

Subject Leadership

English

Progression of Knowledge and Skills

- Spoken Language and Listening
 - Reading
 - Writing



Progression of Knowledge and Skills – Spoken Language and Listening

A Year 1 speaker	A Year 2 speaker	A Year 3 speaker
<ul style="list-style-type: none"> • Speak clearly and confidently in front of people in my class. • Re-tell a well known story and remember the main characters. • Hold attention when playing and learning with others. • Keep to the main topic when we are talking in a group. • Ask questions in order to get more information. • Start a conversation with an adult I know well or with my friends. • Listen carefully to the things other people have to say in a group. • Join in with conversations in a group. • Join in with role play. 	<ul style="list-style-type: none"> • Ask questions to get more information and clarify meaning. • Talk in complete sentences. • Decide when I need to use specific vocabulary. • Take turns when talking in pairs or a small group. • Show an awareness that formal and informal situations require different language (beginning). • Retell a story using narrative language and linking words and phrases. • Hold the attention of people I am speaking to by adapting the way I talk. • Understand how to speak for different purposes and audiences (beginning). • Perform a simple poem from memory. 	<ul style="list-style-type: none"> • Sequence and communicate ideas in an organised and logical way, always using complete sentences. • Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • Take a full part in paired and group discussions. • Show that I know when Standard English is required and use it (beginning). • Retell a story using narrative language and add relevant detail. • Show that I have listened carefully because I make relevant comments. • Present ideas or information to an audience. • Recognise that meaning can be expressed in different ways, depending on the context. • Perform poems from memory adapting expression and tone as appropriate.

Progression of Knowledge and Skills – Spoken Language and Listening



A Year 4 speaker	A Year 5 speaker	A Year 6 speaker
<ul style="list-style-type: none"> • Ask questions to clarify or develop my understanding. • Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • Show that I understand the main point and the details in a discussion. • Adapt what I am saying to the needs of the listener or audience (increasingly). • Show that I know that language choices vary in different contexts. • Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • Justify an answer by giving evidence. • Use Standard English when it is required. • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • Engage the listener by varying my expression and vocabulary. • Adapt my spoken language depending on the audience, the purpose or the context. • Develop my ideas and opinions, providing relevant detail. • Express my point of view. • Show that I understand the main points, including implied meanings in a discussion. • Listen carefully in discussions. Make contributions and ask questions that are responsive to others' ideas and views. • Use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible outcome or solution. • Perform my own compositions, using appropriate intonation and volume so that meaning is clear. • Perform poems and plays from memory, making careful choices about how I convey ideas. Adapt my expression and tone. • Begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> • Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • Ask questions to develop ideas and take account of others' views. • Explain ideas and opinions giving reasons and evidence. • Take an active part in discussions and can take on different roles. • Listen to, and consider the opinions of, others in discussions. • Make contributions to discussions, evaluating others' ideas and respond to them. • Sustain and argue a point of view in a debate, using the formal language of persuasion. • Express possibilities using hypothetical and speculative language. • Engage listeners through choosing appropriate vocabulary and register that is matched to the context. • Perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.



Progression of Knowledge and Skills – Reading - EYFS

An EYFS reader – word recognition	An EYFS reader - comprehension
<ul style="list-style-type: none">• Use phonic knowledge to decode regular words and read them aloud accurately (ELG)• Read some common irregular words (ELG)	<ul style="list-style-type: none">• Read and understand simple sentences (ELG)• Demonstrate understanding when talking to others about what they have read (ELG)



Progression of Knowledge and Skills – Reading – Word Recognition

A Year 1 reader – word recognition	A Year 2 reader – word recognition	A Year 3 reader – word recognition
<ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words• Respond specifically with the correct sound to graphemes for all 40+ phonemes, including, where appropriate, alternative sounds for phonemes• 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• Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)• Read aloud accurately books that are consistent with the 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.	<ul style="list-style-type: none">• 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 further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word• Read accurately words of two or more syllables that contain the taught GPCs• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• 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• Read words containing common suffixes	<ul style="list-style-type: none">• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet



Progression of Knowledge and Skills – Reading – Word Recognition

A Year 4 reader – word recognition	A Year 5 reader – word recognition	A Year 6 reader – word recognition
<ul style="list-style-type: none">• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet	<ul style="list-style-type: none">• Apply their growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read and to understand the meaning of new words they meet.	<ul style="list-style-type: none">• Apply their growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read and to understand the meaning of new words they meet.

