



Thames View Primary School

## **English Progression Map**

## READING

YR Group	Age banding	Skills
<b>Early Years</b>	<b>Birth to 3 years</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention</li> <li>• Enjoys sharing books with an adult</li> <li>• Pay attention to and responds to the pictures or words</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone</li> <li>• Repeat words and phrases from familiar stories</li> <li>• Ask questions about the book. Make comments and share ideas.</li> <li>• Develop play around favourite stories using props.</li> </ul>
	<b>3- 4 years</b>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print                             <ul style="list-style-type: none"> <li>- Print has meaning</li> <li>- Print can have different purposes</li> <li>- We read English text from left to right and from top to bottom</li> <li>- The names of the different parts of a book</li> <li>- Page sequencing</li> </ul> </li> </ul>
	<b>Reception</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondence</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read a few common exception words</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>
	<b>ELGs</b>	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>

## READING

YR GROUP	Decoding	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Sequence
1	Give sound when shown most phase 2 and 3 graphemes Find most phase 2 and graphemes when give the sound Blend, segment and read CVC words Read phase 3 tricky words Read phase three decodable words Read simple sentences Use simple sentences Use phonic knowledge to attempt longer unfamiliar words Uses pictures to help with decoding	Begin to use the language patterns of stories when retelling familiar stories	Use knowledge of simple sentence structures and related patterns to make predictions and check reading of words Relate story settings and incidents to own experiences	Recognise and join in with predictable phrases	Know that print carries meaning and in English is read from left to right and top to bottom Say if they like a book and identify parts they particularly liked Find different books around a simple theme	Can listen attentively to a story and poem and discuss Recall some aspects of the narrative, drawing on language patterns of stories	
1	Give sound when shown most phase 2 and 3 graphemes Find most phase 2 and graphemes when give the sound Blend, segment and read words containing adjacent consonants Read phase 4 decodable words Sustain independent reading of complete texts at appropriate level	Can identify and appreciate the patterns and structures of poems and patterned texts Can recite rhymes and poems by heart	Use understanding of incidents, characters and settings to make predictions Talk about stories and other texts identifying major points and key themes		Understand and uses terms referring to conventions of print Recognises ways emphasis had been created in a text e.g. capitalisation , bold Shows understanding of how simple diagrams and charts add information	Show an understanding of how information can be found in non-fiction texts to answer where, whom why or how questions	
1	Give sound when shown any graphemes Read phonically decodable two and three decodable words Read familiar texts aloud with fluent taking grammar into account Understand the apostrophe represents omitted letters in phase 5 high frequency contracted words Understand and spell words with prefix 'un' Understand and spell words with suffixes -s, -es, -ing, -ed, -er, -est	Enjoys word play in books, may be able to identify words and phrases they particularly like in books	Compare stories, identifying common themes and characters and contribute to discussions	Understand the difference between fiction and non-fiction and make predictions based on title, cover and blurb etc.	Make choices from a selection of texts and begins to justify preferences Sort books by themes	Use specific information in a text to give answers to simple where, who, why or how questions	Identify and discuss the main events or key points in a texts

