

## Danegrove Primary School Progression in English



| Year  | Reading Word                           | Reading                                 | Writing                              | Writing                                | SPAG                                | Spelling                       | Speaking &                     |
|-------|--|---|--------------------------------------|--|-------------------------------------|--------------------------------|--------------------------------|
| Group |  | Comprehension                           | Transcription                        | Composition                            |                                     | - "                            | Listening                      |
| 1     | <ul><li>apply phonic</li></ul>         | Develop pleasure in                     | Writing -                            | <ul> <li>Write sentences</li> </ul>    | Develop their                       | • Spell:                       | listen and                     |
|       | knowledge and                          | reading, motivation                     | handwriting                          | by:                                    | understanding                       | • words                        | respond                        |
|       | skills as the route                    | to read, vocabulary                     | <ul><li>sit correctly at a</li></ul> | <ul><li>saying out loud</li></ul>      | of the concepts                     | containing                     | appropriately to               |
|       | to decode words                        | and understanding                       | table, holding a                     | what they are                          | set out in English                  | each of the 40+                | adults and their               |
|       | <ul> <li>respond speedily</li> </ul>   | by:                                     | pencil comfortably                   | going to write                         | Appendix 2 by:                      | phonemes                       | peers                          |
|       | with the correct                       | <ul> <li>listening to and</li> </ul>    | and correctly                        | about                                  | <ul><li>leaving spaces</li></ul>    | already taught                 | <ul><li>ask relevant</li></ul> |
|       | sound to                               | discussing a wide                       | <ul> <li>begin to form</li> </ul>    | <ul><li>composing a</li></ul>          | between words                       | • common                       | questions to                   |
|       | graphemes                              | range of poems,                         | lower-case letters                   | sentence orally                        | <ul><li>joining words</li></ul>     | exception                      | extend their                   |
|       | (letters or groups                     | stories and non-                        | in the correct                       | before writing it                      | and joining                         | words                          | understanding                  |
|       | of letters) for all                    | fiction at a level                      | direction, starting                  | <ul><li>sequencing</li></ul>           | clauses using                       | • the days of the              | and knowledge                  |
|       | 40+ phonemes,                          | beyond that at                          | and finishing in                     | sentences to form                      | 'and'                               | week                           | <ul><li>use relevant</li></ul> |
|       | including, where                       | which they can read                     | the right place                      | short narratives                       | <ul> <li>beginning to</li> </ul>    | Name the                       | strategies to                  |
|       | applicable,                            | independently                           | <ul> <li>form capital</li> </ul>     | <ul> <li>re-reading what</li> </ul>    | punctuate                           | letters of the                 | build their                    |
|       | alternative sounds                     | <ul> <li>being encouraged to</li> </ul> | letters                              | they have written                      | sentences using                     | alphabet:                      | vocabulary                     |
|       | for graphemes                          | link what they read                     | • form digits 0-9                    | to check that it                       | a capital letter                    | <ul><li>naming the</li></ul>   | articulate and                 |
|       | <ul> <li>read accurately by</li> </ul> | or hear to their own                    | <ul> <li>understand which</li> </ul> | makes sense                            | and a full stop,                    | letters of the                 | justify answers,               |
|       | blending sounds                        | experiences                             | letters belong to                    | <ul> <li>discuss what they</li> </ul>  | question mark                       | alphabet in                    | arguments and                  |
|       | in unfamiliar                          | <ul> <li>becoming very</li> </ul>       | which handwriting                    | have written with                      | or exclamation                      | order                          | opinions                       |
|       | words containing                       | familiar with key                       | 'families' (ie                       | the teacher or                         | mark                                | <ul><li>using letter</li></ul> | • give well-                   |
|       | GPCs that have                         | stories, fairy stories                  | letters that are                     | other pupils                           | <ul> <li>using a capital</li> </ul> | names to                       | structured                     |
|       | been taught                            | and traditional tales,                  | formed in similar                    | <ul> <li>read their writing</li> </ul> | letter for names                    | distinguish                    | descriptions,                  |
|       | • read common                          | retelling them and                      | ways) and to                         | aloud, clearly                         | of people,                          | between                        | explanations and               |
|       | exception words,                       | considering their                       | practise these                       | enough to be                           | places, the days                    | alternative                    | narratives for                 |
|       | noting unusual                         | particular                              | '                                    | heard by their                         | of the week, and                    | spellings of the               | different                      |
|       | correspondences                        | characteristics                         |                                      | peers and the                          | the personal                        | same sound                     | purposes,                      |
|       | between spelling                       | <ul> <li>recognising and</li> </ul>     |                                      | teacher                                | pronoun 'I'                         | Add prefixes                   | including for                  |
|       | and sound and                          | joining in with                         |                                      |  | learning the                        | and suffixes:                  | expressing                     |
|       |  | predictable phrases                     |                                      |  | grammar for                         | and sames.                     | feelings                       |
|       |  | predictable prinases                    |                                      |  | 5 dililia 101                       |                                | 10011163                       |