Progression of Knowledge and Skills – Reading – Comprehension

A Year 1 reader – comprehension	A Year 2 reader – comprehension	A Year 3 reader – comprehension
<p>Develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> • Listening 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 and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases • Learning to appreciate rhymes and poems, and to recite some by heart • Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocab 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 	<p>Develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, 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 wider range of stories, fairy tales and traditional tales • Recognising simple recurring literary language in stories and poems • 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 • Being introduced to non-fiction books that are structured in different ways • Discussing and clarifying the meaning of words, linking new meanings to known vocabulary. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocab 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 • Predicting what might happen on the basis of what has been read so far • Answering and asking questions • Participate in discussion about books, poems and other words that are read to them and those they can read for themselves, taking turns and listening to what other say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and 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 • Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling of some of these orally • Discussing words and phrases that capture the reader's interest and imagination • Identify themes and conventions in a wider range of books • Recognising some different forms of poetry, e.g. free verse, narrative poetry • Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action <p>Understand what they read, in book they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context • Drawing inferences such as inferring characters' feelings, thought and motives from their actions and justifying inference with evidence • Predicting what might happen from details stated and implied • Asking questions to improve their understanding of the text • Identifying the main ideas drawn from more than one paragraphs and summarise these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books they are read to them and those that they read for themselves, taking turns and listening to what others say

Progression of Knowledge and Skills – Reading – Comprehension

A Year 4 reader – comprehension	A Year 5 reader – comprehension	A Year 6 reader – comprehension
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and 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 • Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling of some of these orally • Discussing words and phrases that capture the reader's interest and imagination • Identify themes and conventions in a wider range of books • Recognising some different forms of poetry, e.g. free verse, narrative poetry • Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action <p>Understand what they read, in book they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context • Drawing inferences such as inferring characters' feelings, thought and motives from their actions and justifying inference with evidence • Predicting what might happen from details stated ad implied • Asking questions to improve their understanding of the text • Identifying the main ideas drawn from more than one paragraphs and summarise these • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books they are read to them and those that they read for themselves, taking turns and listening to what others say 	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> • 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 tales, modern fiction, fiction from out literary heritage, and books from other cultures 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context • Drawing inferences such as inferring characters' feelings, thought and motives from their actions and justifying inference with evidence • Predicting what might happen from details stated ad implied • Asking questions to improve their understanding • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Distinguish between statements of fact and opinion • Participate in discussion about both 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 and using notes where necessary 	<p>Maintain positive attitudes to reading and understanding of what they have read by:</p> <ul style="list-style-type: none"> • 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 tales, modern fiction, fiction from out literary heritage, and books from other cultures 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context • Drawing inferences such as inferring characters' feelings, thought and motives from their actions and justifying inference with evidence • Predicting what might happen from details stated ad implied • Asking questions to improve their understanding • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language structure and presentation contribute to meaning • Retrieve, record and present information from non-fiction • Distinguish between statements of fact and opinion • Participate in discussion about both 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 and using notes where necessary

Key Assessment Criteria: *Being a reader*

A Year 1 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • Match all 40+ graphemes to their phonemes. • I can blend sounds in unfamiliar words. • I can divide words into syllables. • I can read compound words. • I can read words with contractions and understand that the apostrophe represents the missing letters. • I can read phonetically decodable words. • I can read words that end with 's, -ing, -ed, -est • I can read words which start with un- • I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word) • I can read words of more than one syllable that contain taught GPCs. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can say what I like and do not like about a text. • I can link what I have heard or read to my own experiences. • I can retell key stories orally using narrative language. • I can talk about the main characters within a well known story. • I can learn some poems and rhymes by heart. • I can use what I already know to understand texts. • I can check that my reading makes sense and go back to correct when it doesn't. • I can draw inferences from the text and/or the illustrations. (beginning) • I can make predictions about the events in the text. • I can explain what I think a text is about.

