

## **Holy Trinity Church of England Primary School**

To be the best we can be: for God, for others and for ourselves

### **English Progression Grid**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word reading
	Pupils should be	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be taught to:	Pupils should be taught to:	word redding
	taught to:	to:	to:	to:	Tupis silvara se taugit to.	rupiis siroulu be taugite to.	Pupils should be taught
	read individual letters	<u></u>	<u></u>	<del></del>	apply their growing	apply their growing	<u>to:</u>
	by saying the sounds	apply phonic knowledge	continue to apply phonic	apply their growing	knowledge of root words,	knowledge of root words,	
	for them.	and skills as the route to	knowledge and skills as	knowledge of root words,	prefixes and suffixes	prefixes and suffixes	apply their growing
		decode words	the route to decode	prefixes and suffixes	(etymology and	(morphology and	knowledge of root words,
	RWI - learn 44 sounds		words until automatic	(etymology and	morphology) as listed in	etymology), as listed in	prefixes and suffixes
	and the	respond speedily with the	decoding has become	morphology) as listed in	Appendix 1, both to read	Appendix 1, both to read	(morphology and
	corresponding	correct sound to	embedded and reading is	Appendix 1, both to read	aloud and to understand	aloud and to understand	etymology), as listed in Appendix 1, both to read
	letters/letter groups	graphemes (letters or	fluent	aloud and to understand	the meaning of new words	the meaning of new words	aloud and to understand
	using simple picture	groups of letters) for all 40+ phonemes, including	road aggurately by	the meaning of new words they meet.	they meet	that they meet.	the meaning of new
	prompts	where applicable,	read accurately by blending the sounds in	words they meet.	read further exception	Comprehension	words that they meet.
	RWI - learn to read	alternative sounds for	words that contain the	read further exception	words, noting the unusual	Comprehension	,
	words using Fred talk	graphemes	graphemes taught so far,	words, noting the	correspondences between	Pupils should be taught to:	Comprehension
	and sound blending	g. ape	especially recognising	unusual	spelling and sound, and	<u> </u>	
		read accurately by	alternative sounds for	correspondences	where these occur in the	maintain positive attitudes	Pupils should be taught
	blend sounds into	blending sounds in	graphemes	between spelling and	word	to reading and	<u>to:</u>
	words, so that they	unfamiliar words		sound, and where these		understanding of what they	and the barbara and the same
	can read short words	containing GPCs that	read accurately words of	occur in the word	Comprehension	read by	maintain positive attitudes to reading and
	made up of known	have been taught	two or more syllables			continuing to read	understanding of what
	letter-sound		that contain the same	<u>Comprehension</u>	Pupils should be taught to:	and discuss an	they read by:
	correspondences.	read common	GPCs as above	Don't also delle accorde	dan	increasingly wide	, ,
	read some letter	exception words, noting unusual	read words containing	Pupils should be taught	develop positive attitudes to reading and understanding	range of fiction, poetry, plays, non-	* continuing to read and discuss an
	groups that each	correspondences	common suffixes	<u>to:</u>	of what they read by:	fiction and reference	increasingly wide range
	represent one sound	between spelling and	common sumices	develop positive	or what they read by.	books or textbooks	of fiction, poetry, plays,
	and say sounds for	sound and where	read further common	attitudes to reading and	-listening to and discussing	<ul> <li>reading books that are</li> </ul>	non-fiction and
	them.	these occur in the	exception words, noting	understanding of what	a wide range of fiction,	structured in different	reference books or
		word	unusual correspondence	they read by:	poetry, plays,	ways and reading for a	textbooks
	read a few common		between spelling and		non-fiction and reference	range of purposes	* reading books that
	exception words	read words containing	sound and where these	-listening to and	books or textbooks	<ul> <li>increasing their</li> </ul>	are structured in
	matched to the	taught GPCs and -s, -	occur in the word	discussing a wide range	-reading books that are	familiarity with a wide	different ways and
	school's phonic	es, –ing, –ed, –er and		of fiction, poetry, plays,	structured in different	range of books,	reading for a range of
	programme.	<ul><li>est endings</li></ul>	read most words quickly	non-fiction and reference books or	ways and reading for a	including myths, legends and	purposes
	read simple phrases	read other words of more	and accurately when they have been frequently	textbooks	range of purposes	traditional stories,	-increasing their
	and sentences made	than one syllable that	encountered without			modern fiction, fiction	familiarity with a wide
	up of words with	contain taught GPCs	overt sounding and	-reading books that are	-using dictionaries to check the	from our literary	range of books, including
	known letter-sound		blending	structured in different	meaning of words that they have read	heritage, and books	myths, legends and
				ways and reading for a	Have redu	from other cultures	traditional stories,

correspondences and, where necessary, a few exception words.