| Year  | Reading Word                          | Reading                               | Writing       | Writing     | SPAG              | Spelling                             | Speaking &                         |
|-------|---------------------------------------|---------------------------------------|---------------|-------------|-------------------|--------------------------------------|------------------------------------|
| Group | Reading Word                          | Comprehension                         | Transcription | Composition | SPAG              | Spennig                              | Listening                          |
|       | where these occur                     | learning to                           |               |             | year 1 in English | <ul><li>using the</li></ul>          | maintain                           |
|       | in the word                           | appreciate rhymes                     |               |             | appendix 2        | spelling rule                        | attention and                      |
|       | <ul><li>read words</li></ul>          | and poems, and to                     |               |             | • use the         | for adding –s                        | participate                        |
|       | containing taught                     | recite some by heart                  |               |             | grammatical       | or –es as the                        | actively in                        |
|       | GPCs and –s, –es,                     | <ul> <li>discussing word</li> </ul>   |               |             | terminology in    | plural marker                        | collaborative                      |
|       | −ing, −ed, −er and                    | meanings, linking                     |               |             | English appendix  | for nouns and                        | conversations,                     |
|       | –est endings                          | new meanings to                       |               |             | 2 in discussing   | the third                            | staying on topic                   |
|       | <ul> <li>read other words</li> </ul>  | those already                         |               |             | their writing     | person singular                      | and initiating and                 |
|       | of more than one                      | known                                 |               |             |                   | marker for                           | responding to                      |
|       | syllable that                         | <ul> <li>Understand both</li> </ul>   |               |             |                   | verbs                                | comments                           |
|       | contain taught                        | the books that they                   |               |             |                   | <ul> <li>using the prefix</li> </ul> | <ul><li>use spoken</li></ul>       |
|       | GPCs                                  | can already read                      |               |             |                   | un–                                  | language to                        |
|       | <ul> <li>read words with</li> </ul>   | accurately and                        |               |             |                   | • using –ing, –                      | develop                            |
|       | contractions [for                     | fluently and those                    |               |             |                   | ed, –er and –                        | understanding                      |
|       | example, I'm, I'll,                   | that they listen to                   |               |             |                   | est where no                         | through                            |
|       | we'll], and                           | by:                                   |               |             |                   | change is                            | speculating,                       |
|       | understand that                       | <ul><li>drawing on what</li></ul>     |               |             |                   | needed in the                        | hypothesising,                     |
|       | the apostrophe                        | they already know                     |               |             |                   | spelling of root                     | imagining and                      |
|       | represents the                        | or on background                      |               |             |                   | words [for                           | exploring ideas                    |
|       | omitted letter(s)                     | information and                       |               |             |                   | example,                             | <ul><li>speak audibly</li></ul>    |
|       | <ul> <li>read books aloud,</li> </ul> | vocabulary provided                   |               |             |                   | helping,                             | and fluently with                  |
|       | accurately, that                      | by the teacher                        |               |             |                   | helped, helper,                      | an increasing                      |
|       | are consistent                        | <ul> <li>checking that the</li> </ul> |               |             |                   | eating, quicker,                     | command of                         |
|       | with their                            | text makes sense to                   |               |             |                   | quickest]                            | Standard English                   |
|       | developing phonic                     | them as they read,                    |               |             |                   | <ul><li>apply simple</li></ul>       | <ul> <li>participate in</li> </ul> |
|       | knowledge and                         | and correcting                        |               |             |                   | spelling rules                       | discussions,                       |
|       | that do not                           | inaccurate reading                    |               |             |                   | and guidance,                        | presentations,                     |
|       | require them to                       | <ul><li>discussing the</li></ul>      |               |             |                   | as listed in                         | performances,                      |
|       | use other                             | significance of the                   |               |             |                   | English                              | role play,                         |
|       | strategies to work                    | title and events                      |               |             |                   | appendix 1                           | improvisations                     |
|       | out words                             | <ul> <li>making inferences</li> </ul> |               |             |                   | <ul><li>write from</li></ul>         | and debates                        |
|       | <ul><li>reread these</li></ul>        | on the basis of what                  |               |             |                   | memory                               | • gain, maintain                   |
|       | books to build up                     |                                       |               |             |                   | simple                               | and monitor the                    |

| Year<br>Group | Reading Word                                       | Reading<br>Comprehension   | Writing<br>Transcription | Writing<br>Composition | SPAG | Spelling   | Speaking &<br>Listening  |
|---------------|--|--|--------------------------|------------------------|------|--|--|
|               | their fluency and<br>confidence in<br>word reading | 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 |                          |                        |      | sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | interest of the listener(s)  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication. |