Key Assessment Criteria: *Being a reader*

A Year 2 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can decode automatically and fluently. • I can blend sounds in words that contain the graphemes we have learned. • I can recognise and read alternative sounds for graphemes. • I can read accurately words of two or more syllables that contain the same GPCs. • I can read words with common suffixes. • I can read common exception words. • I can read and comment on unusual correspondence between grapheme and phoneme. • I read most words quickly and accurately when I have read them before without sounding out and blending. • I can read most suitable books accurately, showing fluency and confidence. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can talk about and give an opinion on a range of texts. • I can discuss the sequence of events in books and how they relate to each other. • I use prior knowledge, including context and vocabulary, to understand texts. • I can retell stories, including fairy stories and traditional tales. • I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense. • I can find recurring language in stories and poems. • I can talk about my favourite words and phrases in stories and poems. • I can recite some poems by heart, with appropriate intonation. • I can answer and ask questions. • I can make predictions based on what I have read. • I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Key Assessment Criteria: *Being a reader*

A Year 3 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a reader*

A Year 4 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I know which books to select for specific purposes, especially in relation to science, geography and history learning. • I can use a dictionary to check the meaning of unfamiliar words. • I can discuss and record words and phrases that writers use to engage and impact on the reader. • I can identify some of the literary conventions in different texts. • I can identify the (simple) themes in texts. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can explain the meaning of words in context. • I can ask relevant questions to improve my understanding of a text. • I can infer meanings and begin to justify them with evidence from the text. • I can predict what might happen from details stated and from the information I have deduced. • I can identify where a writer has used precise word choices for effect to impact on the reader. • I can identify some text type organisational features, for example, narrative, explanation and persuasion. • I can retrieve information from non-fiction texts. • I can build on others' ideas and opinions about a text in discussion.

Key Assessment Criteria: *Being a reader*

A Year 5 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a reader*

A year 6 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. <u>arachnophobia</u>. • I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words. • I can read fluently, using punctuation to inform meaning. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. • I can read books that are structured in different ways. • I can recognise texts that contain features from more than one text type. • I can evaluate how effectively texts are structured and presented. • I can read non-fiction texts to help with my learning. • I read accurately and check that I understand. • I can recommend books to others and give reasons for my recommendation. • I can identify themes in texts. • I can identify and discuss the conventions in different text types. • I can identify the key points in a text. • I can recite a range of poems by heart, e.g. narrative verse, sonnet. • I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.



Progression of Knowledge and Skills – Writing - Handwriting

A Year 1 writer– handwriting	A Year 2 writer - handwriting	A Year 3 writer - handwriting
<ul style="list-style-type: none">• Sit correctly at table, holding 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' and practise these.	<ul style="list-style-type: none">• 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 capitals of the correct size, orientation and relationship to one another and to lower-case letters• Use spacing between words that reflects the size of the letters• Write digit of the correct size and orientation	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch

Progression of Knowledge and Skills – Writing - Handwriting



A Year 4 writer– handwriting	A Year 5 writer - handwriting	A Year 6 writer - handwriting
<ul style="list-style-type: none">• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none">• Choosing the shape of letter to use when given choices and deciding whether or not to join specific letters• Choosing the writing implement that is best suited for the task	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none">• Choosing the shape of letter to use when given choices and deciding whether or not to join specific letters• Choosing the writing implement that is best suited for the task

Progression of Knowledge and Skills – Writing - EYFS



An EYFS writer – grammar and punctuation	An EYFS writer - composition	An EYFS writer - spelling
<ul style="list-style-type: none">• Write simple sentences which can be read by themselves and other (part of ELG)	<ul style="list-style-type: none">• Write simple sentences which can be read by themselves and other (part of ELG)	<ul style="list-style-type: none">• Use phonic knowledge to write words in ways which match spoken sounds (ELG)• Some words are spelt correctly and others are phonetically plausible (ELG)• Write some common irregular words (ELG)