re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

#### ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

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

re-read these books to build up their fluency and confidence in word reading

#### Comprehension

## Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

recognising and joining in with predictable phrases

read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

re-read these books to build up their fluency and confidence in word reading

#### Comprehension

## Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

-listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and nonfiction at a level beyond that at which they can read independently

-discussing the sequence of events in books and how items of information are related

-becoming increasingly familiar with and retelling a range of stories, fairy stories and traditional tales

-being introduced to nonfiction books that are structured in different ways range of purposes

-using dictionaries to check the meaning of words that they have read

-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

-identifying themes and conventions in a wide range of books

-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

-discussing words and phrases that capture the reader's interest and imagination

-recognising some different forms of poetry (e.g. free verse, narrative poetry)

#### understand what they read, in books they can read independently, by:

-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

-asking questions to improve their understanding of a text

-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

-identifying themes and conventions in a wide range of books

-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

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-recognising some different forms of poetry (e.g. free verse, narrative poetry)

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-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

-asking questions to improve their understanding of a text

-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

-predicting what might happen from details stated and implied

-identifying main ideas drawn from more than one paragraph and and traditions

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

## understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

modern fiction, fiction from our literary heritage, and books from other cultures and traditions

-recommending books that they have read to their peers, giving reasons for their choices

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-identifying and discussing themes and conventions in and across a wide range of writing

-making comparisons within and across books

-learning a wider range of poetry by heart

-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

## understand what they read by:

-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

-asking questions to improve their understanding

-drawing inferences

learning to appreciate	-recognising simple	evidence	summarising these		such as inferring
rhymes and poems, and	recurring literary			<ul> <li>predicting what might</li> </ul>	characters' feelings,
to recite some by heart	language in stories and	-predicting what might	-identifying how language,	happen from details	thoughts and motives
	poetry	happen from details	structure, and presentation	stated and implied	from their actions, and
discussing word	-discussing their favourite	stated and implied	contribute to meaning		justifying inferences
meanings, linking new	words and phrases			<ul> <li>summarising the main</li> </ul>	with evidence
meanings to those		-identifying main ideas	-retrieve and record	ideas drawn from	-predicting what might
already known	-continuing to build up a	drawn from more than	information from non-fiction	more than one	happen from details
	repertoire of poems	one paragraph and		paragraph, identifying	stated and implied
understand both the	learnt by heart,	summarising these	-participate in discussion	key details that	·
books they can already	appreciating these and		about both books that are	support the main	-summarising the main
read accurately and	reciting some, with	-identifying how language,	read to them and those they	ideas	ideas drawn from more
fluently and those they	appropriate intonation to	structure, and presentation	can read for themselves,		than one paragraph,
listen to by:	make the meaning clear	contribute to meaning	taking turns and listening to	<ul> <li>identifying how</li> </ul>	identifying key details that support the main
			what others say	language, structure	ideas
drawing on what they	understand both the	-retrieve and record		and presentation	
already know or on	books that they can	information from non-		contribute to meaning	-identifying how
background information	already read accurately	fiction		from non-fiction	language, structure and
and vocabulary provided	and fluently and those				presentation contribute
by the teacher	that they listen to by:	-participate in discussion about both books that		participate in	to meaning
	duantina an unbakkhan			discussions about	-discuss and evaluate
checking that the text makes sense to them as	drawing on what they	are read to them and		books that are read to	how authors use
they read and correcting	already know or on background information	those they can read for themselves, taking turns		them and those they	language, including
inaccurate reading	and vocabulary provided	and listening to what		can read for	figurative language,
maccurate reading	by the teacher	others say		themselves, building on their own and	considering the
discussing the	by the teacher	others say		others' ideas and	impact on the reader
significance of the title	checking that the text			challenging views	-distinguish
and events	makes sense to them as			courteously	between
	they read and correcting			counteously	statements of fact
making inferences on the	inaccurate reading			discuss and evaluate	and opinion
basis of what is being said				how authors use	-retrieve, record and
and done	making inferences on the				present information from
	basis of what is being said			language, including figurative language,	non-fiction
predicting what might	and done			considering the impact	
happen on the basis of				on the reader	-participate in discussions about books
what has been read so far	answering and asking			on the reader	that are read to them
participate in discussion	questions			distinguish between	and those they can read
about what is read to				statements of fact and	for themselves, building
	predicting what might			opinion	on their own and others'
them, taking turns and	happen on the basis of			<b>Op</b>	ideas and challenging
listening to what others	what has been read so far			<ul> <li>retrieve, record and</li> </ul>	views courteously
say				present information	
	participate in discussion			present information	-explain and discuss their understanding of
explain clearly their	about books, poems and			explain and discuss	what they have read,
understanding of what is	other works that are read			their understanding of	including through formal
read to them	to them and those that			what they have read,	presentations and
	they can read for			including through	dobatos maintaining a

