

English has a pre-eminent place in education and society; it is essential to everyday life.

A high quality English education provides a foundation for:

- ◆ pupils to access the wider whole curriculum;
- ◆ pupils to communicate their ideas and emotions to others;
- ◆ pupils to develop culturally, emotionally, spiritually and socially; literature plays a key role in this development.

The National Curriculum for English aims to ensure that all pupils:

- ◆ read easily, fluently and with good understanding
- ◆ develop the habit of reading widely and often for pleasure and information
- ◆ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ◆ appreciate our rich and varied literary heritage
- ◆ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ◆ use discussion in order to learn; they are able to elaborate and explain clearly their understanding and ideas
- ◆ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The National Curriculum for English highlights the importance of spoken language in pupils' development in order to develop cognitively, socially and linguistically.

Pupils should:

- ◆ develop confidence and competence in spoken language
- ◆ hear and speak quality and varied language to develop their understanding for reading and writing, grammar and vocabulary
- ◆ develop a capacity to explain their understanding of books and poems and to prepare their ideas prior to writing
- ◆ be assisted in making their thinking clear to themselves as well as to others
- ◆ be probed by discussion with teachers to remedy their misconceptions
- ◆ be taught to understand and use the conventions for discussion and debate.

### **Spoken Language**

Pupils should be taught to:

- ◆ Listen and respond appropriately to adults and peers
- ◆ Ask relevant questions to build vocabulary, understanding and knowledge
- ◆ Articulate and justify answers, arguments and opinions
- ◆ Give well-structured descriptions and explanations
- ◆ Maintain attention and participate in collaborative discussions, initiating and responding to comments
- ◆ Use spoken language to speculate, hypothesise, imagine and explore ideas
- ◆ Speak audibly and with an increasing command of standard English
- ◆ Participate in discussions, presentations, performances and debates
- ◆ Gain, maintain and monitor the interest of the listener
- ◆ Consider and evaluate different viewpoints
- ◆ Select and use appropriate registers for effective communication

## Y1 Progression in English

Reading		Writing			
Word reading	Comprehension	Spelling	Handwriting	Composition	Grammar and punctuation
<ul style="list-style-type: none"> <li>◆ I can apply my phonic knowledge and skills to decode words</li> <li>◆ I can speedily assign the correct sound to graphemes for all 40+ phonemes, including alternate graphemes</li> <li>◆ I can read words accurately that have Grapheme-phoneme correspondence within them</li> <li>◆ I can read common exception words</li> <li>◆ I can read words containing GPCs and –s, -es, -ing,-ed,-er, -est endings</li> <li>◆ I can read other words, with more than 1 syllable containing GPCs that have been taught</li> <li>◆ I can read words with contractions eg I’m, I’ll, We’ll and know that the apostrophe is a missing letter</li> <li>◆ I can read aloud books that are at my phonics level and develop fluency</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can listen to and develop a wide range of poems, stories and non-fiction beyond that level at which I can read</li> <li>◆ I can link what I hear and read with my own experiences</li> <li>◆ I am familiar with key stories, fairy tales, traditional tales and can retell them with their particular characteristic</li> <li>◆ I can recognise and join in with a predictable phrase</li> <li>◆ I can recite some poetry and rhymes by heart</li> <li>◆ I can understand books I listen to and use my own knowledge to further my learning</li> <li>◆ I check that text makes sense, correcting myself</li> <li>◆ I know what a title is and how a book is set out</li> <li>◆ I can make simple inferences based on</li> </ul>	<p>Ensure you follow the detailed appendix in conjunction with this</p> <ul style="list-style-type: none"> <li>◆ I can spell words with the 40+ phonemes in that I have been taught</li> <li>◆ I can spell common exception words</li> <li>◆ I can spell the days of the week</li> <li>◆ I can name the alphabet letters in order</li> <li>◆ I can use letter names and distinguish between alternate spellings of the same sound</li> <li>◆ I can add –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>◆ I can use the prefix –un</li> <li>◆ I can use –ing, -ed, -er, -est where no change is made to the word root</li> <li>◆ I can write from</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can sit at a table correctly and hold a pencil correctly</li> <li>◆ I am beginning to form lower case letters in the correct direction, starting and finishing in the right place</li> <li>◆ I can form capital letters</li> <li>◆ I can form the digits 0-9</li> <li>◆ I understand which letters belong to which handwriting families</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can say out loud what I am going to write about</li> <li>◆ I can compose a sentence orally</li> <li>◆ I can sequence sentences to form short narratives</li> <li>◆ I can reread what I have written and make sense of it</li> <li>◆ I can discuss what I have written with a teacher or other pupils</li> <li>◆ I can read aloud my writing clearly enough to be heard by my peers and my teacher</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can use the concepts set out in Appendix 2</li> <li>◆ I can use the terminology of the grammar set out in Appendix 2 in discussing my writing</li> <li>◆ I can leave spaces between words</li> <li>◆ I can join words and sentences using –and-</li> <li>◆ I can begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> <li>◆ I can use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’</li> </ul> <p style="text-align: right;">Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</p>

	<p>what has been said</p> <ul style="list-style-type: none"><li>◆ I can predict what might happen based on events so far</li><li>◆ I can participate in discussions about what is being read and say what my understanding of the text is.</li></ul>	<p>memory simple sentences dictated by the teacher that include words taught so far.</p>			
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## Y2 Progression in English

Reading		Writing			
Word reading	Comprehension	Spelling	Handwriting	Composition	Grammar and punctuation
<ul style="list-style-type: none"> <li>◆ I can use my phonic knowledge to decode words</li> <li>◆ I can read by blending sounds in words that contain graphemes taught so far, recognising alternate sounds for graphemes</li> <li>◆ I can read accurately words of 2 or more syllables that contain the GPCs taught</li> <li>◆ I can read containing common suffixes</li> <li>◆ I can read common exception words</li> <li>◆ I can read most words quickly and accurately when they have been frequently encountered</li> <li>◆ I can read aloud books closely matched to my phonics phase</li> <li>◆ I can reread books to build fluency</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can listen to, discuss and express views about a range of poetry, stories and non-fiction at a level beyond that I can access myself</li> <li>◆ I can discuss the sequence of events in books and how information is linked</li> <li>◆ I am becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>◆ I can explore non-fiction books structured in different ways</li> <li>◆ I recognise simple recurring literary language in stories and poems</li> <li>◆ I can discuss my favourite words and phrases</li> <li>◆ I am building up a repertoire of poems learned by heart</li> <li>◆ I can understand books by drawing on what I know and background info given by teacher</li> <li>◆ I can check that the text makes sense and correct errors</li> <li>◆ I can make inferences based on what has been said</li> </ul>	<p>Ensure you follow the detailed appendix in conjunction with this</p> <ul style="list-style-type: none"> <li>◆ I can spell by segmenting words into phonemes</li> <li>◆ I can learn new ways of spelling phonemes and also some homophones</li> <li>◆ I can learn to spell some common exception words</li> <li>◆ I can spell some words with contracted forms</li> <li>◆ I can distinguish between homophones and near homophones</li> <li>◆ I can add suffixes to longer words eg -ment, -ness, -ful, -less</li> <li>◆ I can apply spelling rules and guidelines in Appendix 1</li> <li>◆ I can write from</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can form lower case letters of the correct size relative to one another</li> <li>◆ I can start to use some of the diagonal and horizontal strokes needed to join letters</li> <li>◆ I know which letters when adjacent to each other are best left unjoined</li> <li>◆ I can write capital letters and digits of the correct size, orientation and relationship to one another and lower case letters</li> <li>◆ I can use spacing between words that reflect the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can write narratives about personal experiences and those of others (real and fictional)</li> <li>◆ I can write about real events</li> <li>◆ I can write poetry</li> <li>◆ I can write for different reasons</li> <li>◆ I can plan/say aloud what I intend to write about</li> <li>◆ I can write down ideas/key words/ lists, including new vocabulary</li> <li>◆ I can get across what I want to say, sentence by sentence</li> <li>◆ I can evaluate my writing with my teacher and other pupils</li> <li>◆ I can reread my work to make sure it makes sense</li> <li>◆ I can spot verb endings that don't agree or make sense</li> <li>◆ I can proof read for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can develop concepts in Appendix 2</li> <li>◆ I can learn the grammar of word structure in Appendix 2</li> <li>◆ I can use and understand the grammar terminology in Appendix 2 when discussing my writing</li> <li>◆ I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms</li> <li>◆ I can write a sentence; a statement, a question an explanation and a command</li> <li>◆ I can use an expanded noun phrase to describe and specify e.g the blue butterfly</li> <li>◆ I can use subordination (when, if that, because) and coordination (or, and, but)</li> <li>◆ I can use some features of Standard English</li> </ul> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p>

	<ul style="list-style-type: none"><li>◆ I can answer and ask questions</li><li>◆ I can predict what might happen based on reading so far</li><li>◆ I can talk about books I am reading and listening to</li><li>◆ I can explain and discuss my understanding of books I am reading or listening to.</li></ul>	memory simple sentences dictated by the teacher that include words and punctuation taught so far		<ul style="list-style-type: none"><li>◆ I can read my work aloud, with clear intonation making the meaning clear</li></ul>	
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## Y3/4 Progression in English

Reading		Writing			
Word reading	Comprehension	Spelling	Handwriting	Composition	Grammar and punctuation
<ul style="list-style-type: none"> <li>◆ I can read accurately new words of two or more syllables in my books</li> <li>◆ I can experiment with unusual correspondences between sounds and spelling eg technical could be technical or technical</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can listen to and discuss a wide range of fiction, poetry, non-fiction and reference books</li> <li>◆ I am increasingly familiar with a wide range of books including fairy stories and myths and legends</li> <li>◆ I can identify recurring themes and elements in different stories and poetry eg good over bad, magical devices</li> <li>◆ I know some poems by heart</li> <li>◆ I can read poems and play scripts aloud using control, intonation and volume</li> <li>◆ I can recognise some forms of poetry eg free verse and narrative</li> <li>◆ I can draw inferences from my reading eg inferred characters, thoughts and motives</li> <li>◆ I can predict what might happen</li> <li>◆ I can recall and summarise main ideas</li> <li>◆ I can discuss words and phrases that the author uses to grab attention of the reader and check the</li> </ul>	<p>Ensure you follow the detailed appendix in conjunction with this</p> <ul style="list-style-type: none"> <li>◆ I can use prefixes (3)</li> <li>◆ I can use word families to support spelling</li> <li>◆ I can use suffixes</li> <li>◆ I can use the possessive apostrophe.</li> <li>◆ I can spell further homophones</li> <li>◆ I can spell words that are commonly misspelt</li> <li>◆ I can write, from memory, simple sentences that are dictated by the teacher including words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can use the diagonal and horizontal strokes to join letters</li> <li>◆ I know which letters are best left unjoined</li> <li>◆ I ensure the downstrokes of letters are parallel and equidistant</li> <li>◆ I ensure lines are equally spaced so as not to join ascenders and descenders.</li> </ul>	<p>I can plan my writing by</p> <ul style="list-style-type: none"> <li>◆ discussing and reading similar texts, learning from their structure, grammar and vocabulary and making notes of my ideas</li> </ul> <p>I can draft and write by</p> <ul style="list-style-type: none"> <li>◆ composing and rehearsing sentences orally (including dialogue)</li> <li>◆ building a varied range of sentence structures, rich in vocabulary</li> <li>◆ organising paragraphs around a theme (3)</li> <li>◆ creating characters, settings and plots</li> <li>◆ using simple organisational devices in non-fiction texts such as headings and subheadings (3)</li> <li>◆ use the perfect form of the verb to mark relationships of time and cause eg have/has taken, had taken, will have taken (3)</li> </ul> <p>I can evaluate and edit by</p> <ul style="list-style-type: none"> <li>◆ assessing the effectiveness of my writing and others' and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can extend my sentences with more than one clause by using a wider range of connectives eg when, if because, although</li> <li>◆ I can use a and an correctly (3)</li> <li>◆ I can choose nouns or pronouns appropriately for clarity and cohesion (4)</li> <li>◆ I can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition</li> <li>◆ I can expand noun phrases(4)</li> <li>◆ I can use conjunctions, adverbs and prepositions to express time and cause (3)</li> <li>◆ I can use fronted adverbials (4)</li> <li>◆ I can use commas after fronted adverbials 4)</li> <li>◆ I can discuss dialogue in narratives or characters' language in drama</li> <li>◆ I can indicate possession by using the possessive apostrophe with singular and plural nouns (4)</li> <li>◆ I can use and punctuate direct speech (3)</li> <li>◆ I can use Standard English forms of verb inflections eg</li> </ul>

	<p>meaning of words using a dictionary</p> <ul style="list-style-type: none"> <li>◆ I can retrieve specific information from non-fiction texts</li> <li>◆ I use titles, sub headings, indexes to locate information</li> <li>◆ I can discuss what I have learned in my reading and about texts that I have read to me; I take turns and listen to others</li> <li>◆ I can ask questions to help me further my understanding of the texts.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can use a dictionary to check spelling</li> </ul>		<ul style="list-style-type: none"> <li>◆ proposing changes to grammar and vocabulary to improve consistency and authorial intent</li> <li>◆ proof reading for spelling and punctuation errors</li> <li>◆ read aloud to myself and others to ensure the meaning is clear</li> </ul>	<p>'we were' not' we was' (4)</p> <ul style="list-style-type: none"> <li>◆ I can use terminology associated my writing from Appendix 2</li> </ul> <p>Terminology (3) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p>(4)determiner, pronoun, possessive pronoun, adverbial</p>
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## Y5/6 Progression in English

Reading		Writing			
Word reading	Comprehension	Spelling	Handwriting	Composition	Grammar and punctuation
<ul style="list-style-type: none"> <li>◆ I can apply my knowledge of root words, prefixes and suffixes in Appendix 1 both to read aloud and to understand as I meet them.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can read and discuss an increasingly wide range of fiction, poetry and non-fiction books</li> <li>◆ I am increasingly familiar with myths, legends, traditional stories, modern fiction, English literary heritage and books from other cultures and traditions</li> <li>◆ I can discuss themes occurring across several books and express preferences</li> <li>◆ I know a wider range of poetry by heart</li> <li>◆ I can read aloud and perform poems and play scripts using appropriate intonation and volume.</li> <li>◆ I can discuss and summarise main ideas and identify key supporting details</li> <li>◆ I can discuss how authors use language and figurative language</li> </ul>	<p>Ensure you follow the detailed appendix in conjunction with this</p> <ul style="list-style-type: none"> <li>◆ I can use prefixes and suffixes (5)</li> <li>◆ I can spell some words with silent letters eg knight, psalm and solemn</li> <li>◆ I can distinguish between homophones and other words which are confused</li> <li>◆ I know that some words</li> </ul>	<p>I can write legibly, fluently and with increasing speed and personal style.</p> <ul style="list-style-type: none"> <li>◆ I can choose which shape of a letter to use and whether or not to join specific letters</li> <li>◆ I can choose the writing implement that is best suited for a task.</li> </ul>	<p>I can plan my writing by</p> <ul style="list-style-type: none"> <li>◆ Identifying the audience and purpose for writing, selecting the appropriate form and using similar texts as models for my writing</li> <li>◆ Making notes and developing initial ideas based on research and reading where necessary</li> <li>◆ Considering how authors have developed characters and settings in texts I have heard or read and using this in my writing</li> </ul> <p>I can draft and write by</p> <ul style="list-style-type: none"> <li>◆ Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning</li> <li>◆ In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action</li> <li>◆ Using a range of devices to add cohesion to my writing within and across paragraphs(5)</li> <li>◆ I can use ellipsis in my writing (6)</li> <li>◆ Using further organisational</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive (grammatical tense used to express emotions, opinions, facts and judgements that are contrary to current understandings)(6)</li> <li>◆ I can use the passive voice to affect the presentation of information in a sentence(6)</li> <li>◆ I can use expanded noun phrases to convey information concisely</li> <li>◆ I know what synonyms and antonyms are (6)</li> <li>◆ I can use modal verbs or adverbs to indicate degrees of possibility (5)</li> <li>◆ I can use relative clauses beginning with who, which, where, why or whose (5)</li> <li>◆ I can use commas to clarify meaning(5)</li> <li>◆ I can use hyphens (6)</li> <li>◆ I can use brackets, dashes or commas to indicate parenthesis (5)</li> <li>◆ I can use semicolons, colons, dashes to indicate a stronger subdivision of a sentence than a comma (6)</li> </ul>

	<p>to impact on the reader.</p> <ul style="list-style-type: none"> <li>◆ I can distinguish between statements of fact and opinion.</li> </ul> <p>I can retrieve and present information from non-fiction by</p> <ul style="list-style-type: none"> <li>◆ Being clear about the information they have been asked to locate</li> <li>◆ Using the contents pages and indexes to locate information</li> <li>◆ Précis longer passages</li> <li>◆ Use notes to present findings in discussion, oral presentations and different types of books or other writing</li> </ul> <ul style="list-style-type: none"> <li>◆ I can participate in conversations about books and challenge courteously each others' views</li> </ul>	<p>have to learned specifically to spell them and others rely on morphology and etymology</p> <ul style="list-style-type: none"> <li>◆ Use dictionaries to check spelling and meaning of words</li> <li>◆ Use a thesaurus</li> </ul>		<p>devices to structure texts and guide the reader eg bullets, heading, underlining (6)</p> <p>I can evaluate and edit by</p> <ul style="list-style-type: none"> <li>◆ Assessing the effectiveness of my own writing and that of others'</li> <li>◆ Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</li> <li>◆ Ensuring consistency of tense throughout my writing</li> <li>◆ Ensuring correct subject and verb agreement when using singular and plural</li> <li>◆ Ensuring the formality of the writing is appropriate distinguishing between the language of speech and writing</li> </ul> <ul style="list-style-type: none"> <li>◆ I can proof read for spelling and punctuation errors</li> </ul> <ul style="list-style-type: none"> <li>◆ I can perform my own composition, using appropriate intonation and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>◆ I can punctuate bullet points consistently (6)</li> <li>◆ I can use the terminology from Appendix 2 and discuss in writing and reading</li> </ul> <p>(5)Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>(6)subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points</p>
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