

Kingshurst Primary School

English



Overview of progression through:

- Reading
 - comprehension
 - word reading
- Writing
 - transcription
 - handwriting and presentation
 - vocabulary, grammar and punctuation
 - composition

EYFS		Structure	Language	Range of Texts	Accuracy in Reading	Self-correction	Comprehension	Discussing books
	They demonstrate understanding when talking with others about what they have read.							
Year 1		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
	Develop pleasure in reading, motivation to read , vocabulary understanding by:		<p>Recognising and joining in with predictable phrases</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</p>			Being encouraged to link what they read or hear read to their own experiences	Participate in discussion about what is read to them, taking turns and listening to what others say
	Understand both the books they can already read accurately and fluently and those they listen to by:					Checking that the text makes sense as they read and correcting inaccurate reading	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discussing the significance of title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>	Explain clearly their understanding of what is read to them
Year 2		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
	Develop pleasure in reading, motivation to read and vocabulary understanding by:	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>	<p>Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with, and re telling a wider range of stories, fairy stories and traditional tales</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>				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
	Understand both the books they can read accurately and fluently and those that they listen to by:					Checking that the text makes sense to them as they read and correcting inaccurate reading	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Yr 3/4		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
	Develop positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 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		Identifying themes and conventions in a wide range of books	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
	Understand what they read, in books they can read independently, by:	Identifying main ideas drawn from more than one paragraph and summarising these Identify how language, structure and presentation contribute to meaning				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 Retrieve and record information from non- fiction	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Asking questions to improve their understanding of a text
Yr 5/6		Structure	Language	Range of texts	Accuracy in reading	Self-correction	Comprehension	Discussing books
	Maintain positive attitudes to reading and understanding of what they read by:	Reading books that are structured in different ways and reading for a range of purposes	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books 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 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		Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Distinguish between statements of fact and opinion Retrieve, record and present information from non- fiction	Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views
	Understand what they read by:	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language and structure and presentation contribute to meaning				Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Asking questions to improve their understanding 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	Retrieve, record and present information from non-fiction 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

Reading – word reading

	Apply phonic knowledge	Accurate reading	Reading CE words	Reading longer words	Reading aloud	Re- reading
EYFS	<ul style="list-style-type: none"> They use phonic knowledge to decode regular words and read them aloud accurately. Some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> They also read some common irregular words 				
Year 1	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read words containing taught GPCs and –s , -es, -ing,-ed,-er and -est endings Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<ul style="list-style-type: none"> Read words with contractions (for example I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s) 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 other words of more than one syllable that contain taught GPCs	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
Year 2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	<ul style="list-style-type: none"> Read accurately words of two or more syllables that contain the same graphemes as above (<i>ie alternative sounds for graphemes</i>) Read words containing common suffixes 	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
Year 3 Year 4			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	
Year 5 Year 6					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	

Writing – transcription

	Pupils should be taught to:		
EYFS	Children use their phonic knowledge to write words in ways which match their spoken sounds.	•	•
Yr 1	Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> Add prefixes and suffixes: <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix –un using –ing, -ed, -er and –est where no change is needed in the spelling of the root words [for example, helping, helped, helper, eating, quicker, quickest] 	<ul style="list-style-type: none"> apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Yr 2	Spell by: <ul style="list-style-type: none"> 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 learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Y3/4	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) 	<ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1)
Y5/6	<ul style="list-style-type: none"> spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Writing – handwriting

	Pupils should be taught to:
	<ul style="list-style-type: none"> They write simple sentences which can be read by themselves and others.
Year 1	<ul style="list-style-type: none"> 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 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
Year 2	<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
Year 3/4	<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 [for example, 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]
Year 5/6	Write legibly, fluently and with increasing speed by: <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