## READING

YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Sequence
2	Give the sound when shown any grapheme taught Apply phonic knowledge to read unfamiliar and CEW that not completely decodable, taking into account what word would make sense Check that texts makes sense and correct inaccurate reading	Identify words particularly lied in story books Identify rhyming and alliterative words in poetry and finding	Use prior knowledge, background information and vocabulary provided to understand the text	Make simple predictions based on their own experiences, about what may happen in a book	Describe and explain the differences between fiction and non-fiction texts Say if they liked a book and identify the parts they particularly liked	For texts read independently: Recall ideas and story with support Find information on a given page in responses to a direct question	
2	Give the sound when shown any grapheme taught Read Phase 5 tricky words Read automatically all letters and sounds 100 HFW Read words from Next 200 Common words Read aloud unfamiliar texts taking account of simple punctuation and using same expression Understand and spell words the suffixes -ment, -ness, -ful -less	Find words that help you know e.g. how a character is feeling Discuss favourite words and phrases	Make comparisons between texts, noting similarities and differences e.g. layout, theme, character and settings	Make simple predictions based on knowledge e of how books develop or end	Explain how the main features of non-fiction texts are used Identify key themes and discuss reasons for events ins stories	Recall the main ideas and story Comment on character and setting when questioned Say what they have found out from reading a page in a non-fiction text	Identify key events in a story in correct sequence Clearly identify begin g, middle or end
2	Read all words from Next 200 Common words Read aloud unfamiliar texts taking account of a wider range of punctuation and using appropriate expression Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context Read most familiar words quickly and accurately without overt sounding and blending Sound out most unfamiliar words accurately without undue hesitation	Begin to understand the effects of different words and phrases Build up a repertoire of poems learnt by heart	Discuss the character of people in books and discuss how they know what they are like	Gain overall impression of text and make predictions about content. Subject so a book	Go beyond experience or general impression and infer to text to explain meaning Respond to texts, discussing preferences with reference to favourite characters and to books with similar themes Respond to a range of both classic and contemporary poetry that is read to them	Recall the main ideas from a wide range of fairy stories and traditional; takes Comment on characters and how they relate to each other Answer a range of literal questions showing their understanding Find the answers to questions about a page or two, both written and oral	Understand how to use alphabetically ordered texts Discuss the sequence of events in books and how items of information relate

## READING

YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
3 and 4	<p>Understand how dialogue is punctuated and laid out and read it with appropriate expression</p> <p>Accurately read words of two or more syllables</p> <p>Accurately read words that have unusual; correspondence between spelling and sound</p> <p>automatic decoding is embedded</p> <p>Sustain silent reading</p>	<p>Know how language is used to create effects</p>	<p>Explore underlying themes and ideas, making clear references to text</p> <p>Discuss the actions of the main characters and justify views using evidence from the text</p> <p>Make inferences on the basis of what is said and done</p>	<p>Make predictions based on what has been read so far</p>	<p>Understand the features of page layout in nonfiction</p> <p>Evaluate the usefulness of information</p> <p>Respond to and evaluate books read making explicit reference to the texts</p> <p>Make links between books that have read</p>	<p>Understand how to use an index to locate specific information</p>	<p>Identify the main point and summarise orally the content of a passage of text</p> <p>Use notes to summarise the main points from a passage/passages of text</p>
3 and 4	<p>Read aloud with intonation and expression, showing an awareness and understanding of different voices</p> <p>Recognise function of apostrophes in omission and pronounce contracted forms correctly</p> <p>Accurately read words of two or more syllables</p> <p>Accurately read words that have unusual; correspondence between spelling and sound</p>	<p>Discuss words and phrases that capture interest and imagination</p> <p>Prepare poems and play scripts to perform showing intonation tone, volume and action</p> <p>Begin to link vocabulary to purpose of text</p> <p>Use dictionary to check meaning of unfamiliar words</p>	<p>Infer characters thoughts and feelings from their actions and provide direct evidence from the text</p>	<p>Make predictions based on what has been read so far</p>	<p>Discuss and review own reading habits</p> <p>Make simple connections between texts and the time in which they were set, with a focus on myths and legends</p>	<p>Provides relevant selected information in a book blurb or review</p>	<p>Understand narrative order and chronology tracking the passing of time in stories</p>
3 and 4	<p>Read aloud confidently to an audience, with expression and intonation, adapting reading style to audience</p> <p>Take account of a full range of punctuation and conjunctions to main fluency and meaning when reading</p> <p>Sustain silent reading to include longer more complex texts</p>	<p>Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension</p>	<p>Infer characters thoughts, feelings and motives from their actions and justify with evidence from the texts</p>	<p>Make predictions based on what has been read so far</p>	<p>Distinguish between fact and opinion and recognise the point of view presented in a text</p> <p>Understand and begin to identify different ways in which authors pace, build up and sequence stories</p> <p>Identify the features of different text types</p>	<p>Construct key questions for factual research</p> <p>Understand</p>	<p>Understand narrative order and chronology tracking the passing of time in stories</p>