Progression of Knowledge and Skills – Writing – Punctuation and Grammar

A Year 1 writer– punctuation and grammar	A Year 2 writer – punctuation and grammar	A Year 3 writer – punctuation and grammar
<p><u>Sentence Structure</u></p> <ul style="list-style-type: none">• How words can combine to make sentences• Joining words and joining sentences using <i>and</i> <p><u>Text Structure</u></p> <ul style="list-style-type: none">• Sequencing sentences to form short narratives <p><u>Punctuation</u></p> <ul style="list-style-type: none">• Separation of words with spaces• Introduction to capital letter, full stops, question marks and exclamation marks to demarcate sentences• Capital letters for names and the personal pronoun I <p><u>Terminology</u></p> <ul style="list-style-type: none">• Letter, capital letter• Word, singular, plural• Sentence• Punctuation, full stop, question mark, exclamation mark	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none">• Subordination (using when, if, that, because) and co-ordination (using or, and, or but)• Expanded noun phrases for description and specification, e.g. the blue butterfly• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p><u>Text Structure</u></p> <ul style="list-style-type: none">• Correct choice and consistent use of the present tense and past tense throughout writing.• Use of the progressive form of verbs in the present and past tense to mark actions and progress <p><u>Punctuation</u></p> <ul style="list-style-type: none">• 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 mark singular possession in nouns <p><u>Terminology</u></p> <ul style="list-style-type: none">• Noun, noun phrase• Statement, question, exclamation, command• Compound, suffix• Adjective, verb, adverb• Tense (past, present)• Apostrophe, comma	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none">• Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because) <p><u>Text Structure</u></p> <ul style="list-style-type: none">• Introduction to paragraphs as a way to group related material• Headings and sub-headings to aid presentation• Use of the present perfect for of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play) <p><u>Punctuation</u></p> <ul style="list-style-type: none">• Introduction to inverted commas to punctuate direct speech <p><u>Terminology</u></p> <ul style="list-style-type: none">• Preposition, conjunction• Word family, prefix• Clause, subordinate clause• Direct speech• Consonant, consonant letter vowel, vowel letter• Inverted commas (for 'speech marks')

Progression of Knowledge and Skills – Writing – Punctuation and Grammar



A Year 4 writer– punctuation and grammar	A Year 5 writer – punctuation and grammar	A Year 6 writer – punctuation and grammar
<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with the curly hair) Fronted adverbials (e.g. <u>Later that day</u>, I heard bad news) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicated direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials <p><u>Terminology</u></p> <ul style="list-style-type: none"> Determiner Pronoun, possessive pronoun adverbial 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking idea across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before) <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Brackets, dashes and commas to indicate parenthesis Use of commas to clarify meaning and avoid ambiguity <p><u>Terminology</u></p> <ul style="list-style-type: none"> Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity 	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Use the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structure appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as I were or were they to come in some very formal writing and speech) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition or word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of colon to introduce a list and use semi-colon within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity <p><u>Terminology</u></p> <ul style="list-style-type: none"> Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points



Progression of Knowledge and Skills – Writing – Composition

A Year 1 writer– composition	A Year 2 writer – composition	A Year 3 writer – composition
<p><u>Plan Writing</u></p> <ul style="list-style-type: none"> • Say out loud what they are going to write about <p><u>Drafting and writing</u></p> <ul style="list-style-type: none"> • Compose a sentence orally before writing • Sequence sentences to form short narratives <p><u>Evaluating writing</u></p> <ul style="list-style-type: none"> • Re-read 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 	<p><i>Develop positive attitudes towards and stamina for writing by writing:</i></p> <ul style="list-style-type: none"> • Narrative about personal experiences and those of others (real and fictional) • About real events • Poetry • For different purposes <p><u>Plan writing</u></p> <ul style="list-style-type: none"> • Plan or say out loud what they are going to write about • Write idea and/or key words including new vocab <p><u>Drafting and writing</u></p> <ul style="list-style-type: none"> • Encapsulate what they want to say sentence by sentence <p><u>Evaluating and editing writing</u></p> <ul style="list-style-type: none"> • Make additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • Evaluating their writing with the teacher or other pupils • Re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof read to check for errors in spelling, grammar and punctuation • Read aloud their writing with appropriate intonation to make the meaning clear 	<p><u>Plan writing</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas <p><u>Drafting and writing</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures • Organise paragraphs around a theme • In narratives, create setting, characters and plot • In non-narrative material, use simple organisational devices such as headings and sub-headings <p><u>Evaluating and editing writing</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocab to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors • Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Progression of Knowledge and Skills – Writing – Composition