including through

and debates,

formal presentations

debates, maintaining a

focus on the topic and

using notes where

others say

themselves, taking turns

and listening to what

					1	T	
						maintaining a focus on	necessary
			explain and discuss their			the topic and using	-provide reasoned
			understanding of books,			notes where necessary	justifications for their
			poems and other				views
			material, both those that			provide reasoned	views
			they listen to and those			justifications for their	
			that they read for			views	
			themselves.				
						• intonation to make the	
						meaning clear	
Writing	Transcription	Transcription	Transcription	Transcription		Spelling (see	
				-	<u>Transcription</u>	Appendix 1)	<u>Transcription</u>
	Pupils should	Pupils should be	Pupils should be taught	Pupils should be taught			
	be taught to	taught to spell:	to spell by:	to:	Pupils should be taught to:	Pupils should be	Spelling (see Appendix 1)
	spell:					taught to:	Pupils should be taught
		words containing	<ul> <li>segmenting spoken</li> </ul>	Use further prefixes and	Use further prefixes and		<u>to:</u>
	spell words by	each of the 40+	words into	suffixes and understand	suffixes and understand	Use further prefixes and	
	identifying the sounds	phonemes already	phonemes and	how to add them	how to add them	suffixes and understand the	Use further prefixes
	and then writing the	taught	representing these	(Appendix 1)	(Appendix 1)	guidelines for adding them	and suffixes and
	sound with letter/s.		by graphemes,	( )-1			understand the
		common exception	spelling many	spell further homophones	spell further homophones	spell some words with	guidelines for adding
	Handwriting	words	correctly			'silent' letters, e.g. knight,	them
			correctly	spell words that are often	spell words that are often	psalm, solemn	
	Form lower-case and	the days of the week	<ul> <li>learning new ways</li> </ul>	misspelt (Appendix 1)	misspelt (Appendix 1)	psum, selemi	spell some words with
	capital letters	the days of the week	of spelling	misspere (Appendix 1)		continue to distinguish	'silent' letters,e.g. knight,
	correctly.	name the letters of the	phonemes for	use the first two or three	use the first two or three	between homophones and	psalm, solemn
	correctly.	alphabet:	which one or more	letters of a word to check	letters of a word to check its	other words which are	
	Composition	aiphabet.	spellings are	its spelling in a dictionary	spelling in a dictionary	often confused	continue to distinguish
	Pupils should	<ul> <li>naming the letters of</li> </ul>	already known,	its spennig in a dictionary		orten comuseu	between homophones
	be taught to	the alphabet in order	and learn some	write from memory	write from memory simple	usa knowledge of	and other words which
	write	the alphabet in order	words with each	·	sentences, dictated by the	use knowledge of morphology and etymology	are often confused
		. using lotter names to		simple sentences,	teacher, that include words		
	sentences by:	using letter names to     distinguish between	spelling, including	dictated by the teacher,	and punctuation taught so far	in spelling and understand	use knowledge of
	Muito chart contact	distinguish between	a few common	that include words and		that the spelling of some	morphology and
	Write short sentences	alternative spellings of	homophones	punctuation taught so far	<u>Handwriting</u>	words needs to be learnt	etymology in spelling and
	with words with	the same sound	learning to spell	Handunitina		specifically, as listed in	understand that the
	known letter-sound	add profives and suffices.	common exception	<u>Handwriting</u>	Pupils should be taught to:	Appendix 1	spelling of some words
	correspondences	add prefixes and suffixes:	words	Dunile should be toucht	the discount out	use distinguise to the st	needs to be learnt
	using a capital letter		. I a a material to a small	Pupils should be taught	use the diagonal and	use dictionaries to check	specifically, as listed in
	and full stop.	using the spelling rule	learning to spell	to:	horizontal strokes	the spelling and meaning of	Appendix 1
	De maradoude 191	for adding –s or –es as	more words with	• use the diagonal	that are needed to	words	
	Re-read what they	the plural marker for	contracted forms	and horizontal	join letters and		use dictionaries to check
	have written to check	nouns and the third		strokes that are	understand which	use the first three or four	the spelling and meaning
	that it makes sense.	person singular marker	<ul> <li>learning the</li> </ul>	needed to join	letters, when	letters of a word to check	of words
		for verbs	possessive	letters and	adjacent to one	spelling, meaning or both	
			apostrophe (singular)	understand	another, are best left	of these in a dictionary	use the first three or four
	ELG: Writing	<ul> <li>using the prefix un–</li> </ul>	[for example, the	which letters,	unjoined	l	letters of a word to check
	Write recognisable		girl's book]	when adjacent	<ul> <li>increase the legibility,</li> </ul>	use a thesaurus.	spelling, meaning or both
	letters, most of which	• using –ing, –ed, –er		to one another,	consistency and quality		of these in a dictionary
	are correctly formed.	and -est where no	• distingui	are best left	of their handwriting [for		
		1	i .	l .			

