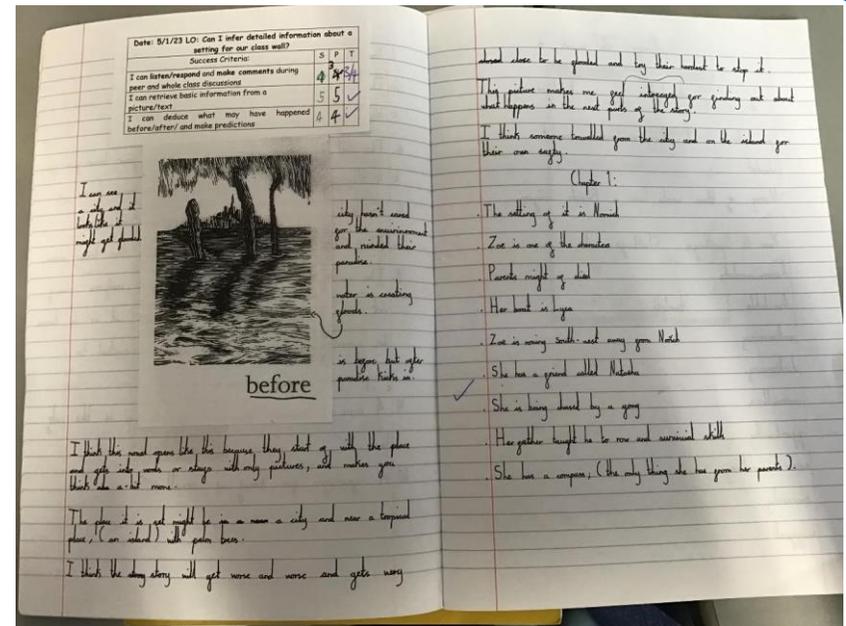
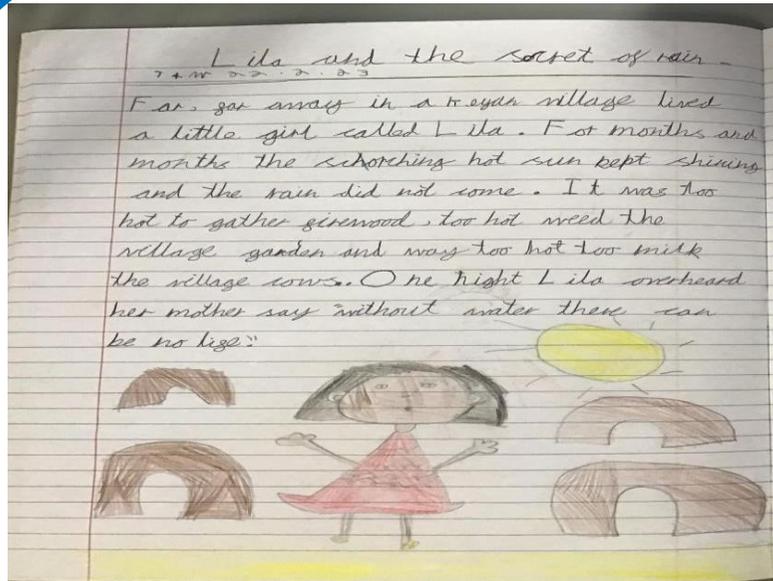


Progression of Skills and Knowledge in English



English

Progression of Skills and Knowledge in English

English Overview written by Jane Murphy, Subject Leader

Curriculum Intent

At Elton, we want our children to leave us as fluent speakers, readers and writers. Children are empowered by a high-quality, structured and creative English curriculum so that they can communicate not just ideas, but also emotions and concepts to others. They understand that there are different purposes and audiences and can adapt the way they communicate according to these. We also expect and want our pupils to develop as passionate readers, where reading is used not just to develop their subject-specific knowledge, but to widen their understanding of their own and other cultures and societies, build their emotional intelligence and grow their imagination. Children will experience the shared reading of a broad range of texts and be motivated to read widely both inside and outside of school. They will build a strong understanding that reading is for gaining information across the curriculum and for pleasure.