## READING

YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
5	<p>Use knowledge of root words, derivations and spelling patterns to read unknown words</p> <p>Know how to work out the pronunciation of homophones using the context of the sentence</p> <p>Read fluently, applying and understanding more sophisticated punctuation marks and their impact on reading</p> <p>Become familiar with a range of books from other cultures and traditions</p> <p>Become familiar with writing from our literary heritage</p>	<p>Understand the difference between literal and figurative language</p>	<p>Infer meaning with references to the text but also applying wider experiences</p>	<p>Use knowledge of fiction and nonfiction texts to make and confirm predictions of either structure or content whilst reading.</p>	<p>Identify the point from which a story is told and respond e.g. tell story from different viewpoint</p> <p>Make links between different texts which share characters, settings or features</p> <p>Comment critically on the overall impact of poetry and prose with a reference to a range of features</p> <p>Identify and describe the style of different writers and poets.</p> <p>Comment on how writers convey setting, character and mood through sentence structure</p>	<p>Locate information confidently and efficiently by using appropriate skills e.g. skimming, scanning, text marking</p> <p>Use the blurb, front cover and review to make informed decisions about which books to read</p> <p>Make use of the features of specific text types to locate specific information e.g. contents, headings</p>	<p>Discuss and summarise main ideas and identify key supporting details</p> <p>Make brief, clearly organised notes of key points</p>
YR GROUP	Decoding and fluency	V Vocabulary	I Inference	P Prediction	E Explaining	R Retrieval	S Summarise
6	<p>Use knowledge of root words, derivations and spelling patterns to read unknown words</p> <p>Know how to work out the pronunciation of homophones using the context of the sentence</p> <p>Read fluently, applying and understanding more sophisticated punctuation marks and their impact on reading</p> <p>Become familiar with a range of books from other cultures and traditions</p> <p>Become familiar with writing from our literary heritage</p>	<p>Identify various features of writer's use of language and explain why this has been chosen.</p>	<p>Developed explanations of inferred meanings, drawing on evidence across the text from beginning to end</p> <p>Make detailed inferences, securely based in textual evidence</p>	<p>Explore a text to support and justify predictions and opinions (APE – answer, proof and explanation)</p>	<p>Identify analyse and evaluate a range of techniques used to create moods, feelings, messages and attitudes</p> <p>Explain the techniques author has used to organise a text</p> <p>Articulate responses to literature and explain how and why that particular texts affects the reader</p> <p>Identify and explain similarities and differences between texts, or versions of the same story</p> <p>Give some explanation of how the contexts (historical/cultural) in which texts are written and read, contribute to meaning</p> <p>Compare and contrast themes, characters and features across a range of texts and evaluate their usefulness with regards to source, history and author.</p>	<p>Skim and scan to clearly identify the most relevant points, including those selected from different places in the texts.</p> <p>Collect and organise relevant key ideas from a range of sources.</p>	<p>Clearly identify the main purpose of the text through a general overview</p>

## Writing (to include grammar, punctuation and spelling)

YR Group	Age banding	Skills
<b>Early Years</b>	<b>Birth to 3 years</b>	<ul style="list-style-type: none"><li>• Enjoy drawing freely</li><li>• Add some marks to their drawings, which they give meaning to.</li><li>• Make marks on their pictures to stand for their name.</li></ul>
	<b>3 – 4 years</b>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Write some or all of their name</li><li>• Write some letters accurately</li></ul>
	<b>Reception</b>	<ul style="list-style-type: none"><li>• Form lower-case and capital letters accurately</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>
	<b>ELGs</b>	<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>

## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
1	<p>Words containing each of the 40+phonemes taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using spelling rule for adding –s or –es as the plural marker for nouns</p> <p>Using the prefix un-</p> <p>Using –ing, -ed, -er, est where no change is necessary</p> <p>Apply simple spelling rules and guidance from Appendix 1 in NC</p>	<p>Write from memory simple sentence dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Writing about personal experiences</p> <p>Writing lists and captions</p> <p>Writing simple rhyming poetry</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>Sit correctly at a table, holding 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>Joining words and joining clauses using 'and'</p> <p>Sequencing sentences to form short narratives</p> <p>Regular plural noun suffixes (-s, -es)</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Un- prefix to change meaning of adjectives/adverbs</p> <p>Separation of words with spaces</p> <p>Begin to punctuate sentences using a capital letter and a full stop, questions or exclamation mark</p> <p>Using a capital letter for names of people, places, days of the week and personal pronoun 'I'</p>

**Grammatical terminology:**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation



## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
2	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already know</p> <p>Leaning to spelling common exception words</p> <p>Distinguish between homophones and near-homophones Learning the possessive apostrophe Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, -ment, ness,-ful, -less, -ly</p> <p>Apply simple spelling rules and guidance from Appendix 1 in NC</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>Writing narratives about personal experiences and those of others (real and fictional))</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p>	<p>Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form 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>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal joins and horizontal strokes need to join letters, and understand which letters, when adjacent to each other are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to the lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that or because) and coordination (and,or,but) Some features of written English</p> <p>Suffixes to form new words (-ful, s-er, -ness)</p> <p>Commas in lists</p> <p>Apostrophes for omission and singular possession</p> <p>Consistently using capital letters, full stops, questions marks or exclamations in own sentences</p>

**Grammatical terminology:**

Noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma

## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
3	<p>Spell further homophones</p> <p>Spell words that are often misspelt Use further prefixes and suffixes and understand how to add hem</p> <p>Place the possessive apostrophe accurately in words with regular plurals and irregular r plurals</p> <p>Use the first 2 or 3 letters of word to check spelling in a dictionary</p>	<p>Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, character and plot</p> <p>In non-narrative materials, using simple organisational devices</p> <p>Assessing effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use the diagonal and horizontal strokes that are need 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>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions adverbs and prepositions to express time and cause</p> <p>Using the present perfect form of verbs in contrast to past tense</p> <p>Form nouns using prefixes</p> <p>Use the correct form of 'a' and 'an'</p> <p>Using and punctuating direct speech</p>

**Grammatical terminology:**

Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant consonant letter, vowel, vowel letter, . Inverted speech marks

## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
4	<p>Spell further homophones Spell words that are often misspelt Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Discussing and recording ideas Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure Organising paragraphs around a theme In narratives, creating settings, character and plot In non-narrative materials, using simple organisational devices Assessing effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use the diagonal and horizontal strokes that are need to join letters and understand which letters, when adjacent to one another are best left unjoined Increase the legibility, consistency and quality of their handwriting</p>	<p>Continuing to extend the range of conjunctions used with sentences with more than one clauses Choosing nouns, pronouns and appropriate synonyms for clarity, cohesion and avoid repetition Using fronted adverbials Standard English verb inflections Extended noun phrase Using and punctuating direct speech Indicating possession by using the possessive apostrophe with singular and plural nouns</p>

**Grammatical terminology:**

Determiner, pronoun, possessive pronoun, adverbial

## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
5	<p>Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use dictionaries to check the spelling and meaning of words Use further prefixes and suffixes and understand the guidance for adding them Learning the spelling words from Year 5 and 6 spelling list</p>		<p>Identifying the purpose and audience of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Noting and developing ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, beginning to understand how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and starting to integrate dialogue to convey character and advance action Précising longer passages Using a wider range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure texts to guide the reader. Assessing the effectiveness of their own and other's writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring consistent use of tense Editing for subject/verb agreement Proofreading for spelling and punctuation errors</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Choosing which shape of alter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task</p>	<p>Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, that with an implied relative pronoun Converting nouns or adjectives into verbs Verb prefixes Devices to build cohesion Use of commas to clarify meaning or avoid ambiguity Use of brackets, dashes and commas for parenthesis Use of a thesaurus Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility</p>