| Year  | Pooding Word                           | Reading                            | Writing                            | Writing                                | SPAG                                | Spolling                              | Speaking &                     |
|-------|--|------------------------------------|------------------------------------|--|-------------------------------------|---------------------------------------|--------------------------------|
| Group | Reading Word                           | Comprehension                      | Transcription                      | Composition                            | SPAG                                | Spelling                              | Listening                      |
| 2     | • continue to apply                    | Develop pleasure in                | Pupils should be                   | Pupils should be                       | Pupils should be                    | • Spell by:                           | listen and                     |
|       | phonic knowledge                       | reading, motivation                | taught to:                         | taught to:                             | taught to:                          | • segmenting                          | respond                        |
|       | and skills as the                      | to read, vocabulary                | • form lower-case                  | develop positive                       | develop their                       | spoken words                          | appropriately to               |
|       | route to decode                        | and understanding                  | letters of the                     | attitudes towards                      | understanding of                    | into phonemes                         | adults and their               |
|       | words until                            | by:                                | correct size                       | and stamina for                        | the concepts set                    | and representing                      | peers                          |
|       | automatic                              | <ul><li>listening to,</li></ul>    | relative to one                    | writing by:                            | out in English                      | these by                              | <ul><li>ask relevant</li></ul> |
|       | decoding has                           | discussing and                     | another                            | <ul> <li>writing narratives</li> </ul> | appendix 2 by:                      | graphemes,                            | questions to                   |
|       | become                                 | expressing views                   | <ul><li>start using some</li></ul> | about personal                         | <ul> <li>learning how to</li> </ul> | spelling many                         | extend their                   |
|       | embedded and                           | about a wide range                 | of the diagonal                    | experiences and                        | use both familiar                   | correctly                             | understanding                  |
|       | reading is fluent                      | of contemporary                    | and horizontal                     | those of others                        | and new                             | <ul><li>learning new</li></ul>        | and knowledge                  |
|       | <ul> <li>read accurately by</li> </ul> | and classic poetry,                | strokes needed                     | (real and                              | punctuation                         | ways of spelling                      | <ul><li>use relevant</li></ul> |
|       | blending the                           | stories and non-                   | to join letters                    | fictional)                             | correctly -                         | phonemes for                          | strategies to                  |
|       | sounds in words                        | fiction at a level                 | and understand                     | <ul> <li>writing about</li> </ul>      | see English                         | which 1 or more                       | build their                    |
|       | that contain the                       | beyond that at                     | which letters,                     | real events                            | appendix 2,                         | spellings are                         | vocabulary                     |
|       | graphemes taught                       | which they can                     | when adjacent to                   | <ul><li>writing poetry</li></ul>       | including full                      | already known,                        | articulate and                 |
|       | so far, especially                     | read independently                 | one another, are                   | <ul><li>writing for</li></ul>          | stops, capital                      | and learn some                        | justify answers,               |
|       | recognising                            | <ul> <li>discussing the</li> </ul> | best left                          | different                              | letters,                            | words with each                       | arguments and                  |
|       | alternative sounds                     | sequence of events                 | unjoined                           | purposes                               | exclamation                         | spelling,                             | opinions                       |
|       | for graphemes                          | in books and how                   | <ul><li>write capital</li></ul>    | <ul><li>consider what</li></ul>        | marks, question                     | including a few                       | • give well-                   |
|       | <ul> <li>read accurately</li> </ul>    | items of                           | letters and digits                 | they are going to                      | marks, commas                       | common                                | structured                     |
|       | words of two or                        | information are                    | of the correct                     | write before                           | for lists and                       | homophones                            | descriptions,                  |
|       | more syllables                         | related                            | size, orientation                  | beginning by:                          | apostrophes for                     | <ul> <li>learning to spell</li> </ul> | explanations and               |
|       | that contain the                       | becoming                           | and relationship                   | <ul><li>planning or</li></ul>          | contracted forms                    | common                                | narratives for                 |
|       | same graphemes                         | increasingly                       | to one another                     | saying out loud                        | and the                             | exception words                       | different                      |
|       | as above                               | familiar with and                  | and to lower-                      | what they are                          | possessive                          | <ul> <li>learning to spell</li> </ul> | purposes,                      |
|       | • read words                           | retelling a wider                  | case letters                       | going to write                         | (singular)                          | more words with                       | including for                  |
|       | containing                             | range of stories,                  | <ul><li>use spacing</li></ul>      | about                                  | • learn how to use:                 | contracted forms                      | expressing                     |
|       | common suffixes                        | fairy stories and                  | between words                      | writing down                           | • sentences with                    | learning the                          | feelings                       |
|       | • read further                         | traditional tales                  | that reflects the                  | ideas and/or key                       | different forms:                    | possessive                            | maintain                       |
|       | common                                 | being introduced to                | size of the letters                | words, including                       | statement,                          | apostrophe                            | attention and                  |
|       | exception words,                       | non-fiction books                  | אוצב טו נוופ ופננפוא               | new vocabulary                         | question,                           | (singular) [for                       | participate                    |
|       | · ·                                    | that are structured                |                                    | •                                      | · ·                                 |                                       |                                |
|       | noting unusual                         |                                    |                                    | encapsulating  what they want          | exclamation,                        | example, the                          | actively in                    |
|       | correspondences                        | in different ways                  |                                    | what they want                         | command                             | girl's book]                          | collaborative                  |

