

**Key Skills**

Strive to read and write fluently, confidently and with proficient literacy skills to communicate with, and understand, the wider world.

**English Skills Progression Map**

**Reading – Word Reading**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
apply phonic knowledge and skills as the route to decode words	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet		apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	
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 the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) that have been taught	read accurately words of two or more syllables that contain the same GPCs as above				
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	read words containing common suffixes				

read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
read other words of more than one syllable that contain taught GPCs	read most words quickly and accurately when they have been frequently encountered without overt sounding and blending			
read words with contractions, e.g. 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	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	re-read these books to build up their fluency and confidence in word reading.			

## Reading Comprehension

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
develop pleasure in reading, motivation to read, vocabulary and understanding by	develop pleasure in reading, motivation to read, vocabulary and understanding by:	develop positive attitudes to reading and understanding of what they read by:		maintain positive attitudes to reading and understanding of what they read by:	
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
being encouraged to link what they read or hear read to their own experiences		reading books that are structured in different ways and reading for a range of purposes		reading books that are structured in different ways and reading for a range of purposes	
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		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	
recognising and joining in with predictable phrases	discussing the sequence of events in books and how items of information are related	using dictionaries to check the meaning of words that they have read			
	being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction		retrieve, record and present information from non-fiction	

		identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing
learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		learning a wider range of poetry by heart
		preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	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
	recognising simple recurring literary language in stories and poetry	recognising some different forms of poetry (e.g. free verse, narrative poetry)	
understand both the books they can already read accurately and fluently and those they listen to by:		understand what they read, in books they can read independently, by:	understand what they read by:
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	checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
discussing the significance of the title and events	discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	answering and asking questions	asking questions to improve their understanding of a text	asking questions to improve their understanding

predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
participate in discussion about what is read to them, taking turns and listening to what others say	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	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.	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
explain clearly their understanding of what is read to them.	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
			Provide reasoned justifications for their views.
		identifying main ideas drawn from more than one paragraph and summarising these	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	identifying how language, structure and presentation contribute to meaning
			making comparisons within and across books
			distinguish between statements of fact and opinion
			recommending books that they have read to their peers, giving reasons for their choices

## Writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
spell: words containing each of the 40+ phonemes already taught	spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly				
	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones				
common exception words	learning to spell common exception words				
the days of the week					
naming the letters of the alphabet in order	learning to spell more words with contracted forms				
using letter names to distinguish between alternative spellings of the same sound	distinguishing between homophones and near- homophones	spell further homophones		continue to distinguish between homophones and other words which are often confused	
add prefixes and suffixes	add suffixes to spell longer words, e.g. - <i>ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> , <i>-ly</i>	use further prefixes and suffixes and understand how to add them (Appendix 1)		use further prefixes and suffixes and understand the guidelines for adding them	
using the prefix <i>un-</i>					
using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for	apply spelling rules and guidelines, as listed in Appendix 1	spell words that are often misspelt (Appendix 1)		spell some words with 'silent' letters, e.g. <i>knight</i> , <i>psalm</i> , <i>solemn</i>	

nouns and the third person singular marker for verbs			
using <i>-ing</i> , <i>-ed</i> , <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i> , <i>eating</i> , <i>quicker</i> , <i>quickest</i> )			
apply simple spelling rules and guidelines, as listed in Appendix 1			
write from memory simple sentences dictated by the teacher that include words taught so far.	write from memory simple sentences dictated by the teacher that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	
		use the first two or three letters of a word to check its spelling in a dictionary	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 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

<b>Handwriting</b>			
sit correctly at a table, holding a pencil comfortably and correctly			
begin to form lower-case letters in the correct direction, starting and finishing in the right place	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	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	
form capital letters	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
form digits 0-9	use spacing between words that reflects the size of the letters.		<i>write legibly, fluently and with increasing speed by:</i>
understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.		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.	choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
			choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

<b>Composition</b>			
	develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional)		
	writing about real events		
	consider what they are going to write before beginning by:	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	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
	writing down ideas and/or key words, including new vocabulary	discussing and recording ideas	noting and developing initial ideas, drawing on reading and research where necessary
write sentences by: saying out loud what they are going to write about	planning or saying out loud what they are going to write about	draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)	draft and write by:  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
composing a sentence orally before writing it	encapsulating what they want to say, sentence by sentence		
sequencing sentences to form short narratives		organising paragraphs around a theme	using a wide range of devices to build cohesion within and across paragraphs
re-reading what they have written to check that it makes sense	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		
	make simple additions, revisions and corrections to their own writing by:		
discuss what they have written with the teacher or other pupils	evaluating their writing with the teacher and other pupils	evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements	evaluate and edit by: assessing the effectiveness of their own and others' writing
		proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
			ensuring the consistent and correct use of tense throughout a piece of writing
			ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors
read aloud their writing clearly	read aloud what they have written with appropriate intonation to make the meaning clear.	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	writing for different purposes		
	writing poetry		
		in narratives, creating settings, characters and plot	in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
			in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

			précising longer passages
		in non-narrative material, using simple organisational devices such as headings and sub-headings	using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
<b>Vocabulary, grammar and punctuation</b>			
leaving spaces between words			
joining words and joining sentences using <i>and</i>	subordination (using <i>when, if, that, or because</i> ) and co-ordination (using <i>or, and, or but</i> )	extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>	using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun
beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	using and punctuating direct speech	using commas to clarify meaning or avoid ambiguity in writing
		using commas after fronted adverbials	using semi-colons, colons or dashes to mark boundaries between main clauses
		indicating possession by using the possessive apostrophe with singular and plural nouns	using hyphens to avoid ambiguity
			using brackets, dashes or commas to indicate parenthesis
			using a colon to introduce a list
			punctuating bullet points consistently
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			

	sentences with different forms: statement, question, exclamation, command		
	expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i>	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	using expanded noun phrases to convey complicated information concisely
		using the perfect form of verbs to mark relationships of time and cause	using passive verbs to affect the presentation of information in a sentence
		using conjunctions, adverbs and prepositions to express time and cause	using modal verbs or adverbs to indicate degrees of possibility
		using fronted adverbials	
	the present and past tenses correctly and consistently including the progressive form		
	using some features of written Standard English		recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
learning the grammar in column 1 in year 1 in Appendix 2	learning the grammar in column 1 of year 2 in Appendix 2	learning the grammar in column 1 of year 3 and 4 in Appendix 2	learning the grammar in column 1 of year 1 in Appendix 2
use the grammatical terminology in Appendix 2 in discussing their writing.	use and understand the grammatical terminology in Appendix 2 in discussing their writing.	use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.	use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.