Curriculum Implementation

Writing

In order to write successfully, pupils need to develop confidence across the two dimensions of writing: transcription and composition. Additionally, pupils need to have a developed understanding of audience and purpose, so they are able to adapt their language and style to suit a range of contexts, audiences and reasons for writing. Finally, as writers, pupils will need to be able to independently plan, edit and evaluate the effectiveness of their own writing. To enable this, we have designed a curriculum which allows pupils to develop all of these skills across their primary learning journey.

Writing begins, in EYFS and Lower KS1 with children being taught to form letters correctly, to punctuate accurately, and to spell words using the graphemes they know. Children are also taught to develop their ideas and organise them into sentences. As our children move through the school, we then teach them to write for a range of purposes and audiences, making links across the curriculum and to local and global issues and current affairs. Teachers strive to directly teach ambitious vocabulary drawn from the books and texts read, as well as the wider curriculum and the world around them, so that children have a wide vocabulary when they enter secondary school and are able to make connections between texts, their lives and the wider world. Teachers ensure that children develop a strong understanding of grammar, transcription and composition skills that enable them to be confident writers.

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Reading

Reading is a fundamental skill – and it is essential that we get the teaching of this right. That is why we place reading at the heart of all we do; both teaching reading lessons explicitly (learning to read) and encouraging reading in all other subjects (reading to learn). Reading widens a pupil's world, allowing them to imagine and experience the lives, settings and opinions of others which they may not otherwise be exposed to. We therefore recognise that it is crucial for all pupils to master the skills associated with reading in order to be able to access all that our curriculum offers them. The ability to read fluently and effectively and understand how to apply these skills has a direct impact upon progress and attainment in all areas of the curriculum and also upon a pupil's self-esteem, well-being and motivation to learn. Therefore, we want our readers to gain a range of strategies that they can employ to tackle unfamiliar vocabulary and texts. Furthermore, we wish to develop the love of reading for enjoyment. This is crucial for our pupils as we support them to become lifelong readers.

We have therefore adopted a curriculum that seeks to rigorously and securely develop pupils' knowledge and skills in reading which follows a clear path of progression as they develop through the school. From learning phonics and the skills of early reading to exploring a range of texts and genres, including poetry, fiction (modern and classic) and non-fiction, and then onto more complex understanding of authorship and how language choice can impact the reader – the journey of learning how to read is clearly mapped at Elton Primary School. (Please read our Phonics and Early Reading information on our website.)

Curriculum Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain in English as they progress from EYFS to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure
- Regular feedback through marking and feedback in English lessons
- Regular pupil voice feedback to evaluate children's mastery of the English curriculum
- Subject monitoring, including book looks, learning walks and lesson observations
- Regular opportunities for children to write for a purpose: writing to entertain; writing to inform; writing to persuade and writing to discuss.

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- Moderation with other schools to ensure secure teacher judgements
- Half-termly phonics and reading assessments ensure our children are provided with appropriate challenge and support

Enrichment:

During their time at school, our children are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, the theatre and residential adventure centres. These experiences provide children with stimulating real-life experiences on which they can pin their reading, writing and speaking development. They will have opportunities to meet and work with authors and build their knowledge of literature. English learning is practised and embedded across the wider curriculum. Speaking and writing outcomes draw from knowledge gained in other subjects and English skills are used to enhance learning elsewhere.

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure & Features						
<p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> - 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. <p>(Writing) Write simple phrases and sentences that can be read by others.</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of non-fiction books</p> <p>Write for different purposes including narratives about personal experiences (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Structure and sequence ideas orally and (where appropriate) through drama and role-play</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan, Draft, Edit & Evaluate						
<p>(Speaking) 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 modeling and support from their teacher</p>	<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form</p> <p>Proof-read for errors in spelling, grammar and punctuation and make corrections</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Use further organisational and presentational devices to structure text</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>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> <p>Precis longer passages</p> <p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Use further organisational and presentational devices to structure text</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>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> <p>Precis longer passages</p> <p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>

