



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



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



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

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

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English - Progression of Knowledge and Skills 2019



- 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)



English - Progression of Knowledge and Skills 2019



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



## English - Progression of Knowledge and Skills 2019



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.