| Year  | Reading Word                         | Reading                                 | Writing       | Writing                              | SPAG                                 | Spolling                            | Speaking &                         |
|-------|--------------------------------------|---|---------------|--------------------------------------|--------------------------------------|-------------------------------------|------------------------------------|
| Group | Reduilig Word                        | Comprehension                           | Transcription | Composition                          | SPAG                                 | Spelling                            | Listening                          |
| _     | between spelling                     | <ul> <li>recognising simple</li> </ul>  | <u>-</u>      | to say, sentence                     | <ul> <li>expanded noun</li> </ul>    | <ul> <li>distinguishing</li> </ul>  | conversations,                     |
|       | and sound and                        | recurring literary                      |               | by sentence                          | phrases to                           | between                             | staying on topic                   |
|       | where these occur                    | language in stories                     |               | <ul> <li>make simple</li> </ul>      | describe and                         | homophones and                      | and initiating and                 |
|       | in the word                          | and poetry                              |               | additions,                           | specify [for                         | near-                               | responding to                      |
|       | <ul> <li>read most words</li> </ul>  | <ul> <li>discussing and</li> </ul>      |               | revisions and                        | example, the blue                    | homophones                          | comments                           |
|       | quickly and                          | clarifying the                          |               | corrections to                       | butterfly]                           | <ul> <li>add suffixes to</li> </ul> | <ul><li>use spoken</li></ul>       |
|       | accurately,                          | meanings of words,                      |               | their own writing                    | <ul> <li>the present and</li> </ul>  | spell longer                        | language to                        |
|       | without overt                        | linking new                             |               | by:                                  | past tenses                          | words including –                   | develop                            |
|       | sounding and                         | meanings to known                       |               | <ul> <li>evaluating their</li> </ul> | correctly and                        | ment, –ness, –                      | understanding                      |
|       | blending, when                       | vocabulary                              |               | writing with the                     | consistently,                        | ful, –less, –ly                     | through                            |
|       | they have been                       | <ul> <li>discussing their</li> </ul>    |               | teacher and                          | including the                        | <ul><li>apply spelling</li></ul>    | speculating,                       |
|       | frequently                           | favourite words                         |               | other pupils                         | progressive form                     | rules and                           | hypothesising,                     |
|       | encountered                          | and phrases                             |               | <ul><li>rereading to</li></ul>       | <ul><li>subordination</li></ul>      | guidance, as                        | imagining and                      |
|       | <ul> <li>read aloud books</li> </ul> | <ul> <li>continuing to build</li> </ul> |               | check that their                     | (using when, if,                     | listed in English                   | exploring ideas                    |
|       | closely matched                      | up a repertoire of                      |               | writing makes                        | that, or because)                    | appendix 1                          | <ul><li>speak audibly</li></ul>    |
|       | to their improving                   | poems learnt by                         |               | sense and that                       | and co-ordination                    | <ul><li>write from</li></ul>        | and fluently with                  |
|       | phonic                               | heart, appreciating                     |               | verbs to indicate                    | (using or, and, or                   | memory simple                       | an increasing                      |
|       | knowledge,                           | these and reciting                      |               | time are used                        | but)                                 | sentences                           | command of                         |
|       | sounding out                         | some, with                              |               | correctly and                        | • the grammar for                    | dictated by the                     | Standard English                   |
|       | unfamiliar words                     | appropriate                             |               | consistently,                        | year 2 in English                    | teacher that                        | <ul> <li>participate in</li> </ul> |
|       | accurately,                          | intonation to make                      |               | including verbs in                   | appendix 2                           | include words                       | discussions,                       |
|       | automatically and                    | the meaning clear                       |               | the continuous                       | <ul> <li>some features of</li> </ul> | using the GPCs,                     | presentations,                     |
|       | without undue                        | <ul> <li>Understand both</li> </ul>     |               | form                                 | written Standard                     | common                              | performances,                      |
|       | hesitation                           | the books that they                     |               | <ul> <li>proofreading to</li> </ul>  | English                              | exception words                     | role play,                         |
|       | <ul><li>reread these</li></ul>       | can already read                        |               | check for errors                     | • use and                            | and punctuation                     | improvisations                     |
|       | books to build up                    | accurately and                          |               | in spelling,                         | understand the                       | taught so far                       | and debates                        |
|       | their fluency and                    | fluently and those                      |               | grammar and                          | grammatical                          |                                     | • gain, maintain                   |
|       | confidence in                        | that they listen to                     |               | punctuation (for                     | terminology                          |                                     | and monitor the                    |
|       | word reading                         | by:                                     |               | example, ends of                     | in English                           |                                     | interest of the                    |
|       |                                      | <ul><li>drawing on what</li></ul>       |               | sentences                            | appendix 2 in                        |                                     | listener(s)                        |
|       |                                      | they already know                       |               | punctuated                           | discussing their                     |                                     | <ul><li>consider and</li></ul>     |
|       |                                      | or on background                        |               | correctly)                           | writing                              |                                     | evaluate                           |
|       |                                      | information and                         |               |                                      |                                      |                                     | different                          |

| Year  | Reading Word | Reading                               | Writing       | Writing           | SPAG | Spolling | Speaking &                         |
|-------|--------------|---------------------------------------|---------------|-------------------|------|----------|------------------------------------|
| Group | Reading Word | Comprehension                         | Transcription | Composition       | SPAG | Spelling | Listening                          |
|       |              | vocabulary                            |               | • read aloud what |      |          | viewpoints,                        |
|       |              | provided by the                       |               | they have written |      |          | attending to and                   |
|       |              | teacher                               |               | with appropriate  |      |          | building on the                    |
|       |              | <ul> <li>checking that the</li> </ul> |               | intonation to     |      |          | contributions of                   |
|       |              | text makes sense to                   |               | make the          |      |          | others                             |
|       |              | them as they read,                    |               | meaning clear     |      |          | <ul> <li>select and use</li> </ul> |
|       |              | and correcting                        |               |                   |      |          | appropriate                        |
|       |              | inaccurate reading                    |               |                   |      |          | registers for                      |
|       |              | <ul> <li>making inferences</li> </ul> |               |                   |      |          | effective                          |
|       |              | on the basis of                       |               |                   |      |          | communication.                     |
|       |              | what is being said                    |               |                   |      |          |                                    |
|       |              | and done                              |               |                   |      |          |                                    |
|       |              | <ul><li>answering and</li></ul>       |               |                   |      |          |                                    |
|       |              | asking questions                      |               |                   |      |          |                                    |
|       |              | <ul> <li>predicting what</li> </ul>   |               |                   |      |          |                                    |
|       |              | might happen on                       |               |                   |      |          |                                    |
|       |              | the basis of what                     |               |                   |      |          |                                    |
|       |              | has been read so                      |               |                   |      |          |                                    |
|       |              | far                                   |               |                   |      |          |                                    |
|       |              | participate in                        |               |                   |      |          |                                    |
|       |              | discussion about                      |               |                   |      |          |                                    |
|       |              | books, poems and                      |               |                   |      |          |                                    |
|       |              | other works that                      |               |                   |      |          |                                    |
|       |              | are read to them                      |               |                   |      |          |                                    |
|       |              | and those that they                   |               |                   |      |          |                                    |
|       |              | can read for                          |               |                   |      |          |                                    |
|       |              | themselves, taking                    |               |                   |      |          |                                    |
|       |              | turns and listening                   |               |                   |      |          |                                    |
|       |              | to what others say                    |               |                   |      |          |                                    |
|       |              | explain and discuss                   |               |                   |      |          |                                    |
|       |              | their understanding                   |               |                   |      |          |                                    |
|       |              | of books, poems                       |               |                   |      |          |                                    |
|       |              | and other material,                   |               |                   |      |          |                                    |

