

Saltford Primary School Progression in English

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reading-Word	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Knows that information can be retrieved from books and computers.</p> <p><u>Early Learning Goal</u> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>they have been frequently encountered</p>				
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<p>Reading-Comprehension</p>	<p>COMMUNICATION AND LANGUAGE</p> <p>UNDERSTANDING Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>understand both the books they can already read accurately and fluently and those they listen to</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>
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<p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Early Learning Goal</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>SPEAKING</u> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with</p>			<p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of</p>	<p>reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and</p>	<p>reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and</p>	<p>Learning a wider range of poetry by heart</p> <p>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> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details</p>	<p>Learning a wider range of poetry by heart</p> <p>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> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details</p>
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	<p>limited talk, e.g. reaches toward toy, saying 'I have it'.</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down, slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>		<p>what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>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>	<p>presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u></p> <p><u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</u></p> <p><u>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</u></p>	<p>that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u></p> <p><u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</u></p> <p><u>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</u></p>
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	<p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, '<i>This box is my castle.</i>'</p> <p>Extends vocabulary, especially by grouping and</p>					<p><u>Provide reasoned justifications for their views.</u></p>	<p><u>Provide reasoned justifications for their views.</u></p>
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	<p>naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and</p>						
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	<p>explanations by connecting ideas or events.</p> <p><i>Read and understand simple sentences.</i></p>						
Writing-transcription	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and</p>	<p>Name the letters of the alphabet:</p> <p>Add prefixes and suffixes:</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><u>spell by:</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>

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	<p>sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>				
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	<i>Uses phonic knowledge to write simple words.</i>						
Writing-handwriting	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Early Learning Goal</u></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task</p>

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	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.						
Writing-composition	<p><u>Early Learning Goal</u></p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Write sentences by:</u></p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p><u>consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p>

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			<p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u></p>	<p>sentence structures (English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u></p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
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						<p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>	<p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>
<p>Writing- Vocabulary, grammar and punctuation</p>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by</p>	<p>Word Regular plural noun suffixes, suffixes – 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives</p> <p><u>Sentence</u> Words combine to make sentences, joining words and clauses using 'and'</p> <p><u>Text</u> Sequencing sentences to form short narratives</p> <p><u>Punctuation</u></p>	<p><u>Word</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs</p> <p><u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description</p>	<p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p>	<p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)</p> <p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>TEXT:</u> Devises to build cohesion within a paragraph (then, after)</p>	<p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)</p> <p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>TEXT:</u> Devises to build cohesion within a paragraph (then, after)</p>

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	<p>connecting ideas or events.</p>	<p>Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p> <p><u>Terminology</u> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p> <p><u>Text</u> correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p> <p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p> <p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p>	<p><u>TEXT</u>: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION</u>: Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY</u>: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>TEXT</u>: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION</u>: Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY</u>: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p> <p><u>PUNCTUATION</u>: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p> <p><u>TERMINOLOGY</u>: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)</p> <p><u>PUNCTUATION</u>: Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity <u>TERMINOLOGY</u>: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>
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			See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail				
Spelling	Phonics- As set out in Phonics Bug Phases 1-4	Revision of work from YR	Revision of work from YR and Y1	Revision of work from Y1 and Y2	Revision of work from Y1 and Y2	Revision of work from previous years	Revision of work from previous years
		<p>Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)</p> <p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p> <p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p>See <i>The national curriculum in England –</i></p>	<p>Sounds- the 'y' as in myth, 'ou' as in young, 'sure' as in measure, 'ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e. scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e. league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p>	<p>Sounds- the 'y' as in myth, 'ou' as in young, 'sure' as in measure, 'ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e. scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e. league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p>	<p>Sounds- words ending in 'cious' and 'tious' as in vicious and ambitious, words ending in 'cial', 'tial' as in official and essential, words ending in 'ant', 'ance' / 'ancy', 'ent', 'ence' / 'ency' and 'ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England –</i></p>	<p>Sounds- words ending in 'cious' and 'tious' as in vicious and ambitious, words ending in 'cial', 'tial' as in official and essential, words ending in 'ant', 'ance' / 'ancy', 'ent', 'ence' / 'ency' and 'ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England –</i></p>

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			<p><i>English Appendix 1: Spelling</i> for further detail</p>	<p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p><i>English Appendix 1: Spelling</i> for further detail</p>	<p><i>English Appendix 1: Spelling</i> for further detail</p>
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