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Word reading				
EYFS	Year 1	Year 2	Year 3/4	Year 5/6
•Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. •Read a few common exception words matched to the school's phonic programme.	**Pupils should be taught to:** • apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read other words of more than one syllable that contain taught GPCs • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including,	**Pupils should be taught to:** • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read accurately words of two or more syllables that contain the same graphemes as above • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered	**Pupils should be taught to:** • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	**Pupils should be taught to:** • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

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	where applicable, alternative sounds for graphemes 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	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation		
•Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• re-read these books to build up their fluency and confidence in word reading • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)	• re-read these books to build up their fluency and confidence in word reading • read words containing common suffixes		
	Reading Comprehension			
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
	Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Pupils should be taught to:** • develop pleasure in reading, motivation to read, vocabulary and understanding by:	**Pupils should be taught to:** • develop positive attitudes to reading and understanding of what they read by:	**Pupils should be taught to:** • maintain positive attitudes to reading and understanding of what they read by:

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	◊ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	◊ listening to, discussing and expressing 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	◊ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	◊ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	◊ being encouraged to link what they read or hear read to their own experiences ◊ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	◊ being introduced to non-fiction books that are structured in different ways ◊ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	◊ reading books that are structured in different ways and reading for a range of purposes ◊ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	◊ reading books that are structured in different ways and reading for a range of purposes ◊ increasing 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
	◊ recognising and joining in with predictable phrases	◊ discussing their favourite words and phrases	◊ discussing words and phrases that capture the reader's interest and imagination	
	◊ discussing word meanings, linking new meanings to those already known	◊ discussing and clarifying the meanings of words, linking new meanings to known vocabulary	◊ using dictionaries to check the meaning of words that they have read	
	◊learning to appreciate rhymes and poems, and to recite some by heart	◊ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	◊ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	◊ preparing 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 ◊ learning a wider range of poetry by heart

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		◊ recognising simple recurring literary language in stories and poetry ◊ discussing the sequence of events in books and how items of information are related	◊ recognising some different forms of poetry (e.g. free verse, narrative poetry) ◊ identifying themes and conventions in a wide range of books	◊ identifying and discussing themes and conventions in and across a wide range of writing ◊ recommending books that they have read to their peers, giving reasons for their choices ◊ making comparisons within and across books
	• understand both the books they can already read accurately and fluently and those they listen to by: ◊ drawing on what they already know or on background information and vocabulary provided by the teacher ◊ checking that the text makes sense to them as they read and correcting inaccurate reading ◊ making inferences on the basis of what is being said and done	• understand both the books that they can already read accurately and fluently and those that they listen to by: ◊ drawing on what they already know or on background information and vocabulary provided by the teacher ◊checking that the text makes sense to them as they read and correcting inaccurate reading ◊ making inferences on the basis of what is being said and done	• understand what they read, in books they can read independently, by: ◊ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ◊ drawing inferences such as inferring characters' feelings, thoughts and motives from	• understand what they read by: ◊ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ◊ drawing inferences such as inferring characters' feelings, thoughts and

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			their actions, and justifying inferences with evidence	motives from their actions, and justifying inferences with evidence
	◊ predicting what might happen on the basis of what has been read so far	◊ predicting what might happen on the basis of what has been read so far	◊ predicting what might happen from details stated and implied	◊ predicting what might happen from details stated and implied
	◊participate in discussion about what is read to them, taking turns and listening to what others say	◊ answering and asking questions	◊ asking questions to improve their understanding of a text	◊ asking questions to improve their understanding
	◊ discussing the significance of the title and events		◊ identifying main ideas drawn from more than one paragraph and summarising these	◊ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
			◊ identifying how language, structure, and presentation contribute to meaning	◊ identifying how language, structure and presentation contribute to meaning
			• retrieve and record information from non-fiction	• retrieve, record and present information from non-fiction
	• explain clearly their understanding of what is read to them	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		• 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
		• 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	• 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	•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

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				• provide reasoned justifications for their views • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion
	Writing Transcription			
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
•Spell words by identifying the sounds and then writing the sound with letter/s.	Spelling (see English Appendix 1) **Pupils should be taught to:** • spell: ◊ words containing each of the 40+ phonemes already taught ◊ common exception words ◊ the days of the week Pupils should be taught to : • name the letters of the alphabet: ◊ naming the letters of the alphabet in order ◊ using letter names to distinguish between alternative spellings of the same sound	Spelling (see English Appendix 1) **Pupils should be taught to:** • spell by: ◊ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ◊ learning to spell common exception words	Spelling (see English Appendix 1) **Pupils should be taught to:**	Spelling (see English Appendix 1) **Pupils should be taught to:**