| Year<br>Group | Reading Word | Reading Comprehension  | Writing<br>Transcription | Writing<br>Composition | SPAG | Spelling | Speaking &<br>Listening |
|---------------|--------------|--|--------------------------|------------------------|------|----------|-------------------------|
|               |              | both those that<br>they listen to and<br>those that they<br>read for<br>themselves |                          |                        |      |          |                         |

| Year<br>Group | Reading Word                   | Reading<br>Comprehension               | Writing<br>Transcription       | Writing<br>Composition                 | SPAG                                | Spelling                             | Speaking &<br>Listening            |
|---------------|--------------------------------|--|--------------------------------|--|-------------------------------------|--------------------------------------|------------------------------------|
| Lower         | Apply their                    | Develop positive                       | Use the diagonal               | Plan their writing                     | Develop their                       | Use further                          | listen and                         |
| KS2           | growing                        | attitudes to                           | and horizontal                 | by:                                    | understanding of                    | prefixes and                         | respond                            |
|               | knowledge of root              | reading and                            | strokes that are               | <ul> <li>discussing writing</li> </ul> | the concepts set                    | suffixes and                         | appropriately to                   |
| 3 & 4         | words, prefixes                | understanding of                       | needed to join                 | similar to that                        | out in English                      | understand how                       | adults and their                   |
|               | and suffixes                   | what they read by:                     | letters and                    | which they are                         | Appendix 2 by:                      | to add them                          | peers                              |
|               | (etymology and                 | <ul> <li>listening to and</li> </ul>   | understand                     | planning to write                      | <ul><li>extending the</li></ul>     | (English                             | <ul><li>ask relevant</li></ul>     |
|               | morphology) as                 | discussing a wide                      | which letters,                 | in order to                            | range of                            | Appendix 1)                          | questions to                       |
|               | listed in English              | range of fiction,                      | when adjacent                  | understand and                         | sentences with                      | <ul> <li>Spell further</li> </ul>    | extend their                       |
|               | Appendix 1, both               | poetry, plays, non-                    | to one another,                | learn from its                         | more than one                       | homophones                           | understanding                      |
|               | to read aloud and              | fiction and                            | are best left                  | structure,                             | clause by using a                   | <ul> <li>Spell words that</li> </ul> | and knowledge                      |
|               | to understand the              | reference books or                     | unjoined                       | vocabulary and                         | wider range of                      | are often                            | <ul><li>use relevant</li></ul>     |
|               | meaning of new                 | textbooks                              | <ul><li>Increase the</li></ul> | grammar                                | conjunctions,                       | misspelt (English                    | strategies to                      |
|               | words they meet.               | <ul> <li>reading books that</li> </ul> | legibility,                    | <ul><li>discussing and</li></ul>       | including when, if,                 | Appendix 1)                          | build their                        |
|               | <ul><li>Read further</li></ul> | are structured in                      | consistency and                | recording ideas                        | because, although                   | Place the                            | vocabulary                         |
|               | exception words,               | different ways and                     | quality of their               | • Draft and write by:                  | <ul><li>using the present</li></ul> | possessive                           | <ul> <li>articulate and</li> </ul> |
|               | noting the                     | reading for a range                    | handwriting [for               | <ul><li>composing and</li></ul>        | perfect form of                     | apostrophe                           | justify answers,                   |
|               | unusual                        | of purposes                            | example, by                    | rehearsing                             | verbs in contrast                   | accurately in                        | arguments and                      |
|               | correspondences                | <ul> <li>using dictionaries</li> </ul> | ensuring that                  | sentences orally                       | to the past tense                   | words with                           | opinions                           |
|               | between spelling               | to check the                           | the down                       | (including                             | <ul><li>choosing nouns or</li></ul> | regular plurals                      | <ul><li>give well-</li></ul>       |
|               | and sound, and                 | meaning of words                       | strokes of letters             | dialogue),                             | pronouns                            | [for example,                        | structured                         |
|               | where these occur              | that they have                         | are parallel and               | progressively                          | appropriately for                   | girls', boys'] and                   | descriptions,                      |
|               | in the word.                   | read                                   | equidistant; that              | building a varied                      | clarity and                         | in words with                        | explanations and                   |
|               |                                | <ul><li>increasing their</li></ul>     | lines of writing               | and rich                               | cohesion and to                     | irregular plurals                    | narratives for                     |
|               |                                | familiarity with a                     | are spaced                     | vocabulary and an                      | avoid repetition                    |                                      | different                          |