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

#### Handwriting

## Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lowercase 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

# Composition Pupils should be taught to write sentences by:

ne ,

betwee n homoph ones and nearhomoph ones

shing

add suffixes to spell longer words, including – ment, –ness, –ful, –less, – lv

apply spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### **Handwriting**

## Pupils should be taught to:

- 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 unjoined
- write capital letters and digits of the correct size,

unjoined

• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

#### Composition

## Pupils should be taught to plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

#### draft and write by:

 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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#### draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

#### Handwriting and Presentation

## Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

#### Composition

## Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

in writing

use a thesaurus.

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- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what

- saying out loud what they are going to write about
- composing a sentence orally before writing
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

- orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

#### Composition

## <u>Pupils should be taught</u> to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices such as headings and subheadings

#### evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own
writing, to a group or the
whole class, using
appropriate intonation
and controlling the tone
and volume so that the
meaning is clear

such as headings and sub-headings

#### evaluate and edit by:

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proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

#### evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement

pupils have read, listened to or seen performed

#### draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

#### evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece

		make simple additions, revisions and corrections to their own writing by:  -evaluating their writing with the teacher and other pupils  -re-reading to check that their writing makes sense and that verbs to indicate time are used consistently; including verbs in the continuous form  -proof-reading to check for errors in spelling, grammar and punctuation (for example, the ends of sentences punctuated correctly)  Read aloud what they have written with appropriate intonation to make the meaning clear			when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	of writing  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  - proof-read for spelling and punctuatio n errors  - perform their own compositio ns, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Pupils should be taught to:  develop their 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, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using the present perfect form of verbs in contrast to the past tense	Pupils should be taught to:  Develop their understanding of the concepts set out in English Appendix 2 by:  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • using the present perfect form of verbs in contrast to the past tense  • choosing nouns or pronouns	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  • using passive verbs to affect the presentation of information in a sentence	Pupils should be taught to:  develop their understanding of the concepts set out in English Appendix 2 by:  • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  • using passive verbs to affect the presentation of information in

appropriately for

information in

the possessive

- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing

meaning of the noun

#### Word

Regular plural noun suffixes –s or–es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix unchanges the meaning of verbsand adjectives [negation, for example, unkind, or undoing: untie the boat]

#### Sentence

How words can combine to make sentences Joining words and joining clauses using and

Text

(singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly)
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and coordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing

#### Word

Formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as – ful, –less

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years
   and 4 in English Appendix 2

#### Indicate grammatical and other features by:

using commas after fronted adverbials

- \*indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

#### Word

Formation of nouns using a range of

- clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- · using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

## Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammacal terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

#### Word

The grammatical difference between plural and possessive – *s* 

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

#### Sentence

- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent

- a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years
   5 and 6 in English Appendix 2

## Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses

Sequencing sentences to form short narratives

#### **Punctuation**

Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

#### Terminology

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)

Use of the suffixes –er, – est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

#### **Sentence**

Subordination (using when, if, that, because) and co-ordination (using or, and, but)

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

#### Text

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] prefixes [for example super-, anti-, auto-]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

#### Sentence

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

#### <u>Text</u>

Introduction to paragraphs as a way to group related material

Headings and subheadings to aid presentation

Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)

#### **Punctuation**

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Fronted adverbials [for example, Later that day, I heard the bad news.]

