to engage them and can discuss these with an adult (IB)</p> <p>Can talk about favourite authors with an adult (IB)</p> <p>Can talk about reasons for their choice of favourite books with an adult (IB)</p> <p>Demonstrates further knowledge about and understanding of the world through discussion after reading with an adult (IB)</p> <p>Read and discuss the author's intent with a small group</p> <p>Read and discuss the author's intent with the whole class</p> <p>Read and discuss the characters' identities and characteristics (ethnicity, beliefs, values etc.) in a small group</p> <p>Read and discuss the characters' identities and characteristics (ethnicity, beliefs, values etc.) with the whole class</p> <p>Read and discuss the characters' emotions and experiences in a small group</p> <p>Read and discuss the characters' emotions and experiences with the whole class</p> <p>show a love of reading by choosing a book and reading it independently</p> <p>Read increasingly challenging material independently through reading a wide range of fiction- whole books with different authors</p> <p>Read increasingly challenging material independently through reading a wide range of genres in fiction- whole books</p> <p>Read increasingly challenging material independently through reading a wide range of historical periods in fiction- whole books</p> <p>Read increasingly challenging material independently through reading a wide range of non-fiction</p> <p>Read increasingly challenging material independently through reading a wide range of short stories with different authors</p>			



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Reading		<p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB) read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols/ words of the language community (IB) re-read these books to build up their fluency and confidence in word reading</p> <p>Select and re-read favourite texts for enjoyment (IB)</p> <p>develop my pleasure in reading by showing motivation to read,</p> <p>Listen to and enjoy books that are read to me (IB)</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of poems at a level beyond that at which they I read independently with an adult</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of stories at a level beyond that at which they can read independently with an adult</p> <p>develop my vocabulary and understanding by listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently with an adult</p> <p>develop my vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Make connections between personal experience and storybook characters (IB)</p>	<p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading. develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by stories at a level beyond that at which they can read independently</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by and non-fiction at a level beyond that at which they can read independently</p> <p>discuss the sequence of events in books and how items of information are related with an adult</p> <p>become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>talk about non-fiction books that are structured in different ways</p> <p>recognise simple recurring literary language in stories</p> <p>Recognise simple recurring literary language in poetry</p> <p>discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discuss my favourite words and phrases</p> <p>continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Draw inferences about character's thoughts from their actions by drawing a picture of the character and filling in a thought bubble in response to a book or story.</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult and justifying those inferences with evidence.</p> <p>Draw inferences about a character's feelings from their actions by drawing a picture of the character and labelling it with a feeling or telling an adult and justifying those inferences with evidence.</p> <p>Draw inferences about a character's motives from their actions by telling an adult or writing it down</p> <p>Draw inferences about a character's motives from their actions by telling an adult or writing it down and justifying those inferences with evidence.</p> <p>Join in a two-turn discussion about a fiction book that is read to them with an adult</p> <p>Join in a two-turn discussion about a fiction book that they read themselves with a peer</p> <p>Join in a two-turn discussion about a fiction book that is read to them with a small group</p> <p>Join in a two-turn discussion about a fiction book that they read themselves with the whole class.</p> <p>Join in a two-turn discussion about poetry that is read to them with a peer</p> <p>Join in a two-turn discussion about poetry book that they read themselves with a peer</p> <p>Enjoy being read to</p> <p>Join in a two-turn discussion about a play that is read to them with an adult</p>	<p>Join in a two-turn discussion about books from other cultures and traditions that they read themselves with an adult</p> <p>Join in a two-turn discussion about books from other cultures and traditions that they read themselves with a peer</p> <p>Join in a two-turn discussion about books from other cultures and traditions that they read themselves with a small group</p> <p>Join in a two-turn discussion about books from other cultures and traditions that they read themselves with the class.</p> <p>Join in a two-turn discussion about myths, legends, and traditional stories that they read themselves with an adult</p> <p>Join in a two-turn discussion about myths, legends, and traditional stories that they read themselves with a peer</p> <p>Join in a two-turn discussion about myths, legends, and traditional stories that they read themselves with a small group.</p> <p>Join in a two-turn discussion about myths, legends, and traditional stories that they read themselves with the class.</p> <p>Join in a two-turn discussion about poetry (including poems across the world) that is read to them with an adult</p> <p>Join in a two-turn discussion about poetry (including poems across the world) that they read themselves with a peer</p>	<p>Read increasingly challenging material independently through reading a wide range of short stories in different genres</p> <p>Read increasingly challenging material independently through reading a wide range of short stories in different historical periods</p> <p>Read increasingly challenging material independently through reading a wide range of poems with different authors</p> <p>Read increasingly challenging material independently through reading a wide range of poems in different genres</p> <p>Read increasingly challenging material independently through reading a wide range of poems in different historical periods</p> <p>Read increasingly challenging material independently through reading a wide range of plays with different authors</p> <p>Read increasingly challenging material independently through reading a wide range of plays with different historical periods</p> <p>Read seminal world literature choosing and reading books independently for challenge, interest, and enjoyment.</p> <p>Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons</p> <p>Read and understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understands it with the help of context and dictionaries.</p> <p>Makes inferences by referring to evidence in the text.</p> <p>Knows the purpose, audience and context of the writing and draws on this knowledge to support comprehension</p> <p>Checks their understanding to make sure that what they have read makes sense</p> <p>Read critically through knowing how figurative language presents meaning by writing a short piece on how it presents meaning in the text.</p>				