| Year<br>Group | Reading Word | Reading<br>Comprehension               | Writing<br>Transcription | Writing<br>Composition              | SPAG                            | Spelling                       | Speaking &<br>Listening            |
|---------------|--------------|--|--------------------------|-------------------------------------|---------------------------------|--------------------------------|------------------------------------|
|               |              | wide range of                          | sufficiently so          | increasing range of                 | • using                         | [for example,                  | purposes,                          |
|               |              | books, including                       | that the                 | sentence                            | conjunctions,                   | children's]                    | including for                      |
|               |              | fairy stories, myths                   | ascenders and            | structures (English                 | adverbs and                     | Use the first two              | expressing                         |
|               |              | and legends, and                       | descenders of            | Appendix 2)                         | prepositions to                 | or three letters               | feelings                           |
|               |              | retelling some of                      | letters do not           | <ul><li>organising</li></ul>        | express time and                | of a word to                   | maintain                           |
|               |              | these orally                           | touch].                  | paragraphs around                   | cause                           | check its spelling             | attention and                      |
|               |              | <ul> <li>identifying themes</li> </ul> |                          | a theme                             | <ul><li>using fronted</li></ul> | in a dictionary                | participate                        |
|               |              | and conventions in                     |                          | <ul><li>in narratives,</li></ul>    | adverbials                      | <ul> <li>Write from</li> </ul> | actively in                        |
|               |              | a wide range of                        |                          | creating settings,                  | <ul><li>learning the</li></ul>  | memory simple                  | collaborative                      |
|               |              | books                                  |                          | characters and plot                 | grammar for years               | sentences,                     | conversations,                     |
|               |              | <ul> <li>preparing poems</li> </ul>    |                          | <ul><li>in non-narrative</li></ul>  | 3 and 4 in English              | dictated by the                | staying on topic                   |
|               |              | and play scripts to                    |                          | material, using                     | Appendix 2                      | teacher, that                  | and initiating and                 |
|               |              | read aloud and to                      |                          | simple                              | Indicate                        | include words                  | responding to                      |
|               |              | perform, showing                       |                          | organisational                      | grammatical and                 | and punctuation                | comments                           |
|               |              | understanding                          |                          | devices [for                        | other features by:              | taught so far.                 | <ul><li>use spoken</li></ul>       |
|               |              | through                                |                          | example, headings                   | • using commas                  |                                | language to                        |
|               |              | intonation, tone,                      |                          | and sub-headings]                   | after fronted                   |                                | develop                            |
|               |              | volume and action                      |                          | Evaluate and edit by:               | adverbials                      |                                | understanding                      |
|               |              | <ul> <li>discussing words</li> </ul>   |                          | <ul><li>assessing the</li></ul>     | <ul><li>indicating</li></ul>    |                                | through                            |
|               |              | and phrases that                       |                          | effectiveness of                    | possession by                   |                                | speculating,                       |
|               |              | capture the                            |                          | their own and                       | using the                       |                                | hypothesising,                     |
|               |              | reader's interest                      |                          | others' writing and                 | possessive                      |                                | imagining and                      |
|               |              | and imagination                        |                          | suggesting                          | apostrophe with                 |                                | exploring ideas                    |
|               |              | <ul> <li>recognising some</li> </ul>   |                          | improvements                        | plural nouns                    |                                | <ul> <li>speak audibly</li> </ul>  |
|               |              | different forms of                     |                          | <ul><li>proposing changes</li></ul> | <ul><li>using and</li></ul>     |                                | and fluently with                  |
|               |              | poetry [for                            |                          | to grammar and                      | punctuating direct              |                                | an increasing                      |
|               |              | example, free                          |                          | vocabulary to                       | speech                          |                                | command of                         |
|               |              | verse, narrative                       |                          | improve                             | <ul><li>Use and</li></ul>       |                                | Standard English                   |
|               |              | poetry]                                |                          | consistency,                        | understand the                  |                                | <ul> <li>participate in</li> </ul> |
|               |              | <ul> <li>Understand what</li> </ul>    |                          | including the                       | grammatical                     |                                | discussions,                       |
|               |              | they read, in books                    |                          | accurate use of                     | terminology in                  |                                | presentations,                     |
|               |              | they can read                          |                          | pronouns in                         | English Appendix                |                                | performances,                      |
|               |              | independently, by:                     |                          | sentences                           | 2 accurately and                |                                | role play,                         |

| Year  | Reading Word | Reading                                 | Writing       | Writing                              | SPAG              | Spelling | Speaking &                         |
|-------|--------------|---|---------------|--------------------------------------|-------------------|----------|------------------------------------|
| Group | Reduing Word | Comprehension                           | Transcription | Composition                          | 3FAG              | Spennig  | Listening                          |
|       |              | <ul> <li>checking that the</li> </ul>   |               | <ul><li>proposing changes</li></ul>  | appropriately     |          | improvisations                     |
|       |              | text makes sense                        |               | to grammar and                       | when discussing   |          | and debates                        |
|       |              | to them, discussing                     |               | vocabulary to                        | their writing and |          | • gain, maintain                   |
|       |              | their                                   |               | improve                              | reading.          |          | and monitor the                    |
|       |              | understanding and                       |               | consistency,                         |                   |          | interest of the                    |
|       |              | explaining the                          |               | including the                        |                   |          | listener(s)                        |
|       |              | meaning of words                        |               | accurate use of                      |                   |          | <ul><li>consider and</li></ul>     |
|       |              | in context                              |               | pronouns in                          |                   |          | evaluate                           |
|       |              | <ul> <li>asking questions to</li> </ul> |               | sentences                            |                   |          | different                          |
|       |              | improve their                           |               | <ul> <li>read aloud their</li> </ul> |                   |          | viewpoints,                        |
|       |              | understanding of a                      |               | own writing, to a                    |                   |          | attending to and                   |
|       |              | text                                    |               | group or the whole                   |                   |          | building on the                    |
|       |              | <ul> <li>drawing inferences</li> </ul>  |               | class, using                         |                   |          | contributions of                   |
|       |              | such as inferring                       |               | appropriate                          |                   |          | others                             |
|       |              | characters'                             |               | intonation and                       |                   |          | <ul> <li>select and use</li> </ul> |
|       |              | feelings, thoughts                      |               | controlling the                      |                   |          | appropriate                        |
|       |              | and motives from                        |               | tone and volume                      |                   |          | registers for                      |
|       |              | their actions, and                      |               | so that the                          |                   |          | effective                          |
|       |              | justifying                              |               | meaning is clear.                    |                   |          | communication.                     |
|       |              | inferences with                         |               |                                      |                   |          |                                    |
|       |              | evidence                                |               |                                      |                   |          |                                    |
|       |              | <ul><li>predicting what</li></ul>       |               |                                      |                   |          |                                    |
|       |              | might happen from                       |               |                                      |                   |          |                                    |
|       |              | details stated and                      |               |                                      |                   |          |                                    |
|       |              | implied                                 |               |                                      |                   |          |                                    |
|       |              | <ul><li>identifying main</li></ul>      |               |                                      |                   |          |                                    |
|       |              | ideas drawn from                        |               |                                      |                   |          |                                    |
|       |              | more than one                           |               |                                      |                   |          |                                    |
|       |              | paragraph and                           |               |                                      |                   |          |                                    |
|       |              | summarising these                       |               |                                      |                   |          |                                    |
|       |              | <ul> <li>identifying how</li> </ul>     |               |                                      |                   |          |                                    |
|       |              | language,                               |               |                                      |                   |          |                                    |
|       |              | structure, and                          |               |                                      |                   |          |                                    |