#### <u>Text</u>

Use of paragraphs to organise ideas around a theme

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

#### Punctuation

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas:

The conductor shouted, "Sit down!"

Apostrophes to mark plural possession (for example: the girl's name, the girls' names)

Use of commas after fronted adverbials

#### **Terminology**

Determiner, pronoun, possessive pronoun, adverbial

clauses

- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
   Appendix 2:

#### Word

Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify]

Verb prefixes [for example, dis-, de-, mis-, over- and re-]

#### <u>Sentence</u>

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

#### **Text**

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Appendix 2:

#### Word:

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

#### Sentence:

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such

#### Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)

#### Terminology

Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma. Introduction to inverted commas to punctuate direct speech

#### <u>Terminology</u>

Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause\_direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

#### Punctuation

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

#### **Terminology**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. as If I were or Were they to come in some very formal writing and speech]

#### Text:

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

#### **Punctuation**:

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

#### Terminology:

Spelling	Spell words by identifying the sounds and then writing the sound with letter/s.	Revision of Reception work  The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:  • All letters of the alphabet and the sounds which they most commonly represent  • Consonant diagraphs and the sounds which they represent  • vowel digraphs which have been taught and the sounds which they represent  • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds  • words with adjacent consonants;	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y  The /s/ sound spelt c before e, i and y  The /n/ sound spelt kn and (less often) gn at the beginning of words  The /i/ sound spelt wr at the beginning of words  The /i/ or /al/ sound spelt –le at the end of words  The /l/ or /al/ sound spelt –le at the end of words  The /l/ or /al/ sound spelt –le at the end of words  The /l/ or /al/ sound spelt –le at the end of words  The /i/ or /al/ sound spelt –le at the end of words  The /ai/ sound spelt –le at the end of words  The /ai/ sound spelt –le at the end of words  The /ai/ sound spelt –le at the end of words  The /ai/ sound spelt –le at the end of words  The /ai/ sound spelt –le at the end of words ending –il  Adding –es to nouns and verbs ending in consonant-letter–y  Adding –ed, –ing, –er and –est to root	Adding suffixes beginning with vowel letters to words of more than one syllable  The /i/ sound spelt y elsewhere than at the end of words  The /n/ sound spelt ou  More prefixes  The suff ix — atio n  The suff ix — ly  Words with endings sounding like /3ə/ or /tʃə/  Endings which sound like /3ən/  The suffix —ous	Endings which sound like /[ən/, spelt -tion, -sion, -ssion, -cian  Words with the /k/ sound spelt ch (Greek in origin)  Words with the /[/sound spelt ch (mostly French in origin)  Words ending with the /g/ sound spelt -gue and the /k/ sound spelt - que (French in origin)  Words with the /s/ sound spelt sc (Latin in origin)  Words with the /eɪ/ sound spelt ei, eigh, or ey  Possessive apostrophe with plural words  Homophones or near-homophones  The /ɔ:/ sound spelt a before I and II The /n/ sound spelt o  The /i:/ sound spelt -ey  The /b/ sound spelt a after w and qu	Endings which sound like //as/ spelt –cious or – tious  Endings which sound like //al/ Words ending in –ant, –ance/–ancy, – ent, –ence/–ency  Words ending in –able and –ible  Adding suffixes beginning with;  The /ɔ:/ sound spelt a before I and II  The /n/ sound spelt o  The /i:/ sound spelt a after w and qu  The /ɔ:/ sound spelt a after w and qu  The /ɔ:/ sound spelt a after w  The /ɔ:/ sound spelt a after w	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points  Vowel letters to words ending in –fer  Use of the hyphen  Words with the /i:/ sound spelt ei after c  Words containing the letter-string ough  Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)  Homophones and other words that are often confused  The /ɔ:/ sound spelt a before I and II  The /ʌ/ sound spelt o  The /i:/ sound spelt a after w and qu  The /ɔ:/ sound spelt a after w and qu  The /ɔ:/ sound spelt a after w and qu
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		words ending in	The /3:/ sound spelt	The possessive	The /ʒ/ sound
• rules	and	consonant- letter-y	or after w	apostrophe (singular	spelt s
	nes which	,		nouns)	
_	een taught	Adding the endings –	The /ɔ:/ sound spelt		The suffixes –ment, –
nave s	cerr taugin	ing, –ed, –er, – est and	ar after w	Words ending in –tion	ness, –ful and –less
The sou	nds /f/, /l/,	-y to words ending in		C	ness, rarana less
	and /k/ spelt	vowel- letter-	The /ʒ/ sound spelt s	Homophones and near-	Contractions
	zz and ck	consonant-letter–e		homophones	Contractions
11, 11, 33,	22 and CK	consonant-letter—e	The suffixes –ment, –		The possessive
The In I	cound anoth n	Adding ing od or	ness, –ful and –less	Common exception	-
before k	sound spelt n	Adding –ing, –ed, –er,		words	apostrophe (singular
before k		est and ey to words	Contractions		nouns)
5		of one syllable ending			
	of words into	in a single consonant	The possessive		Words ending in -tion
syllables	5	letter after a single	apostrophe (singular		
		vowel letter	nouns)		Homophones and
-tch					near-homophones
		The /ɔ:/ sound spelt a	Words ending in -tion		
The state of the s	sound at the	before I and II	Usus alternational accordances		Common exception
end of w	vords		Homophones and near-		words
		The $/n/$ sound spelt o	homophones Common		
Adding s	s and es to		exception words		
words (p	olural of nouns	The /i:/ sound spelt –			
and the	third person	ey			
singular	of verbs)				
		The /p/ sound spelt a			
Adding t	the endings –	after w and qu			
ing, –ed	and – er to				
	here no change	The /3:/ sound			
	d to the root	spelt or after w			
word		·			
		The /ɔ:/ sound			
_	er and est	spelt ar after w			
=	ctives where	The /ʒ/ sound			
	ge is needed	spelt s			
to the ro	oot word	- F			
Vowel	digraphs and	The suffixes –ment, –			
trigraph		ness, –ful and–less			
		ness, rarana less			
Words e	_	Contractions			
y (/i:/ or		Contractions			
dependi	ng on	The possessive			
accent)		apostrophe (singular			
New cor	nsonant				
	s ph and wh	nouns)			
		Manda andis - is 41:			
	for the /k/	Words ending in -tion			
sound					

		1	1	1		T	
			Homophones and				
		Adding the	near-homophones				
		prefix –un					
			Common exception				
		Compound	words				
		words	110103				
		Words					
		C					
		Common					
		exception					
		words					
Speaking	Pupils should be	Pupils should be	Pupils should be	Pupils should be	Pupils should be taught	Pupils should be taught	Pupils should be
and	taught to:	taught to:	taught to:	taught to:			taught to:
Listening	taugiit to.	taught to.	taught to.	taught to.	<u>to:</u>	<u>to:</u>	
					listen and respond		listen and respond
	understand how to	listen and respond	listen and respond	listen and respond	•	listen and respond	appropriately to adults
	listen carefully and	appropriately to adults	appropriately to adults	appropriately to adults	appropriately to adults	appropriately to	and their peers
	why listening is	and their peers	and their peers	and their peers	and their peers	adults and their	ask relevant questions
	important.				ack relevant avestions to	peers	to extend their
		ask relevant questions	ask relevant questions	ask relevant questions	ask relevant questions to		understanding and
	Learn new	to extend their	to extend their	to extend their	extend their	ask relevant	knowledge
	vocabulary.	understanding and	understanding and	understanding and	understanding and	questions to extend	
	·	knowledge	knowledge	knowledge	knowledge	their understanding	use relevant strategies
	Use new					and knowledge	to build their
	vocabulary through	use relevant strategies	use relevant strategies	use relevant strategies	use relevant strategies to		vocabulary
	the day.	to build their	to build their	to build their	build their vocabulary	use relevant strategies	,
	the day.	vocabulary	vocabulary	vocabulary		to build their vocabulary	articulate and justify
	Ask questions to	Vocabalary	Vocabulary	Vocabulary	articulate and justify	to band their vocabalary	answers, arguments
	find out more and	articulate and justify	articulate and justify	articulate and justify	answers, arguments and	articulate and	and opinions
			articulate and justify		opinions		·
	to check they	their answers,	their answers,	their answers,		justify answers,	give well-structured
	understand what	arguments and	arguments and	arguments and	give well-structured	arguments and	descriptions,
	has been said to	opinions	opinions	opinions	descriptions,	opinions	explanations and
	them.				explanations and		narratives for different
		give well- structured	give well- structured	give well- structured	narratives for different	give well-structured	purposes, including for
	Articulate their	descriptions,	descriptions,	descriptions,	purposes, including for	descriptions,	expressing feelings
	ideas and thoughts	explanations and	explanations and	explanations and	expressing feelings	explanations and	expressing recinigs
	in well-formed	narratives for different	narratives for different	narratives for different	_	narratives for	maintain attention and
	sentences.	purposes, including for	purposes, including for	purposes, including for	maintain attention and	different purposes,	participate actively in
		expressing feelings	expressing feelings	expressing feelings	participate actively in	including for	collaborative
	Connect one idea	, 5 6-	, 5 6-		collaborative	expressing feelings	
	or action to	maintain attention and	maintain attention and	maintain attention and	conversations, staying on	,	conversations, staying
	another using a	participate actively in	participate actively in	participate actively in	topic and initiating and	maintain attention	on topic and initiating
	range of	collaborative	collaborative	collaborative	responding to comments	and participate	and responding to
					responding to comments		comments
	connectives.	conversations, staying	conversations, staying	conversations, staying	use spoken language to	actively in	
		on topic and initiating	on topic and initiating	on topic and initiating	develop understanding	collaborative	use spoken language to
	Describe events in	and responding to	and responding to	and responding to	through speculating,	conversations,	develop understanding
	some detail.	comments	comments	comments	unough speculating,	staying on topic and	through speculating,

