



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 4	Stage 4	Stage 5	Stage 5
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>			

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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>		

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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>		

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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>		

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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>		