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		◊ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ◊ distinguishing between homophones and near-homophones	• spell further homophones	• continue to distinguish between homophones and other words which are often confused
	• add prefixes and suffixes: ◊ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ◊ using the prefix un– ◊ using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper)	◊ learning to spell more words with contracted forms • add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly	• use further prefixes and suffixes and understand how to add them (English Appendix 1)	• use further prefixes and suffixes and understand the guidance for adding them
	• apply simple spelling rules and guidelines, as listed in English Appendix 1	• apply spelling rules and guidelines, listed in Appendix 1 ◊ learning the possessive apostrophe (singular) [for example, the girl's book]	• spell words that are often misspelt (English Appendix 1) ◊ place the possessive apostrophe accurately in words with regular plurals	• spell some words with 'silent' letters, e.g. knight, psalm, solemn

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	• 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 GPCs, common exception words and punctuation taught so far	[for example, girls', boys'] and in words with irregular plurals [for example, children's] • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use the first two or three letters of a word to check its spelling in a dictionary	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

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	Handwriting			
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
•Form lower-case and capital letters correctly.	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	• form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters	• 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	write legibly, fluently and with increasing speed by:

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			• increase the legibility, consistency and quality of their handwriting, e.g. 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	◊ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters ◊ choosing the writing implement that is best suited for a task
	Composition			
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
	Pupils should be taught to:	**Pupils should be taught to:**	**Pupils should be taught to:**	**Pupils should be taught to:**
		• consider what they are going to write before beginning by: ◊ planning or saying out loud what they are going to write about ◊ writing down ideas and/or key words, including new vocabulary ◊ encapsulating what they want to say, sentence by sentence	• plan their writing by: ◊ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ◊ discussing and recording ideas	• plan their writing by: ◊ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ◊ noting and developing initial ideas, drawing on reading and research where necessary ◊ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
•Write short sentences with words with known sound-letter correspondences	• write sentences by: ◊ saying out loud what they are going to write about	• develop positive attitudes towards and stamina for writing by:	• draft and write by: ◊ composing and rehearsing sentences orally (including dialogue), progressively	• draft and write by: ◊ selecting appropriate grammar and vocabulary, understanding how such

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using a capital letter and full stop.	◊ composing a sentence orally before writing it ◊ sequencing sentences to form short narratives ◊ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils	◊ writing narratives about personal experiences and those of others (real and fictional) ◊ writing about real events ◊ writing poetry ◊ writing for different purposes • make simple additions, revisions and corrections to their own writing by: ◊ evaluating their writing with the teacher and other pupils ◊ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ◊ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ◊ organising paragraphs around a theme ◊ in narratives, creating settings, characters and plot ◊ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) • evaluate and edit by: ◊ assessing the 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	choices can change and enhance meaning ◊ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ◊ précising longer passages ◊ using a wide range of devices to build cohesion within and across paragraphs ◊ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • evaluate and edit by: ◊ assessing the effectiveness of their own and others' writing ◊ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ◊ ensuring the consistent and correct use of tense throughout a piece of writing ◊ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

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•Re-read what they have written to check that it makes sense.	• read aloud their writing 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 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 • proof-read for spelling and punctuation errors	• proof-read for spelling and punctuation errors ◊ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	Spelling, Grammar and Punctuation – to be used in conjunction with the appendix 2 progression grid			
EYFS	**Year 1**	**Year 2**	**Year 3/4**	**Year 5/6**
	VG&P (see English Appendix 2) Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ leaving spaces between words ◊ joining words and joining clauses using and ◊ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ◊ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	VP&G (see English Appendix 2) Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	VP&G (see English Appendix 2) Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although ◊ using the present perfect form of verbs to mark relationships of time and cause ◊ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	VP&G (see English Appendix 2) Pupils should be taught to: • develop their understanding of the concepts set out in English Appendix 2 by: ◊ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ◊ using passive verbs to affect the presentation of information in a sentence ◊ using the perfect form of verbs to mark relationships of time and cause ◊ using expanded noun phrases to convey complicated information concisely ◊ using modal verbs or adverbs to indicate degrees of possibility ◊ using relative clauses beginning with who,

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	◊ learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing	• learning how to use: ◊ sentences with different forms: statement, question, exclamation, command ◊ expanded noun phrases to describe and specify, e.g. the blue butterfly ◊ the present and past tenses correctly and consistently including the progressive form ◊ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ◊ the grammar for year 2 in English Appendix 2 ◊ some features of written Standard English	◊ using conjunctions, adverbs and prepositions to express time and cause ◊ using fronted adverbials ◊ learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: ◊ using commas after fronted adverbials ◊ indicating possession by using the possessive apostrophe with plural nouns ◊ using and punctuating direct speech	which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ◊ learning the grammar for years 5 and 6 in English Appendix 2

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		• use and understand the grammatical terminology in English Appendix 2 in discussing their writing	• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	