



EYFS:	RECEPTION
	<p>Reading:</p> <ul style="list-style-type: none"> • Recognising rhyming words. • Joining in with repeated words and phrases when sharing books. • Handling books correctly (orientation, turning single pages, left to right). • Recognising familiar words and signs (own name, logos etc). • Talk about stories using images– characters and key events. • Talk about stories told to them. • Introducing simple irregular words – I, to <p>Writing:</p> <ul style="list-style-type: none"> • Giving meaning to marks made. • Recognising the initial sound in words. • Writing own name. • Using letters in mark making <p>Spelling:</p> <ul style="list-style-type: none"> • Focus on initial phonic sounds • Writing simple irregular words (I, to) <p>Spoken Language:</p> <ul style="list-style-type: none"> • Using appropriate language in play to represent roles and experiences. • Uses talk to share ideas and feelings. <hr/> <p>Reading:</p> <ul style="list-style-type: none"> • Recognising individual sounds. • Linking sounds to letters. • Blending CVC words. • Recognising simple irregular common words. • Read simple words individually. • Recalling key parts of a story. • Using images to infer further information. <p>Writing:</p> <ul style="list-style-type: none"> • Recalling words written. • Segmenting sounds in simple words • Break the flow of speech into single words.



- Attempting to write short sentences.
 - Using clear letters.
 - Writing signs and labels.
- Spelling:
- Representing some sounds accurately in sequence.
 - Writing more simple irregular words (he, she, the)
- Spoken Language:
- Introduce storylines and narratives into play.
 - Explaining actions and events.
 - Links ideas to a main theme or intention.

- Reading:
- Read simple sentences.
 - Decode unknown words using phase 2 and 3 phonic sounds.
 - Recognise irregular common words.
 - Retell stories in own words.
 - Recap sentences once decoded..
 - Recognise when words do not sound right in a sentence.

- Writing:
- Writing simple sentences that can be read by self and others.
 - Combining sentences to write simple stories.
 - Writing sentences matched to spoken language.

- Spelling:
- Application of phonic sounds taught (phase 2 and 3)
 - Writing some irregular common words.
 - Words are phonetically plausible
 - Some words spelt correctly.

- Spoken Language
- Use past, present and future forms accurately.
 - Develop own narratives.
 - Develop own explanations – clearly understood by others.
 - Connecting ideas and events.

KEY STAGE 1:	YEAR 1	YEAR 2
	<p>Reading:</p> <ul style="list-style-type: none"> • Apply phonics knowledge to decode words. • Read words of more than syllable which contains GPC's known. 	<p>Reading:</p> <ul style="list-style-type: none"> • Read most words without overtly segmenting and blending once they are familiar. • Fully engage with reading and take pleasure from texts and



- Read some phonically decodable books matched to phonics knowledge.
- Listen to, discuss and enjoy a wide range of poems and stories beyond what they can independently read.
- Link what they read to own experiences.
- Talk about the significance of titles and events.
- Predict what might happen on the basis of what has been read so far.

Writing:

- Write from memory simple sentences.
- Most letters are correctly formed and orientated.
- Some spaces are left between words.
- Write in appropriate styles for the set task.
- Write sentences or sentence like structures that can be clearly understood.

Spelling:

- Spell words containing phonemes taught so far (most words can be deciphered).

Spoken Language:

- Name the letters of the alphabet in order.
- Compose sentences orally

Reading:

- Begin to read accurately by blending sounds in unfamiliar words.
- Read a range of simple common exception words.
- Read words with endings -es, -s, -ed, -ing and -est.
- Recognise and join in with predictable phrases in stories and poems.
- Listen to, discuss and enjoy a range of non-fiction texts, drawing on what they already know.
- Participate in discussion about what is read to them, taking turns and listening to each other.
- Explain clearly their understanding of what is read to them.

Writing:

- Recognise simple compound words.

books.

- Listen to, discuss and express views about a wide range of texts (some of which can be read independently).
- Make inferences based on what has been said and done.
- Predict from what has been read so far.
- Discuss the sequence of events in a book and how items are related.

Writing:

- Write sentences form a short narrative.
- Some sentences use capital letters and full stops correctly.
- Form lower case letters correctly.
- Use spacing between words.

Spelling:

- Spell some words correctly using phonetically plausible attempts.
- Spell some common exception words.

Reading:

- Apply phonics knowledge and skills to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read a wider range of common exception words, which have been taught (most words from Y2 spelling list)
- Show understanding of texts read independently – self-correct.
- Know and retell a wide range of stories.
- Read words containing common suffixes such as -ment, -less, -ness, -ful and -ly.

Writing:

- Write simple, clear narrative about fictional or real experiences.



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- Sequence simple sentences (form short narratives based on real or fictional experiences).
- Often use 'and' to join words and clauses.
- Sometimes use a capital letter and full stop to show sentence boundaries.
- Sometimes use question mark or exclamation mark correctly.
- Begin to use some features of Standard English.
- Understand the difference between single and plural

Spelling:

- Spell words containing phonemes taught so far (most words can be deciphered).

Spoken Language:

- Compose orally simple poems.

Reading:

- Respond with the correct sound to graphemes for all 40+ phonemes including alternative sounds.
- Read pseudo (alien) words with accuracy including vowel digraphs and trigraphs.
- Become familiar with a range of stories and be able to retell them.
- Appreciate and recite some rhymes and poems.
- Discuss the meaning of new words, linking them to words they already know.
- Self-correct and re-read inaccurate reading.
- Infer on the basis of what is said and done.

Writing:

- Capital letters formed correctly for some names, places, the pronoun 'I' and days of the week.
- Most letters sit on the line correctly.
- Re-read writing to check it makes sense.
- Sometimes use adjectives for description.

Spelling:

- Spell some words using the prefix un- and suffixes -ing, -ed, -er, -est when no change is made to the root word.

- Most sentences have capital letters and full stops correctly placed.
- When appropriate, question marks are sometimes correct.
- Use present and past tense mostly correctly.
- Use co-ordination (or, and, but) and subordination (when, if because) to join clauses.
- Form capital and lower case letters correctly (size and direction).
- Use spacing between words that reflects the size of the letters.

Spelling:

- Spell many words correctly using phonetically plausible attempts.
- Spell many common exception words.

Reading:

- Read some phonically decodable books with some fluency (sound out unfamiliar words automatically).
- Listen to, discuss and express views about a wide range of stories and take account of what others say.
- Discuss and express views about a range of non-fiction texts.
- Discuss and clarify the meaning of new words.
- Recognize simple recurring language in stories and poetry.
- Recite a range of poems off by heart using intonation.

Writing:

- Write effectively and coherently narratives for different purposes drawing on their reading.
- Make simple additions and improvements to their writing.
- Use KS1 punctuation mostly correctly. (CL, FS, ? ! apostrophe for possession and commas for lists.
- Join some letters following whole school handwriting.

Spelling:

- Spell most common exception words.
- Add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly)



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	<ul style="list-style-type: none"> • Spell most common exception words in Year 1 Spelling list. • Add suffixes s and es to words <p>Spoken Language:</p> <ul style="list-style-type: none"> • Discuss own writing with others and make simple changes. 	
National Curriculum Objectives		
KEY STAGE 2:	YEAR 3	YEAR 4
	<p>Reading:</p> <ul style="list-style-type: none"> • Read most common exception words by sight noting unusual correspondence between spelling and sound. • Use phonic skills to consistently and automatically address unfamiliar words. • Listen to, discuss and express views about a wide range of fiction. • Identify themes and conventions in a range of books. • Predict what might happen based on what has been read. • Check the text makes sense (re-reading./self-checking) • Explain and discuss understanding of the text. • Summarise key points about what they have read. <p>Writing:</p> <ul style="list-style-type: none"> • Write from memory simple sentences including common exception words and punctuation. • Writing is legible. • Capital letters and lower case are consistent in size and formation. • Write to suit purpose and show some features of the genre being taught. • Use a range of conjunctions (when, before, after, while, so) simple adverbs and time connectives. • Consolidate knowledge of word classes. • Use 'a' and 'an' according to whether the next word starts 	<p>Reading:</p> <ul style="list-style-type: none"> • Read age appropriate texts with a range of fluency and accuracy – read at speed sufficient for them. • Read most common exception words effortlessly. • Use phonic knowledge to consistently and automatically address unfamiliar/challenging words. • Identify themes and conventions in a range of books. • Predict what might happen from details stated and implied. • Check the text makes sense (re-reading) • Explain and discuss understanding of a text (sequence of events) <p>Writing:</p> <ul style="list-style-type: none"> • Writing is legible. • All letters are consistently formed and the correct size and orientation. • Appropriate letters are joined consistently. • Write from memory simple, dictated sentences including familiar GPCs, common exception words and punctuation. • Use apostrophes correctly to mark singular and plural possession. • Describe characters, settings and plots with some powerful verbs, adverbs and adjectives. • Use a wide range of conjunctions (when, if, so, because) adverbs and time connectives. <p>Spelling:</p> <ul style="list-style-type: none"> • Add suffixes -sion, -ous, -ly

Autumn Term skills

Spring Term

Summer Term

Continuous Provision

If learning skills overlap, put an asterisk in the colour of the next term.