### Grammatical terminology:

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dashes, cohesion, ambiguity

## Writing (to include grammar, punctuation and spelling)

YR GROUP	Phonic and spelling	Transcription	Contexts for writing	Planning, drafting and editing writing	Performing writing	Handwriting	Grammar, vocabulary and punctuation
6	<p>Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use dictionaries to check the spelling and meaning of words Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Learning the spelling words from Year 5 and 6 spelling list</p>		<p>Identifying the purpose and audience of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Noting and developing ideas, drawing on reading and research where necessary</p> <p>Selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and starting to integrate dialogue to convey character and advance action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure texts to guide the reader. Assessing the effectiveness of their own and other's writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring consistent use of tense</p> <p>Editing for subject/verb agreement</p> <p>Proofreading for spelling and punctuation errors</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Choosing which shape of alter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p> <p>Maintain legibility when join at speed</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use of passive verbs to affect presentation of information</p> <p>Use of perfect form of verbs to mark relationship of time and causes</p> <p>Differences in formal and informal language</p> <p>Synonyms and antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>

**Grammatical terminology:**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

## Speaking and Listening

Year group	Age banding	Skills
<b>EYFS</b>	<b>Birth to 3 years</b>	<ul style="list-style-type: none"> <li>• Enjoy sounds and rhymes, tuning in and paying attention</li> <li>• Join in with songs and rhymes, copying sounds, rhymes, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes</li> <li>• Sing songs and say rhymes independently</li> <li>• Pay attention and responds to pictures and words</li> </ul>
	<b>3 to 4 years</b>	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can                             <ul style="list-style-type: none"> <li>- Spot and suggest rhymes</li> <li>- Count or clap syllables in words</li> <li>- Recognise words with the same initial sound, such as money or mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>
	<b>Reception</b>	
	<b>ELGs</b>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

# Speaking and Listening

Year group	Listen carefully and understand	Develop a wide and subject-specific vocabulary	Speak with clarity and confidence	Present stories with structure	Hold conversations and debates
<b>Year 1 and 2</b>	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Speak confidently to a group of peers so that they understand the message of what is being said.</li> <li>• Reflect on the clarity of the message given.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Take part in role play of a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Know that different people hold opinions that are different from our own.</li> <li>• Know that different language is appropriate in different situations (formal and informal)</li> <li>• Make contributions that are relevant to those that have come before.</li> </ul>

## Speaking and Listening

Year group	Listen carefully and understand	Develop a wide and subject-specific vocabulary	Speak with clarity and confidence	Present stories with structure	Hold conversations and debates
<b>Year 3 and 4</b>	<ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>• Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> <li>• Explain a project or concept to a group of peers.</li> <li>• Explain and develop ideas across the curriculum.</li> <li>• Reflect on the effectiveness of the explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Respond appropriately when in role including basic improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> <li>• Vary language between formal and informal according to the situation.</li> </ul>



## Speaking and Listening

Year group	Listen carefully and understand	Develop a wide and subject-specific vocabulary	Speak with clarity and confidence	Present stories with structure	Hold conversations and debates
<b>Year 5 and 6</b>	<ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Demonstrate active listening by justifying ideas or expanding on the ideas of others.</li> <li>• Recognise and explain some idioms.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Present an idea, topic or explanation to a group of peers.</li> <li>• Expand and justify ideas across the curriculum.</li> <li>• Reflect on the effectiveness of the explanation, expansion and justification.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction).</li> <li>• Interweave action, character descriptions, settings and dialogue in a performance.</li> <li>• Perform in improvised role play, group or class performances considering the effectiveness of delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> <li>• Add humour to a discussion or debate where appropriate.</li> <li>• Select appropriate language in a range of situations (formal or informal).</li> </ul>