Progression of Skills and Knowledge in English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription						
<p>(Fine Motor) Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p> <ul style="list-style-type: none"> - Begin to show accuracy and care when drawing <p>(Word Reading) Say a sound for each letter in the alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> - 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. <p>(Writing) Write recognisable letters, most of which are correctly formed</p> <ul style="list-style-type: none"> - 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. 	<p>With reference to English Appendix 1, pupils should:</p> <p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet in order</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting families</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common exception words and those with contractions</p> <p>Distinguish between homophones and near homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Use a range of prefixes and be able to form nouns using some of them e.g. super-, auto</p> <p>Use a range of suffixes to change an adjective to an adverb and add suffixes beginning with a vowel letter to words of more than one syllable</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals and understand the difference between plural and possessive -s</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re-</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Choose the writing implement best suited to the task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re-</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Choose the writing implement best suited to the task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>

Progression of Skills and Knowledge in English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language & Vocabulary						
<p>(Listening, attention and understanding) Listen attentively and respond to what they hear with relevant questions, comments</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversations when engaged in back-and-forth exchanges with their teachers and peers <p>(Speaking) Participate in discussions offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>(Being Imaginative and Expressive) Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Change meaning of adjectives/verbs using prefix un-</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p> <p>Use suffixes –ful, -less, -ness, -ly, -er and –est to form and modify nouns, adjectives and adverbs</p>	<p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses</p> <p>Discuss words and features of texts that capture the reader's interest</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>

Progression of Skills and Knowledge in English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar & Punctuation						
<p>(Writing) Write simple phrases and sentences that can be read by others.</p>	<p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</p> <p>Use "and" to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun I</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use commas in lists</p> <p>Use apostrophes for the contracted form</p> <p>Use apostrophes for singular possession</p> <p>Use sentences with different forms: statements, commands, questions and exclamations</p> <p>Use expanded noun phrases</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use subordination (when, if, that, because)</p> <p>Use co-ordination (or, and, but)</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Know the difference between Standard/non-Standard English</p>	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p> <p>Know and understanding the differences between spoken and written language</p>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use active/passive voice for effect</p> <p>Use perfect form to indicate time/cause</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p> <p>Identify formal/informal structures eg question tags, subjunctive form</p> <p>Know and understanding the differences between spoken and written language</p>

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading						
<p>(Word Reading) Say a sound for each letter in the alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> - 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. 	<p>Apply phonic knowledge to decode</p> <p>Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable</p> <p>Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency (Y1 and Y2)</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify further word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>

Progression of Skills and Knowledge in English

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension						
<p>(Listening, attention and understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>- Make comments about what they have heard and ask questions to clarify their understanding</p> <p>(Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>(Comprehension) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>- Anticipate, where appropriate, key events in stories</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>(Being Imaginative and Expressive) Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense and correct inaccurate reading</p> <p>Discuss significance of titles/ events</p> <p>Make predictions based on what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Take turns to explain clearly their understanding of what is read to them</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Discuss favourite words and phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense and corrects</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Retrieve and record information from non-fiction books that are presented in different ways</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already knows or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Identify themes and conventions</p> <p>Perform poems/playscripts for audience (starting to use appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Begin to discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them and ask questions to improve understanding of text</p> <p>Predict what might happen from details stated and implied</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions and summarise these accurately and concisely</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise and name different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Ask relevant questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Independently retrieve and record information from non-fiction</p>	<p>Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions. Comments identify similarities and differences between texts</p> <p>Make comparisons within and across books, commenting on similarities and differences between texts</p> <p>Learn a wider range of poetry by heart</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction books</p> <p>Discuss books, building on others ideas and begin to challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p>	<p>Continue to read/discuss an increasingly wide range of challenging texts</p> <p>Read a wide variety of books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <p>Identify and discuss themes/ conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask relevant and pertinent questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language and consider effect on the reader</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information effectively from non-fiction books</p> <p>Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views</p> <p>Explain their understanding through detailed discussions, formal presentations and debates</p>