



English

Knowledge, Skills and Vocabulary
Progression Grid



English

Progression Overviews

Reading

Skills	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Decoding Children should:	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Children can read phonetically regular words of more than one syllable</p> <p>Read many irregular but high frequency words.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>School Expectation: <i>To read words including phase 3 sounds (including</i> </p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning, including what a pronoun is.</p> <p>Speedily read all 40+ letters / groups for 40+ phonemes including alternate sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs.</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, --er, -est, -y, -er, -ment, -ful, -ness, -less, -ly)</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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 a word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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 a word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>



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	ure, air, ear but not always consistently).	<p>Read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>Read accurately by blending taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p>				
<p>Range of reading Children should:</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by books by their experiences of books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Listen to, talk about and join in with poems, stories and non-fiction that is read to them.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express 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>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>



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Familiarity with texts. Children should:		Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.
Poetry and Performance Children should:	Recognizes rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



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Word meanings Children should:	<p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by books by their experiences of books</p>	<p>Discuss word meanings and link new meanings to words already known.</p>	<p>Discuss and clarify the meanings of words and link new meanings to known vocabulary and discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>
Understanding Children should:	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>



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Inference Children should:		Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
Prediction Children should:	Suggests how the story might end.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Authorial Intent Children should:				Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.
Non-fiction Children should:	Listen to, talk about and join in with non-fiction that is read to them.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction texts.
Discussing reading Children should:	Engage in extended conversations about stories, learning new vocabulary.	Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and	Recommend books that they have read to their peers and give reasons for their choices. Participate in discussions about	Recommend books that they have read to their peers and give reasons for their choices. Participate in discussions about



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		what is read to them.	listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	listening to what others say.	listening to what others say	books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.	books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
Vocabulary	Blend Decode Digraph Fairy Tale Fiction Fluent Grapheme Non-fiction Phoneme Poetry Prediction Retell Segment Split digraph Story Suffix syllable Traditional Tale Trigraph Vocabulary	Blend Decode Digraph Fairy Tale Fiction Fluent Grapheme Inference Intonation Non-fiction Phoneme Poetry Prediction Retell Segment Sense Sequence Split digraph Story Suffix Syllable Traditional Tale Trigraph Vocabulary	Blend Decode Digraph Fairy Tale Fiction Fluent Grapheme Inference Intonation Non-fiction Phoneme Poetry Prediction Retell Segment Sense Sequence Split digraph Story Suffix Syllable Traditional Tale Trigraph Vocabulary	Comprehension Decode Explain Fiction Poetry Playscript Non-fiction Plot Character Setting Inference Prediction Intonation Volume Retrieve Record Vocabulary	Audience Authorial technique Character Compare Context Cues Character Explain Features Free verse Implied Inference Intonation Justify Motive Narrative poetry Non-fiction Predict Presentation Structure Style Summarise Themes Thoughts Vocabulary	Audience Authorial technique Compare Context Cues Character Explain Features Fiction Figurative Genre Impact Implied Inference Intonation Justify Motive Non-fiction Prediction Retrieval Stated Summarise Tone Vocabulary Volume Metaphor	Account Analogy Authorial technique Character Compare Comprehension Context Contrast Cues Effect Explain Imagery Inference Deduction Metaphor Prediction Retrieval Setting Simile Style Theme Viewpoint



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						Simile	
Super Six Key Texts							



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Writing:

<u>Writing – Purpose Progression</u>						
Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn 1	Name Writing Initial Sounds	Writing to entertain – narrative character description	Writing to inform – instructions	Writing to inform – leaflets	Writing to entertain – poetry	Writing to entertain – poetry
Autumn 2	Sounds in sequence CVC words	Writing to inform – letter writing	Writing to entertain – narrative	Writing to entertain – narrative	Writing to inform – non-chronological reports	Writing to inform – non-chronological reports
Spring 1	Labelling	Writing to inform – instructions	Writing to inform – non-chronological report	Writing to inform – newspaper	Writing to entertain – narrative	Writing to discuss – argument



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Spring 2	Writing simple sentences Descriptive language	Writing to inform - fact files	Writing to entertain - narrative	Writing to inform - recount	Writing to persuade - advert	Writing to entertain - narrative
Summer 1	Writing simple sentences Retell stories	Writing to inform - recount	Writing to entertain -	Writing to persuade - letters	Writing to inform - newspaper	Writing to persuade - letters
Summer 2	Writing simple sentences	Writing to entertain - narrative	Writing to inform -	Writing to entertain - narrative	Writing to persuade - manifesto speeches	Writing to entertain - playscripts

Skills	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Phonic and whole word spelling Children should:	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	Spell common exception words. Spell the days of the week. Spell words containing the 40+ phonemes already taught. Use letter names to distinguish between alternative spellings of the same sound. Name the letters of the alphabet in order.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn 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. Learn to spell common exception words.	Spell further homophones. Spell words that are often misspelt (Appendix 1)	Spell further homophones. Spell words that are often misspelt (Appendix 1)	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.



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			Distinguish between homophones and near-homophones.				
Other word spelling Children should:		Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular for verbs. Use the prefix un- Use -ing, -ed, -er, -est where no change is needed in the spelling of the root word. Apply simple spelling rules and guidance from Appendix 1.	Learn the possessive apostrophe (singular). Learn to spell words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Show an awareness of silent letters in spelling. Use -le ending as the most common spelling for this sound at the end of words. Apply spelling rules and guidance from Appendix 1.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the meaning and spelling of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the meaning and spelling of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Transcription Children should:		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences, dictated by the teacher, that include the words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include the words and punctuation taught so far.		



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<p>Handwriting</p> <p>Children should:</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</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 digit 0-9. 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>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>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>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.</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.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for the task.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for the task.</p>
<p>Planning for writing</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p>	<p>Say out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>



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	Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)						
Drafting writing Children should:	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Sequencing sentences to form short narratives.	Encapsulate what they want to say, sentence by sentence. Write down ideas and/or keywords, including new vocabulary.	Organise paragraphs around a theme. In narratives, create settings, character and plot. In non-narrative material, use simple organisational devices (headings and subheadings).	Organise paragraphs around a theme. In narratives, create settings, character and plot. In non-narrative material, use simple organisational devices (headings and subheadings).	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational devices to structure text and to guide the reader.	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational devices to structure text and to guide the reader.



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<p>Editing writing</p> <p>Children should:</p>	<p>To check written work by reading and make changes where necessary. (LIT)</p>	<p>Discuss what they have written with their teacher or other pupils.</p> <p>Re-reading what they have written to check it makes sense.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read 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-read to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure 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>Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure 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>Proof-read for spelling and punctuation errors.</p>
<p>Performing writing</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teachers.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read their own writing aloud, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read their own writing aloud, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>



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<p>Vocabulary</p> <p>Children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>Leave spaces between words.</p> <p>Join words and join clauses using "and".</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf.</p>	<p>Use expanded noun phrases to describe and specify.</p> <p>Attempt some varied vocabulary and some varied sentence openers.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>
<p>Grammar</p> <p>Children should:</p>	<p>To make writing exciting using wow words (adjectives). (LIT)</p> <p>To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p>	<p>Joining words and joining clauses using 'and.'</p> <p>use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives.</p> <p>separate words with spaces</p>	<p>Use coordination (using or, and, or but).</p> <p>Use commas in lists.</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use subordination (using when, if, that or because).</p> <p>Use apostrophes for omission and singular possession.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p>	<p>Use the present perfect form of verbs in contrast to the present tense.</p> <p>Form nouns using prefixes.</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble).</p> <p>Use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use the present perfect form of verbs in contrast to the present tense.</p> <p>Form nouns using prefixes.</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble).</p> <p>Use a wide range of fronted adverbials correctly punctuated.</p> <p>Use a wide range of conjunctions, adverbs and prepositions to</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognise the vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand and use differences in informal and formal language.</p>



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Progression Overviews

		<p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>Use extended simple sentences, including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Learn how to use selected grammar for Year 2.</p> <p>Use and understand grammatical terminology when discussing writing.</p>	<p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<p>Understand synonyms and antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use of ellipses.</p>
<p>Punctuation</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>. ! CL</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters.</p> <p>. ! ? , (in lists)</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use a punctuate direct speech (including punctuation within and surrounding inverted commas).</p> <p>! ? , , “</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use a punctuate direct speech (including punctuation within and surrounding inverted commas).</p> <p>! ? , , “ :</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>! ? , , “ : () -</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons, or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating bullet points consistently.</p> <p>! ? , , “ : () - ;</p>



English

Progression Overviews

Grammatical Terminology Children should:	letter capital letter word sentence full stop	singular plural word letter capital letter sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipses hyphen colon semi-colon bullet points.
Contexts for writing Children should:	Child initiated writing (in role and for purpose). Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Writing Purposes	Writing to entertain – narrative Writing to inform – recount, letter	Writing to entertain – narrative, poetry, description Writing to inform – recount, letter, instructions	Writing to entertain – narrative, poetry, description Writing to inform – recount, letter, instructions	Writing to entertain – narrative, poetry, description, playscripts Writing to inform – recount, newspaper, explanation, biography	Writing to entertain – narrative, poetry, description, playscripts Writing to inform – recount, newspaper, explanation, biography	Writing to entertain – narrative (including myths and legends), poetry, description, playscripts Writing to inform – newspaper, explanation, biography,	Writing to entertain – narrative (including myths and legends), poetry, description, playscripts Writing to inform – newspaper, explanation, biography,



English

Progression Overviews

				Writing to persuade – letter, advert	Writing to persuade – letter, advert	autobiography, non- chronological report Writing to persuade – speech, advertising Writing to discuss – newspaper, argument	autobiography, non- chronological report Writing to persuade – speech, advertising Writing to discuss – newspaper, argument
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