| Year<br>Group | Reading Word | Reading<br>Comprehension  | Writing<br>Transcription | Writing<br>Composition | SPAG | Spelling | Speaking &<br>Listening |
|---------------|--------------|---|--------------------------|------------------------|------|----------|-------------------------|
|               |              | presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |                          |                        |      |          |                         |

| Year<br>Group         | Reading<br>Word  | Reading<br>Comprehension   | Writing<br>Transcription   | Writing<br>Composition   | SPAG   | Spelling  | Speaking & Listening  |
|-----------------------|--|--|--|--|--|---|---|
| Upper<br>KS2<br>5 & 6 | <ul> <li>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</li> </ul> | <ul> <li>Maintain positive attitudes to reading and understanding of what they read by:</li> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</li> </ul> | Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement | Plan their writing by:  ●identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  ●noting and developing initial ideas, drawing on reading and | <ul> <li>Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> | <ul> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>Continue to distinguish between</li> </ul> | <ul> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> </ul> |

| Year  | Reading        | Reading   | Writing             | Writing                          | SDAC                                  | Challing                             | Speaking &                   |
|-------|----------------|---|---------------------|----------------------------------|---------------------------------------|--------------------------------------|------------------------------|
| Group | Word           | Comprehension   | Transcription       | Composition                      | SPAG                                  | Spelling                             | Listening                    |
|       | meaning of     | <ul> <li>reading books that</li> </ul>                | that is best suited | research where                   | <ul> <li>using passive</li> </ul>     | homophones and                       | articulate and               |
|       | new words that | are structured in                                     | for a task.         | necessary                        | verbs to affect                       | other words                          | justify answers,             |
|       | they meet.     | different ways and                                    |                     | ●in writing                      | the presentation                      | which are often                      | arguments and                |
|       |                | reading for a range                                   |                     | narratives,                      | of information in                     | confused.                            | opinions                     |
|       |                | of purposes   |                     | considering how                  | a sentence                            | <ul> <li>Use knowledge</li> </ul>    | • give well-                 |
|       |                | <ul> <li>increasing their</li> </ul>                  |                     | authors have                     | <ul> <li>using the perfect</li> </ul> | of morphology                        | structured                   |
|       |                | familiarity with a                                    |                     | developed                        | form of verbs to                      | and etymology in                     | descriptions,                |
|       |                | wide range of   |                     | characters and                   | mark                                  | spelling and                         | explanations and             |
|       |                | books, including                                      |                     | settings in what                 | relationships of                      | understand that                      | narratives for               |
|       |                | myths, legends and traditional stories,               |                     | pupils have read,                | time and cause                        | the spelling of                      | different                    |
|       |                | modern fiction,                                       |                     | listened to or seen              | <ul> <li>using expanded</li> </ul>    | some words                           | purposes,                    |
|       |                | fiction from our                                      |                     | performed.                       | noun phrases to                       | needs to be                          | including for                |
|       |                | literary heritage,                                    |                     | Draft and write by:              | convey                                | learnt                               | expressing                   |
|       |                | and books from  |                     | • selecting                      | complicated                           | specifically, as                     | feelings                     |
|       |                | other cultures and                                    |                     | appropriate                      | information                           | listed in English                    | maintain                     |
|       |                | traditions  |                     | grammar and                      | concisely                             | Appendix 1                           | attention and                |
|       |                | <ul><li>recommending</li></ul>                        |                     | vocabulary,                      | <ul><li>using modal verbs</li></ul>   | <ul><li>Use dictionaries</li></ul>   | participate                  |
|       |                | books that they                                       |                     | understanding how                | or adverbs to                         | to check the                         | actively in                  |
|       |                | have read to their                                    |                     | such choices can                 | indicate degrees                      | spelling and                         | collaborative                |
|       |                | peers, giving   |                     | change and                       | of possibility                        | meaning of                           | conversations,               |
|       |                | reasons for their                                     |                     | enhance meaning                  | <ul><li>using relative</li></ul>      | words.                               | staying on topic             |
|       |                | choices   |                     | <ul><li>in narratives,</li></ul> | clauses beginning                     | <ul><li>Use the first</li></ul>      | and initiating and           |
|       |                | <ul> <li>identifying and discussing themes</li> </ul> |                     | describing settings,             | with who, which,                      | three or four                        | responding to                |
|       |                | and conventions in                                    |                     | characters and                   | where, when,                          | letters of a word                    | comments                     |
|       |                | and across a wide                                     |                     | atmosphere and                   | whose, that or                        | to check spelling,                   | <ul><li>use spoken</li></ul> |
|       |                | range of writing                                      |                     | integrating                      | with an implied                       | meaning or both                      | language to                  |
|       |                | • making  |                     | dialogue to convey               | (i.e. omitted)                        | of these in a                        | develop                      |
|       |                | comparisons within                                    |                     | character and                    | relative pronoun                      | dictionary.                          | understanding                |
|       |                | and across books                                      |                     | advance the action               | <ul> <li>learning the</li> </ul>      | <ul> <li>Use a thesaurus.</li> </ul> | through                      |
|       |                | <ul><li>learning a wider</li></ul>                    |                     | • précising longer               | grammar for                           |                                      | speculating,                 |
|       |                | range of poetry by                                    |                     | passages                         | years 5 and 6 in                      |                                      | hypothesising,               |
|       |                | heart   |                     | • preparing poems                | English Appendix                      |                                      | imagining and                |
|       |                | <ul> <li>preparing poems</li> </ul>                   |                     | and plays to read                | 2.                                    |                                      | exploring ideas              |
|       |                | and plays to read                                     |                     | and plays to redu                |                                       |                                      | exploring lacas              |