A Year 4 writer– composition	A Year 5 writer – composition	A Year 6 writer – composition
<p><u>Plan writing</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas <p><u>Drafting and writing</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures • Organise paragraphs around a theme • In narratives, create setting, characters and plot • In non-narrative material, use simple organisational devices such as headings and sub-headings <p><u>Evaluating and editing writing</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocab to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors • Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p><u>Plan writing</u></p> <ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as a model • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed <p><u>Drafting writing</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Precis longer paragraphs • In narratives, describe setting, character and atmosphere and integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) <p><u>Evaluating and editing writing</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing • Propose changes to grammar, punctuation and vocab to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Perform their own composition, using appropriate intonation, volume, and movement so that meaning is clear 	<p><u>Plan writing</u></p> <ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as a model • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed <p><u>Drafting writing</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Precis longer paragraphs • In narratives, describe setting, character and atmosphere and integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) <p><u>Evaluating and editing writing</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing • Propose changes to grammar, punctuation and vocab to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Perform their own composition, using appropriate intonation, volume, and movement so that meaning is clear



Progression of Knowledge and Skills – Writing – Spelling

A Year 1 writer– spelling	A Year 2 writer – spelling	A Year 3 writer – spelling
<ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught• Spell common exception words• Spell days of the week• Name the letter of the alphabet<ul style="list-style-type: none">• Name in order• Use letter names to distinguish between alternative spellings of same sound• Add prefixes and suffixes<ul style="list-style-type: none">• -s and –es• un-• -ing, -ed, -er and –est (where no change is needed in the spelling of the root word)• Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far	<ul style="list-style-type: none">• Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly• Learn new ways of spelling phonemes for which one or more spelling are already known, and learn some words with each spelling, including a few common homophones• Spell common exception words• Spell more words with contracted form• Distinguish between homophones and near homophones• Add suffixes to spell longer words: -ment, -ness, -ful, -less and –ly• Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far• Spell by learning the possessive apostrophe (singular)	<ul style="list-style-type: none">• Spell further homophones• Spell words that are often misspelt*• Use the first two or three letter of a word to check its spelling in a dictionary• Use further prefixes and suffixes and understand how to use them*• Write from memory simple sentence dictated by the teacher, that include taught words and punctuation taught so far• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals <p>*See appendix 1 of National Curriculum for further detail</p>

Progression of Knowledge and Skills – Writing – Spelling



A Year 4 writer– spelling	A Year 5 writer – spelling	A Year 6 writer – spelling
<ul style="list-style-type: none"> • Spell further homophones • Spell words that are often misspelt* • Use the first two or three letter of a word to check its spelling in a dictionary • Use further prefixes and suffixes and understand how to use them* • Write from memory simple sentence dictated by the teacher, that include taught words and punctuation taught so far • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals <p>*See appendix 1 of National Curriculum for further detail</p>	<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused • Use the first three letters of a word to check spelling, meaning or both of these in a dictionary • Use dictionaries to check spelling and meaning of words • Use a thesaurus • Use further prefixes and suffixes and understand the guidance for adding them • Spell words with silent letters • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically* <p>*See appendix 1 of National Curriculum for further detail</p>	<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused • Use the first three letters of a word to check spelling, meaning or both of these in a dictionary • Use dictionaries to check spelling and meaning of words • Use a thesaurus • Use further prefixes and suffixes and understand the guidance for adding them • Spell words with silent letters • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically* <p>*See appendix 1 of National Curriculum for further detail</p>



Key Assessment Criteria: *Being a writer*

A Year 1 writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortable and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.



Key Assessment Criteria: Being a writer

A Year 2 writer

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings, including a few common homophones.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can begin to use some of the diagonal and horizontal strokes needed to join letters.
- I show that I know which letters are best left unjoined.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I use spacing between words that reflects the size of the letters.

Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.



Key Assessment Criteria: *Being a writer*

A Year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.



Key Assessment Criteria: *Being a writer*

A Year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

Key Assessment Criteria: *Being a writer*

A year 5 writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.



Key Assessment Criteria: Being a writer

A Year 6 writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.