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	<p>with a consonant or vowel.</p> <ul style="list-style-type: none"> Usually use the correct tense appropriately. <p>Spelling:</p> <ul style="list-style-type: none"> Spell some words with the suffixes -ation, -ly, -sure, ssion, -tion. <p>Spoken Language:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally. Talk about ideas in order to plan for writing. 	<ul style="list-style-type: none"> Evaluate own and others writing (with some direction). <p>Spoken Language:</p> <ul style="list-style-type: none"> Discuss and develop ideas in order to plan/draft writing.
	<p>Reading:</p> <ul style="list-style-type: none"> Read age appropriate books with fluency and accuracy. Determine the meaning of new words by sometimes applying the knowledge of root words. Listen to and discuss a range of non-fiction texts. Recognise some different forms of poetry and discuss differences. Infer and justify from the text. Ask questions related to a text. <p>Writing:</p> <ul style="list-style-type: none"> Write a range of sentence types that are usually grammatically accurate. E.g. commands, questions and statements. Consistent use of apostrophes for contractions and singular nouns. Write in sequence (beginning, middle and end). Describe characters, settings and/or plots in a simple way. Begin editing own and others work with direction. Identify and use a range of prepositions. Begin to vary sentence openers used. <p>Spelling:</p> <ul style="list-style-type: none"> Spell some words with prefixes dis-, mis-, in-, super-, anti- Write words spelt 'eigh', 'ei' and 'ey' 	<p>Reading:</p> <ul style="list-style-type: none"> Determine the meaning of new words by applying knowledge of root words and affixes. Fully engage with and enjoy reading a range of texts. Make choices and explain preferences. Listen to, discuss and express views on fiction and non-fiction texts. Begin to justify. Recognise several different forms of poetry. Retrieve and record information from non-fiction texts. <p>Writing:</p> <ul style="list-style-type: none"> Use paragraphs to organize information around a theme. Use titles and headings when writing non-fiction. Proof read, edit and revise writing (with increasing independence). Use a variety of sentence types and openers. Use expanded noun phrases and adverbial phrases to expand sentences. Use inverted commas accurately and use within narratives. Usually use the past and present tense and third/first person consistently. <p>Spelling:</p> <ul style="list-style-type: none"> Spell some words with suffixes which begin with a vowel. Spell words with prefixes in-, il-, im-, re-, sub-, inter-, auto -
	<p>Reading:</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform. 	<p>Reading:</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform

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- Show appropriate intonation and volume.
- Fully engage with a range of texts, making choices and explaining preferences.
- Identify how language structure and presentation contribute to meaning.
- Discuss words and phrases that capture interest and begin to think about the effect on the reader.
- Begin skim-reading and scanning to find and write down key points.

Writing:

- Appropriate letters are joined according to the whole school writing approach.
- Introduce apostrophes for plural possession.
- With support, organize sections in a theme (paragraphs, headings, sub-headings)
- Write to suit purpose and show most features of the genre being taught.
- Sentences use capital letters, full stops, question marks, exclamation marks and commas for lists, with increasing security.
- Describe characters, settings and/or plots with interesting detail.
- Identify direct speech and begin to use inverted commas.

Spelling:

- Spell a range of common homophones from the year 3/4 spelling list.
- Spell most words from the year 3 spelling list.

- demonstrating appropriate intonation and volume.
- Draw inferences, comparisons and justify reasons.
- Explain the meaning of words in context (use a dictionary if needed)
- Identify and summarise main ideas drawn from more than one paragraph,.
- Identify how language structure and presentation contributes to meaning.

Writing:

- Write in some different genres and use appropriate features of them.
- Show awareness of the reader through writing choices.
- With accuracy, use capital letters, full stops, ?, !, commas for lists and fronted adverbials.

Spelling:

- Spell most homophones in the year 3/4 spelling list.
- Spell the majority of words from the year 3/4 spelling list.
- Write words spelt 'ch' (chemist, chef)

YEAR 5

YEAR 6

Reading:

- Determine the meaning of new words by applying knowledge of root words and affixes.
- Know securely the different pronunciations of words with the same letter string (bought, cough, rough)
- Recommend books they have read to their peers and give reasons.

Reading:

- Determine the meaning of new words by applying knowledge of root words and affixes.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.
- Demonstrate a positive attitude by frequently reading a



- Discuss and comment on themes in a variety of genres.
- Readily ask questions to enhance understanding.
- Summarise the main ideas from more than one paragraph.
- Read and enjoy a growing range of texts.

Writing:

- Write from memory, dictated sentences, including words from the KS2 curriculum.
- Writing is legible and joined in personal style.
- Use dialogue to indicate character and event.
- Create interesting settings, characters, atmospheres and plots in stories with growing precision.
- Evaluate own and others work making additions, revisions and corrections.
- Use a range of sentence openers and structures, including complex sentences.
- Use a dictionary/thesaurus to check and up level word choices.

Spelling:

- Show growing confidence to spell most words with prefixes and suffixes in the year 3 and 4 appendix.
- Spell words with letters which are not sounded. (knight, solemn)

Spoken Language:

- Discuss and develop ideas in order to plan/draft writing.

Reading:

- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience.
- Be familiar with a range of text types.
- Read and recite range of age appropriate poems.
- Provide explanations for the purpose of the language, structure and presentation of a text.
- Discuss the understanding of the meaning of words in context, finding other similar words.
- Make comparisons writhing and across texts.

wide range of texts for pleasure.

- Recommend books to others, giving reasons for choices.
- Accurately identify and comment on the features, themes and conventions of a text.
- During discussion, ask pertinent questions to enhance understanding.
- Distinguish between fact and opinion.

Writing:

- Use paragraphs to organize ideas.
- In narratives, describe settings and characters.
- In non-narrative writing, use simple devices to structure writing (headings, subheadings, bullet points etc...)
- Using mostly correctly: CL, FS ? ! commas for lists, apostrophes for contraction.

Spelling:

- Spelling most words correctly (Year 3 and 4 spelling list).
- Spelling some words correctly (Year 5 and 6 spelling list).
- Write legibly.
- Edit and improve my writing with support and independently.

Reading:

- Fluently and automatically read a range of age appropriate texts.
- Show familiarity with different text types specified in Y5/6.
- Identify language, structural and presentational features and how they contribute to meaning.
- Use contextual information to make sense of the text, exploring vocabulary.
- Identify the effect of language and evaluate its impact (figurative language)



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	<ul style="list-style-type: none"> • Draw inferences and justify with evidence from the text. <p>Writing:</p> <ul style="list-style-type: none"> • Use a hyphen to join a prefix to a root word. • Write to suit purpose with some awareness of the audience (may include humour or suspense). • Organise writing into sections or paragraphs creating cohesion. • Maintain correct tense. • Use a range of presentational devices including headings, subheadings, titles and bullet points. • Use a range of vocabulary that is becoming more precise (verbs, adverbs and adjectives). • Punctuation is mostly correct. CL . ? ! , “” <p>Spelling:</p> <ul style="list-style-type: none"> • Spell a few words containing prefixes and suffixes from the Y5/6 appendix (cious, cial). • Spell some homophones from the Y5/6 appendix. 	<ul style="list-style-type: none"> • Make accurate and appropriate comparisons across texts. • Make developed inferences and predictions. <p>Writing:</p> <ul style="list-style-type: none"> • Write effectively for a range of purpose and audiences. • In narratives, describe settings, characters and atmosphere. • Integrate dialogue to advance actions and convey characters. • Use a range of devices to build cohesion (conjunctions, adverbials of time and place, relative pronouns) • Select a variety of grammar and vocabulary structures (active and passive voice, modal verbs). • Use verb tenses correctly and consistently. • Use a range of punctuation e.g. . , ; () - : • Edit and improve writing effectively and independently • Handwriting legible when writing at speed. <p>Spelling:</p> <ul style="list-style-type: none"> • Spell most words correctly (year 5 and 6 spelling list)
	<p>Reading:</p> <ul style="list-style-type: none"> • Fluently and automatically read a range of age appropriate texts. • Discuss and evaluate how all authors use language including figurative language and its effect on the reader. • Begin to distinguish fact from opinion. • Retrieve, record and present information from non-fiction texts. • Participate in discussion about books, expressing and justifying opinions, building on and challenging views of others. • Explain what they know or have read through formal presentations and debates. <p>Writing:</p> <ul style="list-style-type: none"> • Sometimes extend use of punctuation by using () - ... ; : • Begin to recognize active and passive voice. • With support, choose vocabulary and grammar to suit formal 	<p>Reading:</p> <ul style="list-style-type: none"> • Demonstrate they have learnt a wide range of poetry by heart. • Identify key details which support main ideas and summarise from more than one paragraph. • Participate in discussion about books, expressing and justifying opinions, building on and challenging others views. • Explain understanding of what has been read through formal presentations and debates. <p>Writing:</p> <ul style="list-style-type: none"> • Pupils can write effectively for a range of purposes and independently choose the style/purpose and audience. • To select appropriate levels of formality to reflect different styles of writing. • Use a variety of punctuation correctly and to enhance



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and informal writing.

- Begin to indicate degrees of possibilities using adverbs and modal verbs.
- Begin to recognize and use relative clauses within writing.

Spelling:

- Spell some words from the Y5/6 spelling list.

meaning.