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Reading		<p>develop my vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</p> <p>Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes (IB)</p> <p>develop my vocabulary and understanding by recognising and joining in with predictable phrases</p> <p>Participate in shared reading, posing and responding to the questions and joining in the refrains (IB)</p> <p>develop my vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Memorize and join in with poems, rhymes and songs (IB)</p> <p>develop my vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>understand both the books I can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by an adult</p> <p>Read and understand the meaning of self-selected texts and teacher-selected texts at an appropriate level (IB)</p> <p>understand both the books I can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross checking one cue source against another (IB)</p>	<p>understand both the books that they can already read accurately and fluently and those that I listen to by drawing on what they already know or on background information and vocabulary provided by an adult</p> <p>understand both the books that they can already read accurately and fluently and those that I listen to by checking that the text makes sense to them as I read and correcting inaccurate reading</p> <p>understand both the books that they can already read accurately and fluently and those that I listen to by making inferences on the basis of what is being said and done</p>	<p>Join in a two-turn discussion about a play that is read to them with a peer.</p> <p>Enjoy reading books for themselves</p> <p>Join in a two-turn discussion about a fiction book with a small group</p> <p>Join in a two-turn discussion about a fiction book with a class</p> <p>Join in a two-turn discussion about a non-fiction book with an adult</p> <p>Join in a two-turn discussion about a non-fiction book with a peer</p> <p>Join in a two-turn discussion about a non-fiction book with a small group</p> <p>Join in a two-turn discussion about a non-fiction book with a class</p> <p>Retrieve and record information in a non-fiction response activity or on a graphic organiser</p> <p>Use a dictionary to check the meaning of words they have read.</p> <p>Join in a two-turn discussion about a reference book with a small group</p> <p>Join in a two-turn discussion about a reference book with a class</p> <p>Identify a headline in a newspaper article by pointing at it or writing it down.</p> <p>Identify direct speech in a newspaper article by highlighting it or reading it aloud.</p> <p>Read a short text, stop and check that the text makes sense to me by stopping and telling an adult 'So far, I've learned...', and read on (Written response is acceptable). (IB)</p> <p>Read a short text and use self-monitoring strategies for comprehension by saying 'What I think is going on here is...' to an adult or write it down (IB)</p> <p>Read a short text and use visual imagery strategies for comprehension by saying 'I can picture the...' to an adult or write it down (IB)</p> <p>Check the text makes sense to me by saying 'What I understand from this is...' and telling an adult or writing it down. (IB)</p>	<p>Join in a two-turn discussion about poetry (including poems across the world) that they read themselves with a small group</p> <p>Join in a two-turn discussion about poetry (including poems across the world) that they read themselves with the class.</p> <p>Join in a two-turn discussion about a play that is read to them with an adult</p> <p>Join in a two-turn discussion about a play that they have read themselves with a peer.</p> <p>Join in a two-turn discussion about a play that they have read themselves with a small group.</p> <p>Join in a two-turn discussion about a play that they have read themselves with the class.</p> <p>Join in a two-turn discussion about a non-fiction book with an adult</p> <p>Join in a two-turn discussion about a non-fiction book with a peer</p> <p>Join in a two-turn discussion about a non-fiction book with a small group</p> <p>Join in a two-turn discussion about a non-fiction book with a class</p> <p>Retrieve, record, and present information from non-fiction.</p> <p>Explain and discuss my understanding of what I have read through formal presentations, maintaining a focus on the topic, and using notes where necessary.</p> <p>Join in a two-turn discussion about historical non-fiction and historical poetry that they read themselves with an adult. Make comparisons within and across books</p> <p>Join in a two-turn discussion about historical non-fiction and historical poetry that they read themselves with a peer</p> <p>Make comparisons within and across books</p>	<p>Read critically through knowing how grammar presents meaning by writing a short piece on how it presents meaning in the text.</p> <p>Read critically through knowing how text structure presents meaning by writing a short piece on how it presents meaning in the poem.</p> <p>Read critically through knowing how text structure and organisational features presents meaning by writing a short piece on how it presents meaning in the text.</p> <p>Recognise a range of poetic conventions and how these have been used and can write about them</p> <p>Study setting and plot and the effects of their use and write about them</p> <p>Study characterisation and the effects of this and write about them.</p> <p>Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play and write about it.</p> <p>Make critical comparisons across texts on climate change by studying different authors</p> <p>Make critical comparisons across journalistic texts by studying different authors on the same news topic.</p> <p>Read critically through knowing how language presents meaning by writing a short piece on how it presents meaning in the text.</p> <p>Study seminal world literature choosing and reading books independently for challenge, interest, and enjoyment</p> <p>Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.</p> <p>Identify how language, structure and presentation contribute to meaning in a news item by comparing two journalists on the same news topic.</p> <p>Explain and discuss how figurative language contributes to the meaning of the text by telling an adult or writing about it.</p>			

