



HURST GREEN CE PRIMARY SCHOOL AND NURSERY

Progression in English

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPEAKING AND LISTENING								
Listening	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Pay attention to more than one thing at a time.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Listen to others in a range of situations and usually respond appropriately.</p>	<p>Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p>Make improvements based on constructive feedback on their listening skills.</p>
Speaking	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Invent, adapt and recount narratives and</p>	<p>Organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate and justify arguments and opinions with confidence.</p>

<p>'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>stories with peers and their teacher;</p> <p>Talk about members of their immediate family and community.</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Share their creations, explaining the process they have used.</p> <p>Express their ideas and feelings about their experiences using full sentences,</p>	<p>Retell simple stories and recounts aloud.</p>	<p>Offer ideas based on what has been heard.</p>	<p>added details to engage listeners.</p>	<p>topics clear.</p> <p>Adapt their ideas in response to new information.</p>	<p>adding humour where appropriate.</p>	<p>Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
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		including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						
Following instructions	<p>Listen and respond to a simple instruction.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p>	Understand instructions with more than one point in many situations.	<p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p>	<p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions.</p>	Follow complex directions/multi-step instructions without the need for repetition.	As year 4	As year 4
Asking and answering questions	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	Make comments about what they have heard and ask questions to clarify their understanding;	<p>Begin to ask questions that are linked to the topic being discussed.</p> <p>Answer questions on a wider range of topics (sometimes may only be</p>	<p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give</p>	<p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to</p>	<p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable</p>	<p>Ask questions which deepen conversations and/or further their knowledge.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p>	<p>Regularly ask relevant questions to extend their understanding and knowledge.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>

			one-word answers).	reasoning behind their answers when prompted to do so.	questions with justifiable reasoning.	reasoning.		
Drama, performance and confidence	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations. Remember and sing entire songs.</p> <p>Sing a large repertoire of songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p>	<p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p>
Vocabulary building and standard English	<p>Use a wider range of vocabulary.</p> <p>Develop their communication but may continue</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p>	<p>Use appropriate vocabulary to describe their immediate</p>	<p>Start to use subject-specific vocabulary to explain,</p>	<p>Use vocabulary that is appropriate to the topic</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use</p>

	<p>to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>rhymes and poems when appropriate;</p>	<p>world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p>	<p>describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p>	<p>and/or the audience.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p>	<p>noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
<p>Participating in discussion</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Recognise when it is their turn to speak in a discussion.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in meaningful discussions that relate to different topic areas.</p> <p>Remain focused on a discussion when not</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation</p> <p>Take account of the viewpoints of others when</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Begin to challenge opinions with respect.</p> <p>Engage in meaningful discussions in all</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics.</p> <p>Ask questions, offer suggestions,</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations</p>

	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Work and play cooperatively and take turns with others;</p>		<p>directly involved and be able to recall the main points when questioned.</p>	<p>participating in discussions.</p>	<p>areas of the curriculum.</p>	<p>challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p>
READING								
Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC.</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs.</p> <p>Read contractions and understanding</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondence</p> <p>Read most words quickly & accurately</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>As year 3</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>As year 5</p>

		<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>use of apostrophes.</p> <p>Read aloud phonically-decodable texts.</p>	without overt sounding and blending.				
Range of reading		<p>Know some similarities and differences between different religious and cultural communities in this country, life in this country and life in other countries and the natural world drawing on their experiences and what has been read in class; stories and non-fiction texts</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	As year 3	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Make comparisons within and across books.</p>	As year 5
Familiarity with texts	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning 	Demonstrate understanding of what has been read to them by retelling stories and	Become very familiar with key stories, fairy stories and	Become increasingly familiar with and retelling a wider	Increase their familiarity with a wide range of	As year 3	Increase their familiarity with a wide range of books, including	As year 5

	<ul style="list-style-type: none"> • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>narratives using their own words and recently introduced vocabulary;</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p>	<p>range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>		<p>myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	
Poetry and performance			<p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p>	As year 3	<p>Learn a wider range of poetry by heart.</p> <p>Prepare 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.</p>	As year 5
Word meanings		<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	As year 3	As year 3	As year 3

Understanding		Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p>	As year 3	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	As year 5
Inference			<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	As year 3	As year 3	As year 3
Prediction		Anticipate – where appropriate – key events in stories;	Predict what might happen on the basis of what has been read so far.	As year 1	Predict what might happen from details stated and implied.	As year 3	As year 3	As year 3
Authorial intent					Discuss words and	As year 3	Identify how language,	As year 5

					<p>phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>		<p>structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	
Non-fiction		Listen to a range of texts including non-fiction	Listen to a range of texts including non-fiction	Being introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction.	As year 3	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction 	As year 5
Discussing reading		Compare and contrast characters from stories, including figures from the past.	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that</p>	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.	As year 3	<p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide</p>	As year 5

				they read for themselves.			reasoned justifications for their views.	
WRITING								
Handwriting	Write some letters accurately.	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	As year 3	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	As year 5
Phonic and whole word spelling	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Spell words containing each of the 40+ phonemes taught.	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.	<p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p>	As year 3	<p>Spell some words with ‘silent’ letters.</p> <p>Continue to distinguish between homophones and</p>	As year 5

	Write some or all of their name.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Distinguish between homophones and near-homophones.</p>			<p>other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>	
Spelling			<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-></p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of</p>	As year 3	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	As year 5

					a word to check its spelling in a dictionary.			
Transcription			Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	As year 1	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	As year 3		
Contexts for writing		Write simple phrases and sentences that can be read by others.		Write narratives about personal experiences and those of others (real and fictional) . Write about real events . Write poetry . Write for different purposes .	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	As year 3	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	As year 5
Planning writing			Say out loud what they are going to write about. Compose a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue),	As year 3	Note and develop initial ideas, drawing on reading and research where necessary.	As year 5

					progressively building a varied and rich vocabulary and an increasing range of sentence structures.			
Drafting writing			<p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence.</p>	<p>Organise paragraphs around a theme. In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings).</p>	As year 3	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Precis longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>	As year 5

Editing		Re-read what they have written to check that it makes sense.	Discuss what they have written with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation.	Assess the effectiveness of their own and others' writing and suggesting improvement. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.	As year 3	Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.	As year 5
Performing writing			Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read their own writing aloud, to a group or the whole class, using appropriate intonation	As year 3	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	As year 5

					and controlling the tone and volume so that the meaning is clear.			
Vocabulary			<p>Leave spaces between words.</p> <p>Join words and clauses using "and".</p>	Expand noun phrases to describe and specify.	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place).</p>	As year 3	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	As year 5
Grammar			<p>Use regular plural noun suffixes (-s, -es).</p> <p>Use verb suffixes where</p>	Write sentences with different forms: statement, question,	Use the present perfect form of verbs in contrast to	<p>Use fronted adverbials.</p> <p>Know the difference</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied</p>	Recognise vocabulary and structures that are appropriate for formal speech and

			<p>root word is unchanged (-ing, -ed, -er).</p> <p>Use un- prefix to change meaning of adjectives/adverbs.</p> <p>Combine words to make sentences, including using and.</p> <p>Sequence sentences to form short narratives.</p> <p>Separate words with spaces.</p> <p>Use sentence demarcation (. ! ?).</p> <p>Use capital letters for names and pronoun 'I').</p>	<p>exclamation, command.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use some features of written Standard English.</p> <p>Use suffixes to form new words (-ful, -er, -ness).</p> <p>Use sentence demarcation.</p> <p>Use commas in lists.</p> <p>Use apostrophes for omission & singular possession.</p>	<p>the past tense.</p> <p>Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble).</p>	<p>between plural and possessive -s.</p> <p>Use Standard English verb inflections (I did vs I done).</p> <p>Extend noun phrases, including with prepositions.</p> <p>Make appropriate choice of pronoun or noun to create cohesion.</p>	<p>(i.e. omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand differences in informal and formal language.</p> <p>Use synonyms and antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use ellipsis.</p>
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Punctuation		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).	Punctuate direct speech (i.e. Inverted commas)	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.	Use hyphens to avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently.
Grammatical Terminology	letter, word	capital letter, full stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, subject, verb, object	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, quotation marks	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive