

ENGLISH PROGRESSION DOCUMENT – St. Matthias C. E. Primary School

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’ Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Speech bubble Bullet points Singular/ plural Adjective Verbs Connective Alliteration Simile – ‘as’	Consolidate: Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points Singular/ plural Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’ Introduce: Apostrophe (contractions and singular possession) Commas for description ‘Speech marks’ Suffix Verb / adverb Statement question exclamation Command (Bossy verbs) Tense (past, present, future) ie not in bold Adjective / noun Noun phrases Generalisers	Consolidate: Finger spaces Letter Word Sentence Statement, question, exclamation, command Full stops Capital letter Question mark Exclamation mark Speech bubble ‘Speech marks’ Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: Word family Conjunction Adverb Preposition Direct speech Inverted commas Prefix Consonant/Vowel Clause Subordinate clause Colon for instructions	Consolidate: Finger spaces Letter Word Sentence Statement, question, exclamation, command Full stops Capital letter Question mark Exclamation mark Speech bubble ‘Speech marks’ Direct speech Inverted commas Bullet points Apostrophe Commas for sentence of 3 – description, action Colon - instructions Singular/ plural Suffix/ Prefix Word class Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb imperative verbs Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Adjective / noun / noun phrase Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce: Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question	Consolidate: Letter/ Word /Sentence Statement, question, exclamation, command Full stops/ Capitals Question mark, exclamation mark ‘Speech marks’, direct speech, inverted commas Bullet points Apostrophe contractions/ possession Commas for sentence of 3 – description, action Colon – instructions Parenthesis Bracket- dash Singular/ plural Suffix/ Prefix Word class Consonant/Vowel Adjective / noun / noun phrase /Verb / Adverb imperative verbs / modal verb Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia Introduce: Active and passive voice Subject and object Hyphen Synonym, antonym Colon/ semi-colon Bullet points Ellipsis	

Nursery		
Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing • Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
EYFS (Reception)		
ELG: Word Reading Children at the expected level of development will: <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		ELG: Comprehension Children at the expected level of development will: <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
ELG: Listening, Attention and Understanding Children at the expected level of development will: <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ELG: Speaking Children at the expected level of development will: <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Year 1	
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases. • Learning to appreciate rhymes and poems and to recite some by heart. • Discussing word meanings, linking new meanings to those already known. • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read as they read correcting inaccurate reading. • Discussing the significance of the title and events. • Making inferences on the basis of what 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.
Writing	
Handwriting	Punctuation and Grammar
<ul style="list-style-type: none"> • Sit correctly at table, holding pencil comfortably and correctly • Begin to form lowercase letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0–9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<p>How words can combine to make sentences. Joining words and joining sentences using <i>and</i>. Sequencing sentences to form short narratives. Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.</p>
Composition	Spelling
<ul style="list-style-type: none"> • Plan writing - say out loud what they are going to write about. • Drafting and writing - compose a sentence orally before writing. • Drafting and writing – sequence sentences to form short narratives. • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words • Spell the days of the week • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Add prefixes and suffixes using the prefix un • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	

Year 1	
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read accurately words of two or more syllables that contain the taught GPCs. Read most words [at an instructional level 93 95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading Read words containing common suffixes. 	<ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Being introduced to non-fiction books that are structured in different ways. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Answering and asking questions. 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, both those that they listen to and those that they read for themselves
Writing	
Handwriting	Punctuation and Grammar
<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters. Write digits of the correct size and orientation 	<p>Sentence Structure</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) expanded noun phrases to describe and specify: e.g. the blue butterfly How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command. <p>Text Structure</p> <ul style="list-style-type: none"> Correct choice and consistent use of the present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress. <p>Punctuation</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
Composition	Spelling
<p>Develop positive attitudes towards and stamina for writing by writing:</p> <ul style="list-style-type: none"> narratives about personal experiences and those of others (real and fictional) about real events poetry for different purposes <p>Plan writing</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about Write ideas and/or key words, including new vocabulary <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Make additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and representing 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 Spell common exception words Spell more words with contracted forms. Distinguish between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Spell by learning the possessive apostrophe (singular): e.g. the girl's book
<p>Key Terminology:</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	

Year 3	
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of books. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and 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.
Writing	
Handwriting	Punctuation and Grammar
<ul style="list-style-type: none"> 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 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<p>Sentence Structure</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because). <p>Text Structure</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations Use of the present perfect form of verbs instead of simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>.) <p>Punctuation</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech
Composition	Spelling
<p>Plan Writing</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar Discuss and record ideas <p>Drafting and Writing</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and a range of sentence structures. Organise simple paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices: e.g. headings and subheadings <p>Evaluate and Edit</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to some grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group beginning to use appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> Spell further homophones Spell some words that are often misspelt. Use the first two letters of a word to check its spelling in a dictionary Begin to place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals e.g. children's Use further prefixes and understand how to add them Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Form nouns using prefixes (super-, anti-) Word families based on common words (solve, solution, dissolve, insoluble) Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use the correct form of 'a' or 'an'
<p>Key Terminology: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, speech marks.</p>	

Year 4	
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wide range of books. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and 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.
Writing	
Handwriting	Punctuation and Grammar
<ul style="list-style-type: none"> 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 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<p>Sentence Structure</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. <u>Later that day</u>, I heard bad news.) <p>Text Structure</p> <ul style="list-style-type: none"> Use paragraphs as a way to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials
Composition	Spelling
<p>Plan Writing</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar Discuss and record ideas <p>Drafting and Writing</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and a range of sentence structures. Organise simple paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices: e.g. headings and subheadings <p>Evaluate and Edit</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to some grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group beginning to use appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> Spell further homophones Spell some words that are often misspelt. Use the first two letters of a word to check its spelling in a dictionary Begin to place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals e.g. children's Use further prefixes and understand how to add them Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Form nouns using prefixes (super-, anti-) Word families based on common words (solve, solution, dissolve, insoluble) Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use the correct form of 'a' or 'an'
<p>Key Terminology:</p> <p>Determiner, pronoun, possessive pronoun, adverbial, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, speech marks.</p>	

Year 5	
Word Reading	Reading Comprehension
<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a range of writing. Begin to make comparisons within and across books. Learning 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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and also some implied. Asking questions to improve their understanding. Provide reasoned justifications for their views. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion. <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>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.</p>
Writing	
Handwriting	Punctuation and Grammar
<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>Sentence Structures</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs or adverbs (e.g. might, should, will, must). <p>Text Structure</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly), and tense choice (e.g. he had seen her before). <p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
Composition	Spelling
<p>Plan Writing</p> <ul style="list-style-type: none"> identify audience and purpose, selecting the appropriate form and using other similar writing as models note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Drafting and Writing</p> <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use a wide range of devices to build cohesion within and across paragraphs Précis longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>Evaluate and edit</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing 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>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use further prefixes and suffixes and understand the guidelines for adding them Spell words with 'silent' letters: e.g. knight, psalm, solemn Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Key Terminology:	
Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Year 6		
Word Reading		Reading Comprehension
<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 		<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a range of writing. Begin to make comparisons within and across books. Learning 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. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and also some implied. Asking questions to improve their understanding. Provide reasoned justifications for their views. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion. <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>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.</p>
Writing		
Handwriting	Punctuation and Grammar	
<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>Sentence Structures</p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of subjunctive forms such as <i>I were</i> or <i>Were they</i> to come in very formal writing and speech) <p>Text Structure</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wide range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>) and ellipsis Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p>Punctuation</p> <ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity 	
Composition		Spelling
<p>Plan Writing</p> <ul style="list-style-type: none"> identify audience and purpose, selecting the appropriate form and using other similar writing as models note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Drafting and Writing</p> <ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use a wide range of devices to build cohesion within and across paragraphs Précis longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>Evaluate and edit</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing 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>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use further prefixes and suffixes and understand the guidelines for adding them Spell words with 'silent' letters: e.g. knight, psalm, solemn Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Key Terminology:		
Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		