

English progression and differentiation

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|--------|--------|
| Reading – word reading | | | | | | |
| Phonic skills and high frequency words | <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> | <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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>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 they meet.</p> | | |

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| | <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 that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> | <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> | | | | |
| Reading fluency | <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> | <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> | | | | |

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| Reading - comprehension | | | | | | | |
| Reading range, comprehension and vocabulary | <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>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Link what they read or hear to their own experiences</p> | <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</p> <p>Become familiar with and retell a wide range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Introduce non-fiction books that are structured in different ways</p> | <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p> <p>Retrieve and record information from non-fiction</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> | <p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Make comparisons within and across books</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Retrieve, record and present information from non-fiction</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> | | | |

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| | <p>Learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Recognise and join in with predictable phrases</p> <p>Discuss word meanings, linking new meanings to those already known</p> | <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Discuss their favourite words and phrases</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</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 [for example, free verse, narrative poetry]</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Use dictionaries to check the meaning of words that they have read</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> <p>Learn a wider range of poetry by heart</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> | |

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| Understanding and fluency | Draw on what they already know or on background information and vocabulary provided by the teacher | Draw on what they already know or on background information and vocabulary provided by the teacher | Identify main ideas drawn from more than one paragraph and summarising these | | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | |
| | | | Identify how language, structure, and presentation contribute to meaning | | Identify how language, structure and presentation contribute to meaning | |
| | Check that the text makes sense to them as they read and correcting inaccurate reading | Check that the text makes sense to them as they read and correcting inaccurate reading | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | |
| | Discuss the significance of the title and events | Answer and ask questions | Ask questions to improve their understanding of a text | | Ask questions to improve their understanding | |
| | Make inferences on the basis of what is being said and done | Make inferences on the basis of what is being said and done | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence | | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence | |
| Predict what might happen on the basis of what has been read so far | Predict what might happen on the basis of what has been read so far | Predict what might happen from details stated and implied | | Predict what might happen from details stated and implied | | |

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| Discussion and explanation | <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 and other works that are read to them and 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 they read for themselves.</p> | <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.</p> | | <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Distinguish between statements of fact and opinion</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p> | |

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| Writing - Composition | | | | | | |
| Planning | | 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 | | Identify the audience and purpose of writing, select the appropriate form and use other similar writing as models for their own | |
| | Discuss what they will write with the teacher or other pupils | Write down ideas and/or key words, including new vocabulary | Discus and record ideas | | Note and develop initial ideas, drawing on reading and research where necessary | |
| Drafting and writing | Say out loud what they are going to write about Compose a sentence orally before writing it | Plan or saying out loud what they are going to write about before beginning | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing the range of sentence structures | | Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | |
| | Sequence sentences to form short narratives | Write narratives about personal experiences and those of others (real and fictional) Write poetry | Creating settings, characters and plot | | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | |
| | | Write about real events | Organise paragraphs around a theme | | Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action | |
| | | Encapsulate what they want to say, sentence by sentence Develop stamina for writing | Use simple organisational devices [for example, headings and sub-headings] | | Précis longer passages | |
| | | | | | Use a wide range of devices to build cohesion within and across paragraphs Use organisational and presentational devices to structure text and guide the reader | |

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| Evaluating and editing | Discuss what they have written with the teacher or other pupils | <p>Make simple additions, revisions and corrections to their own writing</p> <p>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</p> | <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | | <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> | |
| Proof reading | <p>Re-read what they have written to check that it makes sense</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>Proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | | <p>Proof-read for spelling and punctuation errors</p> | |

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| Writing - Transcription | | | | | | |
| Word Vocabulary | Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) | Formation of nouns using suffixes such as – <i>ness</i> , – <i>er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as – <i>ful</i> , – <i>less</i> Use of the suffixes – <i>er</i> , – <i>est</i> in adjectives and the use of – <i>ly</i> in Standard English to turn adjectives into adverbs | Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>] | The grammatical difference between plural and possessive –s | Converting nouns or adjectives into verbs using suffixes [for example, – <i>ate</i> ; – <i>ise</i> ; – <i>ify</i>] | How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. |
| | How the prefix <i>un-</i> changes the meaning of verbs and adjectives | | Formation of nouns using a range of prefixes [e.g. <i>super-</i> , <i>anti-</i> , <i>auto-</i>] | | Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>] | |
| Word Grammar | | | Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] | Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] | | The difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing [e.g., <i>find out – discover; ask for – request; go in – enter</i>] |

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| Sentence structures, Clauses and Phrases | How words can combine to make sentences Joining words and joining clauses using <i>and</i> | Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [e.g., <i>the blue butterfly, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] | The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>] |
| Tenses and Grammar | | Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for | Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] | Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | | Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. |

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| | | example, <i>she is drumming, he was shouting</i>] | | | | The use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech] |
| Text and organisation | Sequencing sentences to form short narratives | | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation | Use of paragraphs to organise ideas around a theme | Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before] | Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis |

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| Punctuation | <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p> | <p>Introduction to inverted commas to punctuate direct speech</p> | <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [e.g., <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g., <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [e.g., <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p> |
| Terminology for pupils | <p>letter, capital letter word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p> | <p>noun, noun phrase</p> <p>statement, question, exclamation, command, compound, adjective, verb, suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> | <p>adverb, preposition</p> <p>conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p> | <p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p> | <p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p> | <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p> |

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| Applying spelling | Name the letters of the alphabet in order Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Use the first two or three letters of a word to check its spelling in a dictionary | Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far. | Use dictionaries to check the spelling and meaning of words | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus |
| Spelling | The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where | The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words | The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou The suffix -ation The suffix -ly Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Words with the /k/ sound spelt ch (Greek in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey | Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes The suffix -ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) | Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough | Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused |

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| | no change is needed to the root word Vowel digraphs and trigraphs Words ending –y (/i:/ or /ɪ/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix –un Compound words Common exception words | The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ/ sound spelt o The /i:/ sound spelt –ey | | Possessive apostrophe with plural words Homophones and near-homophones | | |

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| | | <p>The /b/ sound spelt a after w and qu</p> <p>The /z:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful , –less and –ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p> | | | | |

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| Handwriting | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters, capital letters and digits in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> | <p>Write capital letters, lower-case letters and digits of the relative correct size, orientation and relationship 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>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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> | <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement that is best suited for a task.</p> |