Progression of Skills in English Year 1

Reading

• Identify which words appear again and again.

• Relate reading to own experiences.

• Re-reads if reading does not make sense.

• Re-tell with considerable accuracy.

• Discuss significance of title & events. • Make predictions on basis of what has been read.

• Make inferences on basis of what is being said & done.

• Reads with pace & expression, i.e. pause at full stop; raise voice for question

• Knows difference between fiction and non-fiction texts.

Writing

• Write clearly demarcated sentences.

• Use 'and' to join ideas.

• Use conjunctions to join sentences (e.g. so, but).

• Use standard forms of verbs, e.g. go/went. Evidence of:

    • Capital letters

    • Full stops

    • Question marks

    • Exclamation marks

    • Use capital letters for names & personal pronoun 'I'.

• Write clearly sequenced sentences.

• Correct formation of lower case – finishing in right place.

• Correct formation of capital letters.

• Correct formation of digits.

Progression of Skills in English Year 2

Reading

- Listen, discuss and can say what they think about poems, stories and non-fiction books read.
- Is able to talk about things in the order they happen and if they are connected.
- Can tell you about all the different stories read
- Enjoys finding out about non-fiction books and how they are set out
- Can recognise simple language patterns in stories and poems.
- Can discuss the meaning of words.
- Is happy to tell you favourite words and phrases from reading
- Can say out loud a number of poems they have learnt.
- Understands the books they can read
- Checks what they are reading makes sense as theyl read through it.
- Can tell you why certain things happen in a book or why a character says the things they do.
- Can answer and ask questions about what they have read
- Likes to guess what happens next in a story, using what they already know has gone on before.
- Takes turns to discuss and listen to others about what they have read.
- Can explain and discuss what has happened in books that they have read or have been read to them
- Can read by blending together the sounds known and can read out within a word.
- Can read words quickly because theyl know how to sound out
- Can read words with two or three syllables
- Can read words with common word endings, such as -ing and -ed
- Can read a range of unusual words from our word lists
- Can read most words quickly and accurately.
- Can sound out unknown words without help from an adult
- Can re-read books, to become better and better at reading the text

Writing

- Can spell words correctly by saying them out loud.
- Learns new ways for spelling words which sound the same but have different meanings
- Knows how to spell words that do not follow a spelling pattern
- Can spell more words by using 'rules' already known
- Has learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.
- Can show the difference between homophones and near-homophones in spelling
- Spells words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.
- Can spell the words correctly from the Year 2 spelling list
- Can write out a sentence dictated by the teacher and use the correct punctuation

- Letters are the same size
- Is learning which letters to join up in handwriting, and which ones are best left unjoined
- Can write letters and numbers that are the right way round and the right size
- Knows where to leave spaces between words
- Is using familiar and new punctuation correctly in writing, including full stops, capital letters, exclamation marks and question marks
- Can use commas correctly when making a list of things
- Can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.
- Writes sentences which convey different meaning for different purposes
- Writes more interesting sentences by adding further detail
- Writes in the present or past tense when writing
- Can use words such as when, if, that, because, or, and or but when writing sentences.
- Can add -ness and -er to the end of a word to make new words and know some words (such as superman or whiteboard) are made by joining two different words together.
- Can add -ful and -less to words to make adjectives.
- Knows what changes happen to the meaning of words when I add -er, -est and -ly to words.
- Can write their own poems
- Like to write for different purposes
- can write down brief descriptions about what I want to include in my writing, before I begin
- Can make changes in y writing by listening to what others have to say about it.
- Re-reads work to make sure it makes sense.
- Checks finished work to make sure there are no mistakes in spelling, grammar or punctuation.
- Can read aloud their work in a way which helps people understand it.

Progression of Skills in English Year 3

Reading

- Comment on the way characters relate to one another.
- Know which words are essential in a sentence to retain meaning.
- Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- Is aware that some words sound different to how they are spelt.
- Can use a dictionary to check the meaning of new words
- Can talk about different types of stories they have read
- Check what they are reading makes sense by talking about it
- Can predict events in stories from what they have read
- Can perform poems and play scripts to read aloud to keep the listener interested
- Can recognise different types of poetry.

Writing

- Is able to use ideas to plan writing.
- Can group ideas into paragraphs.
- Can organise writing using different settings, characters and plot.
- Can organise writing by using headings and sub-headings
- Will read through finished work to correct spelling and punctuation errors if present.
- Can read writing out to an audience in an interesting and clear manner.
- Can spell an increasing number of homophones.
- When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.
- Have increased knowledge of prefixes and suffixes and understand how to use them in writing.
- Know that inverted commas are used to open and close what some one is saying in a text.
- Can use adverbs and prepositions in writing.

- Can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- Use headings and sub-headings to structure and present work.
- Know when to use 'a' or 'an' depending on what the next word begins with.
- In handwriting, know which letters are appropriate to join.
- Joined handwriting is legible with all letters the same height and the correct distance apart from each other

Progression of Skills English Year 4

Reading

- Comment on the way characters relate to one another.
- Can show understanding of an increasing wide range of texts I have read
- Is able to choose from a range of books that are set out differently
- Can identify different themes and conventions in a wide range of books
- Know which words are essential in a sentence to retain meaning.
- Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- Is aware that some words sound different to how they are spelt.
- Can use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words
- Can use a dictionary to check the meaning of new words
- Can talk about different types of stories they have read
- Check what they are reading makes sense by talking about it
- Can predict events in stories from what they have read
- Can perform poems and play scripts to read aloud to keep the listener interested
- Can recognise different types of poetry.
- Will discuss words and phrases of interest
- Can tell what the main ideas in a book are from reading a number of paragraphs
- Understand that the way books are set out help the reader to identify the meaning.
- Can use non-fiction books to find out about things
- Can take turns when discussing books read and listen to what others have to say.

