



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 <u>Pupils should be taught to:</u> read individual letters by saying the sounds for them. RWI - learn 44 sounds and the corresponding letters/letter groups using simple picture prompts RWI - learn to read words using Fred talk and sound blending blend sounds into words, so that they can read short words made up of known letter-sound correspondences. read some letter groups that each represent one sound and say sounds for them. read a few common exception words matched to the school's phonic programme. read simple phrases and sentences made up of words with known letter-sound	Word Reading <u>Pupils should be taught to:</u> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs	Word Reading <u>Pupils should be taught to:</u> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same GPCs as above read words containing common suffixes read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word read most words quickly and accurately when they have been frequently encountered without overt sounding and blending	Word Reading <u>Pupils should be taught to:</u> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension <u>Pupils should be taught to:</u> develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read	Word Reading <u>Pupils should be taught to:</u> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Comprehension <u>Pupils should be taught to:</u> develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read	Word Reading <u>Pupils should be taught to:</u> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Comprehension <u>Pupils should be taught to:</u> maintain positive attitudes to reading and understanding of what they read by - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures	Word reading <u>Pupils should be taught to:</u> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Comprehension <u>Pupils should be taught to:</u> maintain positive attitudes to reading and understanding of what they read by: * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes -increasing their familiarity with a wide range of books, including myths, legends and 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 <u>Pupils should be taught to:</u> 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 <u>Pupils should be taught to:</u> 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 non-fiction 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 non-fiction 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) <u>understand what they read, in books they can read independently, by:</u> -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 -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry (e.g. free verse, narrative poetry) <u>understand what they read, in books they can read independently, by:</u> -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 <u>understand what they read by:</u> - 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 -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 <u>understand what they read by:</u> -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
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		learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known <u>understand both the books they can already read accurately and fluently and those they listen to by:</u> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them	-recognising simple recurring literary language in stories and poetry -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	• predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information • explain and discuss their understanding of what they have read, including through formal presentations and debates,	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 -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction -participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -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
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			explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views • intonation to make the meaning clear	necessary -provide reasoned justifications for their views
Writing	<u>Transcription</u> <u>Pupils should be taught to spell:</u> spell words by identifying the sounds and then writing the sound with letter/s. <u>Handwriting</u> Form lower-case and capital letters correctly. <u>Composition</u> <u>Pupils should be taught to write sentences by:</u> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. ELG: Writing Write recognisable letters, most of which are correctly formed.	<u>Transcription</u> <u>Pupils should be taught to spell:</u> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <u>name the letters of the alphabet:</u> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <u>add prefixes and suffixes:</u> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no	<u>Transcription</u> <u>Pupils should be taught to spell by:</u> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguish	<u>Transcription</u> <u>Pupils should be taught to:</u> Use further prefixes and suffixes and understand how to add them (Appendix 1) spell further homophones spell words that are often misspelt (Appendix 1) use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Handwriting</u> <u>Pupils should be taught to:</u> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left	<u>Transcription</u> <u>Pupils should be taught to:</u> Use further prefixes and suffixes and understand how to add them (Appendix 1) spell further homophones spell words that are often misspelt (Appendix 1) use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Handwriting</u> <u>Pupils should be taught to:</u> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for	Spelling (see Appendix 1) <u>Pupils should be taught to:</u> Use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. knight, psalm, solemn continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	<u>Transcription</u> Spelling (see Appendix 1) <u>Pupils should be taught to:</u> Use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. knight, psalm, solemn continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

	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 <u>Handwriting</u> <u>Pupils should be taught to:</u> • 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 <u>Composition</u> <u>Pupils should be taught to write sentences by:</u>	shing between n 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 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <u>Handwriting</u> <u>Pupils should be taught to:</u> • 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] <u>Composition</u> <u>Pupils should be taught to plan their writing by:</u> • 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 <u>draft and write by:</u> • 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]. <u>Composition</u> <u>Pupils should be taught to plan their writing by:</u> • 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 <u>draft and write by:</u> • 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	<u>Handwriting and Presentation</u> <u>Pupils should be taught to:</u> • 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. <u>Composition</u> <u>Pupils should be taught to plan their writing by:</u> • 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 • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	use a thesaurus. <u>Handwriting and Presentation</u> <u>Pupils should be taught to:</u> - 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. <u>Composition</u> <u>Pupils should be taught to plan their writing by:</u> • 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 • in writing narratives, considering how authors have developed characters and settings in what
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		• 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 <u>Composition</u> <u>Pupils should be taught to:</u> 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 sub-headings <u>evaluate and edit by:</u> • 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 <u>evaluate and edit by:</u> • 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	<u>draft and write by:</u> • 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] <u>evaluate and edit by:</u> - 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 <u>draft and write by:</u> • 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] <u>evaluate and edit by:</u> - 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
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			<u>make simple additions, revisions and corrections to their own writing by:</u> -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 punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation		<u>Pupils should be taught to:</u> 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	<u>Pupils should be taught to:</u> 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 the possessive	<u>Pupils should be taught to:</u> 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	<u>Pupils should be taught to:</u> 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 appropriately for	<u>Pupils should be taught to:</u> 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	<u>Pupils should be taught to:</u> 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

	• 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 <u>Word</u> 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 un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <u>Sentence</u> How words can combine to make sentences Joining words and joining clauses using and <u>Text</u>	(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 co-ordination (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 <u>Word</u> 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 3 and 4 in English Appendix 2 <u>Indicate grammatical and other features by:</u> 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. <u>Word</u> 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 <u>Indicate grammatical and other features by:</u> • 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 <u>Word</u> The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>] <u>Sentence</u>	• 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 semi-colons, colons or dashes to mark boundaries between independent clauses	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 <u>Indicate grammatical and other features by:</u> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses
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		Sequencing sentences to form short narratives <u>Punctuation</u> 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 <u>Terminology</u> 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 <u>Sentence</u> 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 <u>Text</u> 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] <u>Sentence</u> 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 sub-headings 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) <u>Punctuation</u>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] <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 <u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession (for example: the girl’s name, the girls’ names) Use of commas after fronted adverbials <u>Terminology</u> 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: <u>Word</u> 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] <u>Text</u> 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: <u>Word:</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>]. <u>Sentence:</u> Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of subjunctive forms such
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			<u>Punctuation</u> 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) <u>Terminology</u> 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] <u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Terminology</u> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	as <i>If I were</i> or <i>Were they to come in</i> some very formal writing and speech] <u>Text:</u> 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] <u>Punctuation:</u> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] 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, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] <u>Terminology:</u>
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							subject, object , active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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 digraphs 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 /ɪ/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words The /aɪ/ sound spelt –y 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 /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes The suffix ix –ation The suffix ix –ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix –ous	Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ 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 l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu	Endings which sound like /ʒəs/ spelt –cious or –tious Endings which sound like /ʃəl/ 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 l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s The suffixes –ment, –ness, –ful and –less Contractions	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 l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w

		• rules and guidelines which have been taught The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Vowel digraphs and trigraphs Words ending -y (/i:/ or /ɪ/ depending on accent) New consonant spellings ph and wh Using k for the /k/ sound	words ending in consonant- letter–y Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel- letter–consonant-letter–e Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey The /ɒ/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɜ:/ sound spelt s The suffixes –ment, –ness, –ful and –less Contractions The possessive apostrophe (singular nouns) Words ending in –tion		The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ɜ:/ sound spelt s The suffixes –ment, –ness, –ful and –less Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words	The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words	The /ɜ:/ sound spelt s The suffixes –ment, –ness, –ful and –less Contractions The possessive apostrophe (singular nouns) Words ending in –tion Homophones and near-homophones Common exception words
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		Adding the prefix –un Compound words Common exception words	Homophones and near-homophones Common exception words				
Speaking and Listening	<u>Pupils should be taught to:</u> understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify their answers, arguments and opinions give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify their answers, arguments and opinions give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify their answers, arguments and opinions give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating,	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and	<u>Pupils should be taught to:</u> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating,

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