initiating and hypothesising, hypothesising, imagining Use talk to help use spoken language to use spoken language use spoken language and exploring ideas responding to imagining and work out problems develop understanding to develop to develop comments exploring ideas speak audibly and and organise through speculating, understanding through understanding through fluently with an speak audibly and thinking and hypothesising, speculating. speculating. use spoken language increasing command of fluently with an activities, and to imagining and hypothesising, hypothesising, to develop Standard English increasing command of explain how things exploring ideas imagining and imagining and understanding Standard English work and why they speak audibly and exploring ideas exploring ideas through speculating, participate in might happen. fluently with an speak audibly and speak audibly and hypothesising, discussions, participate in increasing command of fluently with an fluently with an imagining and presentations, discussions. Develop social Standard English increasing command of increasing command of exploring ideas performances, role play, presentations, phrases. Standard English Standard English improvisations and performances, role participate in speak audibly and debates play, improvisations Engage in story discussions, participate in participate in fluently with an and debates presentations, discussions, discussions, increasing times. gain, maintain and command of performances, role presentations, presentations, monitor the interest of gain, maintain Standard English Listen to and talk play, improvisations performances, role performances, role and monitor the the listener(s) about stories to and debates play, improvisations play, improvisations interest of the build familiarity and and debates and debates participate in consider and evaluate listener(s) discussions, understanding. gain, maintain and different viewpoints, monitor the interests gain, maintain and gain, maintain and presentations, attending to and building consider and Retell the story, of the reader monitor the interests monitor the interests performances, role on the contributions of evaluate different once they have of the reader of the reader play, improvisations others viewpoints, developed a deep and debates attending to and familiarity with the consider and evaluate consider and evaluate select and use building on the consider and evaluate different viewpoints, text, some as exact different viewpoints. gain, maintain appropriate registers for contributions of repetition and attending to and different viewpoints, attending to and and monitor the effective communication others building on the building on the interest of the some in their own attending to and words. contributions of others building on the contributions of others listener(s) select and use contributions of others appropriate select and use select and use consider and evaluate Use new registers for appropriate registers select and use appropriate registers vocabulary in different viewpoints, effective for effective for effective appropriate registers different contexts. attending to and communication. for effective communication communication building on the communication Listen carefully to contributions of rhymes and songs, others paying attention to how they sound. select and use appropriate registers for effective Learn rhymes, poems and songs. communication. Engage in non-

fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			