| Year  | Reading | Reading                                 | Writing       | Writing                              | SPAG                                 | Spelling | Speaking &                         |
|-------|---------|---|---------------|--------------------------------------|--------------------------------------|----------|------------------------------------|
| Group | Word    | Comprehension                           | Transcription | Composition                          |                                      |          | Listening                          |
|       |         | aloud and to                            |               | aloud and to                         | Indicate                             |          | <ul> <li>speak audibly</li> </ul>  |
|       |         | perform, showing                        |               | perform, showing                     | grammatical and                      |          | and fluently with                  |
|       |         | understanding                           |               | understanding                        | other features by:                   |          | an increasing                      |
|       |         | through intonation,                     |               | through intonation,                  | <ul> <li>using commas to</li> </ul>  |          | command of                         |
|       |         | tone and volume so                      |               | tone and volume so                   | clarify meaning or                   |          | Standard English                   |
|       |         | that the meaning is                     |               | that the meaning is                  | avoid ambiguity                      |          | <ul> <li>participate in</li> </ul> |
|       |         | clear to an                             |               | clear to an                          | in writing                           |          | discussions,                       |
|       |         | audience.                               |               | audience.                            | <ul> <li>using hyphens to</li> </ul> |          | presentations,                     |
|       |         | Understand what                         |               | <ul><li>using a wide range</li></ul> | avoid ambiguity                      |          | performances,                      |
|       |         | they read by: • checking that the       |               | of devices to build                  | <ul> <li>using brackets,</li> </ul>  |          | role play,                         |
|       |         | book makes sense                        |               | cohesion within                      | dashes or                            |          | improvisations                     |
|       |         | to them, discussing                     |               | and across                           | commas to                            |          | and debates                        |
|       |         | their understanding                     |               | paragraphs                           | indicate                             |          | • gain, maintain                   |
|       |         | and exploring the                       |               | •using further                       | parenthesis                          |          | and monitor the                    |
|       |         | meaning of words                        |               | organisational and                   | using semi-                          |          | interest of the                    |
|       |         | in context                              |               | presentational                       | colons, colons or                    |          | listener(s)                        |
|       |         | <ul> <li>asking questions to</li> </ul> |               | devices to structure                 | dashes to mark                       |          | • consider and                     |
|       |         | improve their                           |               | text and to guide                    | boundaries                           |          | evaluate                           |
|       |         | understanding                           |               | the reader [for                      |                                      |          | different                          |
|       |         | <ul> <li>drawing inferences</li> </ul>  |               | _                                    | between                              |          |                                    |
|       |         | such as inferring                       |               | example, headings,                   | independent                          |          | viewpoints,                        |
|       |         | characters' feelings,                   |               | bullet points,                       | clauses                              |          | attending to and                   |
|       |         | thoughts and                            |               | underlining].                        | <ul> <li>using a colon to</li> </ul> |          | building on the                    |
|       |         | motives from their                      |               | Evaluate and edit by:                | introduce a list                     |          | contributions of                   |
|       |         | actions, and                            |               | <ul><li>assessing the</li></ul>      | <ul><li>punctuating</li></ul>        |          | others                             |
|       |         | justifying inferences                   |               | effectiveness of                     | bullet points                        |          | <ul> <li>select and use</li> </ul> |
|       |         | with evidence                           |               | their own and                        | consistently.                        |          | appropriate                        |
|       |         | <ul><li>predicting what</li></ul>       |               | others' writing                      | <ul><li>Use and</li></ul>            |          | registers for                      |
|       |         | might happen from                       |               | <ul><li>proposing changes</li></ul>  | understand the                       |          | effective                          |
|       |         | details stated and                      |               | to vocabulary,                       | grammatical                          |          | communication.                     |
|       |         | implied                                 |               | grammar and                          | terminology in                       |          |                                    |
|       |         | <ul> <li>summarising the</li> </ul>     |               | punctuation to                       | English Appendix                     |          |                                    |
|       |         | main ideas drawn                        |               | enhance effects                      | 2 accurately and                     |          |                                    |
|       |         | from more than one                      |               | and clarify meaning                  | appropriately in                     |          |                                    |
|       |         | paragraph,                              |               | and claim, meaning                   | app. op. 100017 111                  |          |                                    |

| Group Wo | /ord | identifying key details that support the main ideas identifying how   | Transcription | • Composition • ensuring the   | SPAG discussing their | Spelling | Listening |
|----------|------|---|---------------|--|-----------------------|----------|-----------|
|          |      | details that support<br>the main ideas  |               | ~  | discussing their      |          |           |
|          |      | language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction.  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views |               | consistent and correct use of tense throughout a piece of writing  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.  Proof-read for spelling and punctuation errors.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | writing and reading.  |          |           |

| Year<br>Group | Reading<br>Word | Reading<br>Comprehension | Writing<br>Transcription | Writing<br>Composition | SPAG | Spelling | Speaking &<br>Listening |
|---------------|-----------------|--------------------------|--------------------------|------------------------|------|----------|-------------------------|
|               |                 | 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.               |                          |                        |      |          |                         |
|               |                 | Provide reasoned         |                          |                        |      |          |                         |
|               |                 | justifications for       |                          |                        |      |          |                         |
|               |                 | their views.             |                          |                        |      |          |                         |