Writing

- Is able to use ideas to plan writing.
- Can group ideas into paragraphs.
- Can organise writing using different settings, characters and plot.
- Can organise writing by using headings and sub-headings
- Will read through finished work to correct spelling and punctuation errors if present.

- Can read writing out to an audience in an interesting and clear manner.
- Using an increasing range of sentence structures and richer vocabulary in writing.
- Can edit work and that of others and add improvements to the texts.
- Can spell an increasing number of homophones.
- When using a dictionary, is able to use the first two or three letters of a word to check its' meaning.
- Have increased knowledge of prefixes and suffixes and understand how to use them in writing.
- Use headings and sub-headings to structure and present work.
- Know when to use 'a' or 'an' depending on what the next word begins with.
- Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- Can write simple sentences from memory that have been dictated, using the correct punctuation.
- In handwriting, know which letters are appropriate to join.
- Joined handwriting is legible with all letters the same height and the correct distance apart from each other
- Use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.
- Develop understanding of choosing nouns and pronouns appropriately to enhance writing.
- Correctly use the possessive apostrophe with plural nouns in writing
- Can punctuate speech in a text
- Describe nouns in careful detail when writing about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.

Progression of Skills in English Year 5

Reading

- Use words and word parts to think about what new words mean and sound like.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions
- Identify and discuss themes and conventions in and across a wide range of writing.
- Can ask questions about reading to further improve understanding.
- Can justify views
- Can make comparisons within and across books.
- Learnt a wider range of poems by heart
- Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- Check understanding of books through discussion and exploring the meaning of words.
- Show understanding of reading by drawing inferences from within the text and justifying them with evidence
- Can predict what may happen in a story from details given and suggested in the text.
- Identify key details and ideas in texts by summarising a given number of paragraphs
- Know authors use particular language which will have impact on the reader.
- Can distinguish between statements of fact and opinion
- Can retrieve, record and present information from non-fiction.
- Participate in discussions about books by listening to others' ideas
- Can present or debate on topics, using notes if necessary.

Writing

- Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- Use brackets, dashes or commas to create an explanation section in a sentence.
- Begin sentence clauses with who, which, where, when, whose, that or with.
- Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
- Can write out formal speech or texts using appropriate vocabulary.

- Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- Mark out separate clauses in a sentence by using a semi-colon or colon
- Use a colon to indicate the beginning of a list.
- Use bullet points accurately when constructing a list.
- Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly
- Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- Use commas to structure sentences and clarify the meaning of a text.
- Structure work with appropriate headings, sub-headings, columns, bullets, or tables.
- Make sure others can read the handwriting and decide whether or not to join specific letters
- Choose the writing tool that is best suited for a task
- Plan the structure of writing by identifying the audience for the text and the purpose of the writing.
- Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.
- Use themes and details to help link paragraphs together into a flow of text.
- Use headings, bullet points and underlining to structure and guide a reader through the writing.
- Evaluate and edit work by comparing with the work of others' and explore whether mthe writing is the high quality expected.
- Ensure use of the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation
- Proof-read work to correct spelling and punctuation mistakes
- Read aloud work so the meaning is clear, fluent and flows correctly.

Progression of Skills Year 6 English

Reading

- Use words and word parts to think about what new words mean and sound like.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions
- Identify and discuss themes and conventions in and across a wide range of writing.
- Can ask questions about reading to further improve understanding.
- Can justify views
- Can make comparisons within and across books.
- Learnt a wider range of poems by heart
- Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- Check understanding of books through discussion and exploring the meaning of words.
- Show understanding of reading by drawing inferences from within the text and justifying them with evidence
- Can predict what may happen in a story from details given and suggested in the text.
- Identify key details and ideas in texts by summarising a given number of paragraphs
- Know authors use particular language which will have impact on the reader.
- Can distinguish between statements of fact and opinion
- Can retrieve, record and present information from non-fiction.
- Participate in discussions about books by listening to others' ideas
- Can present or debate on topics, using notes if necessary.

Writing

- Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- Use brackets, dashes or commas to create an explanation section in a sentence.
- Begin sentence clauses with who, which, where, when, whose, that or with.
- Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.
- Can write out formal speech or texts using appropriate vocabulary.
- Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.

- Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- Mark out separate clauses in a sentence by using a semi-colon or colon
- Use a colon to indicate the beginning of a list.
- Use bullet points accurately when constructing a list.
- Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly
- Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- Use commas to structure sentences and clarify the meaning of a text.
- Structure work with appropriate headings, sub-headings, columns, bullets, or tables.
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- Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.
- Use themes and details to help link paragraphs together into a flow of text.
- Use headings, bullet points and underlining to structure and guide a reader through the writing.
- Evaluate and edit work by comparing with the work of others' and explore whether mthe writing is the high quality expected.
- Ensure use of the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation
- Proof-read work to correct spelling and punctuation mistakes

Read aloud work so the meaning is clear, fluent and flows correctly