Vocabulary, Grammar and Punctuation including Appendix 2

Y1	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Pupils should be taught to:	Sequencing sentences to form short narratives	Use the grammatical terminology in English Appendix 2 in discussing their writing	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using ‘and’ How words can combine to make sentences <i>Pupils should be taught to recognise sentence boundaries in spoken sentences</i>	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ Separation of words with spaces 	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	<i>Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the glossary.</i>
Y2	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Pupils should be taught to:	<ul style="list-style-type: none"> Correct choice and consistent use of 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 (eg <i>she is drumming, he was shouting</i>) 	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing <i>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</i>	Learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify, e.g. the blue butterfly the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for Year 2 in English Appendix 2 	Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> 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 and the possessive (singular) 	noun, noun phrase, statement, question, exclamation, command, compound, adjective verb, suffix, adverb, tense (past, present) apostrophe, comma	Learn how to use some features of written Standard English
Y3/4	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Pupils should be taught to:	Learning the grammar for Years 3 and 4 in English Appendix 2 <ul style="list-style-type: none"> Introduction of paragraphs as a way to group related material (Y3) Use of paragraphs to organise ideas around a theme (Y4) Headings and sub-headings to aid presentation (Y3) Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4) 	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although (Y3) Using the present perfect form of verbs in contrast to the past tense (Y3) Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials (Y4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg <i>the teacher</i> expanded to <i>the strict maths teacher with the curly hair</i> (Y4) 	Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials (Y4) Indicating possession by using the possessive apostrophe with plural nouns (Y4) Using and punctuating direct speech (Y3) 	Y3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) Y4: determiner, pronoun, possessive pronoun, adverbial	Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>)

Y5/6	Vocabulary, grammar and punctuation : Text	Use of grammatical terminology	Sentence construction	Punctuation	Terminology	Standard English
Pupils should be taught to:	<p>Learning the grammar for Years 5 and 6 in English Appendix 2</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (Y5) Linking ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg he <i>had</i> seen her before (Y5) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis (Y6) Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) (Y6) 	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence (Y6) Using the perfect form of verbs to mark relationships of time and cause (Y6) Using expanded noun phrases to convey complicated information concisely (Y6) Using modal verbs or adverbs to indicate degrees of possibility (Y5) Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun (Y5) Indicating degrees of possibility using adverbs or modal verbs (Y5) 	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing (Y5) Using hyphens to avoid ambiguity (Y6) Using brackets, dashes or commas to indicate parenthesis(Y5) Using semi- colons, colons or dashes to mark boundaries between independent clauses(Y6) Using a colon to introduce a list (Y6) Using semi-colons within lists (Y6) Punctuating bullet points(to list information) consistently (Y6) 	<p>Y5: Modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Y6: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullets</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6)

Writing Composition

	Planning	Drafting	Structure	Range and devices	Edit and proof-read	Evaluate own writing	Oral presentation of writing
Year 1 Pupils should be taught to:		Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it	Write sentences by sequencing sentences to form short narratives		Write sentences by re-reading 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 teacher
Year 2 Pupils should be taught to:	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about, writing down ideas/key words, including new vocabulary 	Consider what they are going to write before beginning by: <ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 		Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others, writing about real events, writing poetry, writing for different purposes 	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> 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 Proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils 	Read aloud what they have written with appropriate intonation to make the meaning clear
Year 3/4 Pupils should be taught to:	Plan their writing by: <ul style="list-style-type: none"> discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas 	Draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	Draft and write by: <ul style="list-style-type: none"> organising paragraphs around a theme 	Draft and write by: <ul style="list-style-type: none"> In narratives, creating settings, characters and plot In non-narrative, material, using simple organisational devices(for example headings and subheadings) 	Evaluate and edit by: <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors 	Evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own writing and suggesting improvements 	Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear
Year 5/6 Pupils should be taught to:	Plan writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	Draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning précising longer passages 	Draft and write by: <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) 	Draft and write by: <ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action 	Evaluate and edit by: <ul style="list-style-type: none"> 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-read for spelling and punctuation errors 	Evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own writing and others’ writing 	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear