

# English Progression Points at Green Lane School

*\*For pre-National Curriculum objectives please refer to the Cedar Pathway - Progression of Skills*

	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6
<b>Word Reading</b>						
<b>Phonics and Decoding</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
<b>Common Exception Words</b>	To read Y1 common exception words, noting unusual correspondences	To read most Y1 and Y2 common exception words*, noting unusual correspondences	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences	To read most Y5 exception words, discussing the unusual correspondences	To read most Y6 exception words, discussing the unusual correspondences between

	between spelling and sound and where these occur in words.	between spelling and sound and where these occur in the word.		between spelling and these occur in the word.	between spelling and sound and where these occur in the word.	spelling and sound and where these occur in the word.
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			
Reading Comprehension						
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, Contrasting and Commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>		<p>features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>
<b>Words in Context and Authorial Choice</b>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<b>Inference and Prediction</b>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<b>Poetry and Performance</b>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

			and volume when reading aloud.	of the audience when reading aloud.		
<b>Non-Fiction</b>		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
<p>□ These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</p>						
	<b>Point 1</b>	<b>Point 2</b>	<b>Point 3</b>	<b>Point 4</b>	<b>Point 5</b>	<b>Point 6</b>
<b>Writing</b>						
<b>Transcription Spelling**</b>	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling,	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo,	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly,

	<p>represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to</p>	<p>including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y</p>	<p>character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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	<p>verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs:</p> <p>- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <p>'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p> <p>a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</p> <p>'ar' (e.g. car, park);</p> <p>'ee' (e.g. green, week);</p> <p>'ea' (e.g. sea, dream);</p> <p>'ea' (e.g. meant, bread);</p> <p>'er' stressed sound (e.g. her, person);</p> <p>'er' unstressed schwa sound (e.g. better, under);</p> <p>'ir' (e.g. girl, first, third);</p> <p>'ur' (e.g. turn, church);</p> <p>'oo' (e.g. food, soon);</p> <p>'oo' (e.g. book, good);</p> <p>'oa' (e.g. road, coach);</p> <p>'oe' (e.g. toe, goes);</p> <p>'ou' (e.g. loud, sound);</p> <p>'ow' (e.g. brown, down);</p> <p>'ow' (e.g. own, show);</p> <p>'ue' (e.g. true, rescue,</p>	<p>to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>the /ɜ:/ sound spelt 's' (e.g. television, usual).</p>				
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	<p>Tuesday);</p> <p>'ew' (e.g. new, threw);</p> <p>'ie' (e.g. lie, dried);</p> <p>'ie' (e.g. chief, field);</p> <p>'igh' (e.g. bright, right);</p> <p>'or' (e.g. short, morning);</p> <p>'ore' (e.g. before, shore);</p> <p>'aw' (e.g. yawn, crawl);</p> <p>'au' (e.g. author, haunt);</p> <p>'air' (e.g. hair, chair);</p> <p>'ear' (e.g. beard, near, year);</p> <p>'ear' (e.g. bear, pear, wear);</p> <p>'are' (e.g. bare, dare, scared);</p> <p>spelling words ending with -y (e.g. funny, party, family);</p> <p>spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</p> <p>using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>					
<b>Common Exception Words</b>	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
	To use -s and -es to form regular plurals	To add suffixes to spell most words correctly in	To spell most words with the prefixes dis-,	To correctly spell most words with the prefixes in-,	To convert nouns or adjectives into verbs	To use their knowledge of adjectives ending in

<b>Prefixes and Suffixes</b>	<p>correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).  To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>-ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
<b>Further Spelling Conventions</b>	<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its spelling in a</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that</p>



	choosing graphemes to represent those Phonemes.	dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	dictionary.	dictionary more efficiently.	these in a dictionary.	contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
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## Writing: Transcription Handwriting

<b>Writing: Transcription Handwriting</b>	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To 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 that is best suited for a task.
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	in similar ways) and to practise these.					
<b>Joining Letters</b>		To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
<b>Writing: Composition</b>						
<b>Planning Writing and Editing</b>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To 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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms</p>

		throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).			effectiveness of their own and others' writing and to make necessary corrections and improvements.	and to use this knowledge to make improvements to their writing.
<b>Awareness of Audience, Purpose and Structure</b>	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.  To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.  To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
<b>Sentence Construction and Tense</b>	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and	To try to maintain the correct tense (including the present perfect	To always maintain an accurate tense throughout a piece of writing.	To use a range of adverbs and modal verbs to indicate	To ensure the consistent and correct use of tense throughout all pieces

		consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	of writing, including the correct subject and verb agreement when using singular and plural.
<b>Use of Phrases and Clauses</b>	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.
<b>Punctuation</b>	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

		contractions.				
<b>Key Vocabulary</b>	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
<i>*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i>						
	<b>Point 1</b>	<b>Point 2</b>	<b>Point 3</b>	<b>Point 4</b>	<b>Point 5</b>	<b>Point 6</b>
<b>Spoken Language</b>						
<b>Listening Skills</b>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
<b>Following Instructions</b>	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		

		seeking assistance.				
<b>Asking &amp; Answering Questions</b>	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
<b>Drama, Performance &amp; Confidence</b>	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
<b>Vocabulary Building &amp; Standard English</b>	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to,	To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence.	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations.

		formal and informal. To usually speak in grammatically correct sentences.	To discuss topics that are unfamiliar to their own direct experience.	building these words and phrases into their own talk in an appropriate way.	To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.  To confidently explain the meaning of words and offer alternative synonyms.
<b>Speaking for a Range of Purposes</b>	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
<b>Participating in Discussion</b>	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

	responses and that that these are as valuable as their own opinions and ideas.	to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To take account of the viewpoints of others when participating in discussions.	opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.
	<p><i>* The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domains.</i></p>					