Progression of Skills, English

English	EYF5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
		Stage 1		Stage 2		Stage 3		Stage 4		Stage 5
Reading		<p>understand both the books I can already read accurately and fluently and those they listen to by discussing the significance of the title and events with an adult</p> <p>Show curiosity and ask questions about pictures or text (IB)</p> <p>understand both the books I can already read accurately and fluently and those they listen to by making inferences based on what is being said and done with an adult</p> <p>Express opinions about the meaning of a story (IB)</p> <p>understand both the books I can already read accurately and fluently and those they listen to by predicting what might happen based on what has been read so far with an adult</p> <p>Make predictions about a story based on their own knowledge and experience (IB)</p> <p>participate in discussion about what is read to them with an adult.</p> <p>Show curiosity and ask questions about the pictures or text (IB)</p> <p>participate in discussion about what is read to them, taking turns, and listening to what others say</p> <p>Listen attentively and respond to stories read aloud (IB)</p> <p>participate in discussion about what is read to me, taking turns, and listening to what others say and clearly explain my understanding of what is read to them.</p> <p>Participate in shared reading, posing and responding to questions and joining in refrains (IB)</p>			<p>Use prediction strategies such as 'While looking over the material before reading it, I predict it will be about _____' (IB)</p> <p>Use implied prediction strategies such as 'While the author hasn't told me this, I think _____' and telling an adult or writing it down. (IB)</p> <p>Use prediction strategies such as 'The title/ heading/ picture makes me think _____' and telling an adult or writing it down. (IB)</p> <p>Check that words make sense to me by saying 'In this text I think this phrase/ word means... ' to an adult or writing it down. (IB)</p> <p>Can infer meaning by making a guess based on details in the text. (IB)</p> <p>Identify a prefix in a short text and talk about how it changes the root word meaning with an adult</p> <p>Identify a suffix in a short text and talk about how it changes the root word meaning with an adult.</p> <p>Read increasingly challenging texts and learn new vocabulary by linking it with synonyms in a brainstorming activity.</p> <p>Read increasingly challenging texts and learn new vocabulary by using context to help me understand the new word</p> <p>Read increasingly challenging texts and learn new vocabulary by using a dictionary to help me understand the new word.</p>		<p>Join in a two-turn discussion about historical non-fiction and historical poetry that they read themselves with a small group. Make comparisons within and across books</p> <p>Join in a two-turn discussion about historical nonfiction and historical poetry with the class. Make comparisons within and across books.</p> <p>Prepares poems to read aloud and perform, showing understanding and intonation, tone, and volume so that the meaning is clear to an audience.</p> <p>Prepares plays to read aloud and perform, showing understanding and intonation, tone, and volume so that the meaning is clear to an audience.</p> <p>Understand what I read by asking questions to improve my understanding</p> <p>Read a short text, stop, and check that the text makes sense to me by stopping and telling an adult 'So far, I've learned....', and read on (Written response is acceptable). (IB)</p> <p>Read a short text and use self-monitoring strategies for comprehension by saying 'What I think is going on here is... ' to an adult or write it down. Justify their answer with evidence. (IB)</p> <p>Read a short text and use visual imagery strategies for comprehension by saying 'I can picture the... ' to an adult or write it down. Justify their answer with evidence (IB)</p> <p>Check the text makes sense to me by saying 'What I understand from this is... ' and telling an adult or writing it down. Justify their answer with evidence (IB)</p> <p>Use prediction strategies such as 'Since _____ happened, I think _____ will happen next' and telling an adult or writing it down. Justify their answer with evidence (IB)</p>	<p>Explain and discuss how vocabulary choice contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Explain and discuss how grammar, text structure and organisational features contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Explain and discuss how setting contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Explain and discuss how plot contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Explain and discuss how characterization contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Explain and discuss how knowing the purpose, audience and context of the writing contributes to the meaning of the text by telling an adult or writing about it.</p> <p>Check my understanding to make sure that what I have read makes sense</p>		



Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1		Stage 2		Stage 3		Stage 4	
Reading							<p>Use prediction strategies such as 'Since _____ happened, I think _____ will happen next' and telling an adult or writing it down. Justify their answer with evidence (IB)</p> <p>Use prediction strategies such as 'While looking over the material before reading it, I predict it will be about _____'. Justify their answer with evidence (IB)</p> <p>Use implied prediction strategies such as 'While the author hasn't told me this, I think _____' and telling an adult or writing it down. Justify their answer with evidence (IB)</p> <p>Use prediction strategies such as 'The title/ heading/ picture makes me think _____' and telling an adult or writing it down. Justify their answer with evidence (IB)</p> <p>Check that words make sense to me by saying 'In this text I think this phrase/ word means...' to an adult or writing it down. Justify their answer with evidence (IB)</p> <p>Can infer meaning by making a guess based on details in the text. Justify their answer with evidence (IB)</p> <p>Discusses their understanding with others and explores the meaning of words in context through discussion.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Make comparisons within and across books using a graphic organiser or brainstorm</p> <p>Distinguish between facts and opinions by sorting or discussing.</p> <p>Explain and discuss how language choices contribute to the meaning of this picture book to an adult.</p> <p>Explain and discuss how language choices contribute to the meaning of this picture book to a peer.</p>		

Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1		Stage 2		Stage 3		Stage 4	
Reading							<p>Explain and discuss how language choices contribute to the meaning of this picture book to a small group.</p> <p>Explain and discuss how language choices contribute to the meaning of this picture book to the class.</p> <p>Retrieve and record information from news items about economics and their impact on people.</p> <p>Retrieve, record, and present information from news items about economics and their impact on people to an adult.</p> <p>Retrieve, record, and present information from news items about economics and their impact on people to a peer.</p> <p>Retrieve, record, and present information from news items about economics and their impact on people to a small group.</p> <p>Retrieve, record, and present information from news items about economics and their impact on people to the class.</p> <p>Retrieve and record information from news items about climate change and its impact on people.</p> <p>Retrieve, record, and present information from news items about climate change and its impact on people to an adult</p> <p>Retrieve, record, and present information from news items about climate change and its impact on people to a peer.</p> <p>Retrieve, record, and present information from news items about climate change and its impact on people to a small group.</p> <p>Retrieve, record, and present information from news items about climate change and its impact on people to the class.</p> <p>Summarise the main ideas drawn from more than one paragraph in a news article by writing from a sentence stem such as 'The story was mainly about.'</p> <p>Identify key details that support the main ideas in a news article by writing from a sentence stem such as 'The journalist's main ideas were.... She supported these ideas with the following convincing/not convincing evidence: ...</p>		

Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1		Stage 2		Stage 3		Stage 4	
Reading							<p>Identify how language contribute to meaning in a news item by writing about the key words that the journalist uses and why they impact.</p> <p>Identify how structure and presentation contribute to meaning in a news item by writing about how the article is organized and presented.</p> <p>Distinguish between fact and opinion in a news article by sorting them into two groups and telling the reason why.</p> <p>Retrieve and record information from news items about minerals and metals and the impact on the atmosphere and climate change.</p> <p>Retrieve, record, and present information from news items about minerals and metals and the impact on the atmosphere and climate change to an adult.</p> <p>Retrieve, record, and present information from news items about minerals and metals and the impact on the atmosphere and climate change to a peer.</p> <p>Retrieve, record, and present information from news items about minerals and metals and the impact on the atmosphere and climate change to a small group</p> <p>Retrieve, record, and present information from news items about minerals and metals and the impact on the atmosphere and climate change to the whole class.</p> <p>Precise longer passages using a wide range of devices such as paragraph structure to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by assessing the effectiveness of my own writing.</p> <p>Evaluate and edit by assessing the effectiveness of my own and others' writing</p> <p>Show understanding of the grammar for</p> <p>years 5 and 6 in English Appendix 2.</p>		



Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1	Stage 2	Stage 3	Stage 4	Stage 4	Stage 4	Stage 5	Stage 5
Writing		<p>Understand that writing is a form of expression to be enjoyed (IB) Know that how I write and what I write conveys meaning (IB) Know that writing is a purposeful act (IB) Know that writing can be both individual and collaborative (IB)</p> <p>Handwriting sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these write sentences by saying out loud what they are going to write about Write sentences by composing a sentence orally before writing it sequencing sentences to form short narratives re-read what I have written to check that it makes sense discuss what I have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Spelling Spell words containing each of the 40+ phonemes already taught spell common exception words spell the days of the week</p>	<p>Show an understanding that writing is a means of recording (IB) Show an understanding that writing is a means of remembering (IB) Show an understanding that writing is a means of communicating (IB) Know that writing involves the use of codes and symbols to convey meaning to others (IB) Know that writing and reading use the same codes and symbols (IB) Know that writing can describe the factual world (IB) Know that writing can describe the imagined world (IB) Spelling (Use Twinkl Spelling Scope and Sequence) spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learn how to spell common exception words learn to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguish between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 NC write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>show an understanding that writing can be structured in different ways to express different purposes (IB) use imagery in my stories to enhance meaning and make it more enjoyable to write and read (IB) understand that writing can produce a variety of responses from readers (IB) can tell a story and create characters in my writing (IB) Draft and write by organising paragraphs around a theme Read aloud my own writing to an adult Read aloud my own writing to a peer Read aloud my own writing to a group Assess effectiveness of their own writing and suggest improvements Assess effectiveness of others' writing and suggest improvements Using a wider range of conjunctions when and if learn spellings (Twinkl Spelling scope and sequence) plan writing about myself by discussing writing like that which I am planning to write, in non-narrative material, using simple organisational devices [for example, headings and sub-headings Journal/ diary writing Learn the grammar for years 3 and 4 in English. Write to communicate a message. Evaluate and edit by assessing the effectiveness of my own writing and suggesting improvements. Evaluate and edit by assessing the effectiveness of others' writing and suggesting improvements. Writing what I know about my friends. Increase the legibility, consistency, and quality of their handwriting Increase the legibility, consistency, and quality of their handwriting- comparing their writing to their friends.</p>	<p>understand the role of the author and take on the responsibilities of authorship (IB) demonstrate an understanding of story structure (IB) able to make critical judgements about my own writing (IB) able to make critical judgements about the writing of others (IB) able to rewrite to improve the quality of my writing (IB) Learn spellings from Twinkl scope and sequence Use planned writing for different styles including scripts Select appropriate grammar and vocab. Select appropriate grammar and vocab understand how those choices change and enhance meaning (thesaurus). In narratives, describe setting In narratives describe characters In narratives describe atmosphere In narratives describe characters and integrate dialogue to convey character and advance the action. Learning the grammar for years 5 and 6 in English Appendix 2 NC Identify and discussing themes and conventions in and across a wide range of writing making comparisons within and across books. Use dictionaries and thesaurus to check spelling and meaning of words and enhance meaning in their writing. Plan my writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Use a thesaurus Plan my writing by: noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>Show an understanding of the conventions pertaining to writing, in different forms, that are widely accepted (IB) Demonstrate a high level of integration of the strands of language in order to create meaning (IB) Can analyse the writing of others and identify common or recurring themes or issues (IB) Can accept feedback from others (IB) Creative – my journey into an ASD school Can write about a personal book choice – book review and recommendation can select and presenting information on chosen area within the enquiry – written or otherwise (Nonfiction) can write accurately, fluently, effectively and at length for pleasure and information through: ! writing for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays can write accurately, fluently, effectively and at length for pleasure and information through stories, can write accurately, fluently, effectively and at length for pleasure and information through scripts can write accurately, fluently, effectively and at length for pleasure and information through poetry and other imaginative writing applies their knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draws on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plans, drafts, edits and proof- reads through amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>			



Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1	Stage 2	Stage 3	Stage 4	Stage 4	Stage 4	Stage 5	Stage 5
Writing		<p>Vocabulary, punctuation, and grammar Leave spaces between words join words and joining clauses using and begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learn the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing my writing.</p> <p>Writing Composition write sentences by saying out loud what I am going to write about compose a sentence orally before writing it sequence sentences to form short narratives re-read what I have written to check that it makes sense discuss what I have written with an adult discuss what I have written with my peers read aloud my writing clearly enough to be heard by my peers and the teacher</p>	<p>Handwriting form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.</p> <p>Writing Composition: develop positive attitudes towards and stamina for writing-by-writing narratives about personal experiences and those of others (real and fictional) develop positive attitudes towards and stamina for writing by writing about real events develop positive attitudes towards and stamina for writing-by-writing poetry develop positive attitudes towards and stamina for writing by writing for different purposes consider what I am going to write before beginning by planning or saying out loud what I am going to write about consider what I am going to write before beginning by writing down ideas and/or key words, including new vocabulary consider what I am going to write before beginning by encapsulating what I want to say, sentence by sentence make simple additions, revisions, and corrections to my own writing by evaluating my writing with the teacher and other pupils make simple additions, revisions, and corrections to my own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-read to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly] read aloud what I have written with appropriate intonation to make the meaning clear</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause. Increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; those lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Evaluate and edit my own and others' writing. Proofread for spelling and punctuation errors. compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Organising paragraphs around a theme using simple organisational devices (for example, headings and subheadings Assess the effectiveness of my own and others' writing and suggest improvements. Assess the effectiveness of others' writing and suggest improvements place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use and punctuating direct speech</p>	<p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these models in my own writing Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Show I can draft and write by selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning Precise longer passages using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by assessing the effectiveness of their own writing. Evaluate and edit by assessing the effectiveness of others' writing. Note and developing initial ideas before writing drawing on reading and research where necessary Use further organisational and presentational devices to structure text and guide the reader (for example headings, bullet points and underlining) Proof-read for spelling and punctuation errors. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my reading and writing. evaluate and edit by assessing the effectiveness of their own writing and proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning evaluate and edit by assessing the effectiveness of others' writing and proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning Perform their own compositions, using appropriate intonation, volume and movement, so the meaning is clear</p>	<p>Edits and proof-reads by paying attention to accurate grammar, punctuation, and spelling. Applies the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English Make a confident use of linguistic and literary terminology Writes notes and polished scripts for talks and presentations writes a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarises and organises material, and supporting ideas and arguments with any necessary factual detail applies their growing knowledge of vocabulary, grammar, and text structure to their writing plans, drafts, edit and proof-reads through considering how their writing reflects the audiences and purposes for which it was intended write non-fiction writing i.e., posters, advertisements, leaflets, newspaper articles makes critical comparisons between their own and others writing extends and applies the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts in their writing studies the effectiveness and impact of the grammatical features of the texts they read in written form draws on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve effects knows and understands the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p>			



Progression of Skills, English

English	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5			
Writing			<p>Writing: Vocabulary, punctuation, and grammar</p> <p>Develop my understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops and capital letters</p> <p>Develop my understanding of the concepts set out in English Appendix 2 by learning exclamation marks and question marks</p> <p>Develop my understanding of the concepts set out in English Appendix 2 by learning commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn and demonstrate how to use sentences with different forms: statement, question, exclamation, command</p> <p>learn and demonstrate how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>learn and demonstrate how to use the present and past tenses correctly and consistently including the progressive form</p> <p>learn and demonstrate how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>learn and demonstrate how to use the grammar for year 2 in English Appendix 2</p> <p>learn and demonstrate how to use some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing my writing with an adult.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my own writing and reading</p> <p>Write about a time I made friends with an animal or met a wild animal.</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters, and plot, using simple organisational devices (for example, headings and sub-headings)</p> <p>Organise paragraphs around a theme in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>		<p>uses Standard English confidently in their own writing and speech English – key stage 3 6</p> <p>discusses reading, writing and spoken language with precise and confident use of linguistic and literary terminology and uses it in their writing</p>			

