

Reading, Writing and Spoken Language



Progression of skills

We will provide a rich and varied English curriculum that ignites our Children's imagination and empower them to read and write. Our children will understand how they can influence the world around them, knowing that "all things are possible with God" (Matthew 19:26).

Progression



Writing Skills

Transcript (T)**Spelling**

Spell by:

1. use further prefixes and suffixes and understand how to add them (English Appendix 1)
2. spell further homophones
3. spell words that are often misspelt (English Appendix 1)
4. place the possessive apostrophe accurately in words with regular plurals for example, girls', boys', and in words with irregular plurals for example, children's
5. use the first two or three letters of a word to check its spelling in a dictionary
6. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition (WC)

plan their writing by:

1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
2. discussing and recording ideas
3. draft and write by:
4. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
5. organising paragraphs around a theme
6. in narratives, creating settings, characters and plot
7. in non-narrative material, using simple organisational devices for example, headings and sub-headings

evaluate and edit by:

8. assessing the effectiveness of their own and others' writing and suggesting improvements
9. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
10. proof-read for spelling and punctuation errors
11. 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.

Handwriting (H)

1. 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
2. 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.

Vocabulary, Grammar and Punctuation (VGP)develop their understanding of the concepts set out in English Appendix 2 by:

1. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
2. using the present perfect form of verbs in contrast to the past tense
3. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
4. using conjunctions, adverbs and prepositions to express time and cause
5. using fronted adverbials
6. learning the grammar for years 3 and 4 in English Appendix 2
7. indicate grammatical and other features by:

8. using commas after fronted adverbials
9. indicating possession by using the possessive apostrophe with plural nouns
10. using and punctuating direct speech
11. use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5/6	Writing
<p>Transcript (T) Spelling Spell by:</p> <ol style="list-style-type: none"> 1. use further prefixes and suffixes and understand the guidance for adding them 2. spell some words with 'silent' letters for example, knight, psalm, solemn 3. continue to distinguish between homophones and other words which are often confused 4. 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 5. use dictionaries to check the spelling and meaning of words 6. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 7. use a thesaurus 	<p>Composition (WC) plan their writing by:</p> <ol style="list-style-type: none"> 1. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. noting and developing initial ideas, drawing on reading and research where necessary 3. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ol style="list-style-type: none"> 4. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 5. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 6. practising longer passages 7. using a wide range of devices to build cohesion within and across paragraphs 8. using further organisational and presentational devices to structure text and to guide the reader for example, headings, bullet points, underlining <p>evaluate and edit by:</p> <ol style="list-style-type: none"> 9. assessing the effectiveness of their own and others' writing 10. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 11. ensuring the consistent and correct use of tense throughout a piece of writing 12. ensuring correct subject and verb agreement when using singular and plural, 13. distinguishing between the language of speech and writing and choosing the appropriate register 14. proof-read for spelling and punctuation errors 15. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<p>Handwriting (H)</p>	<p>Vocabulary, Grammar and Punctuation (VGP) develop their understanding of the concepts set out in English Appendix 2 by:</p>

1. write legibly, fluently and with increasing speed by:
2. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
3. choosing the writing implement that is best suited for a task

1. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
2. using passive verbs to affect the presentation of information in a sentence
3. using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely
4. using modal verbs or adverbs to indicate degrees of possibility
5. using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
6. learning the grammar for years 5 and 6 in English Appendix 2
indicate grammatical and other features by:
 7. using commas to clarify meaning or avoid ambiguity in writing
 8. using hyphens to avoid ambiguity
 9. using brackets, dashes or commas to indicate parenthesis
 10. using semi-colons, colons or dashes to mark boundaries between independent clauses
 11. using a colon to introduce a list
 12. punctuating bullet points consistently
 13. use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Writing Progression	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic Whole word spelling	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	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 known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones	spell further homophones spell words that are often misspelt (Appendix 1)	spell further homophones spell words that are often misspelt (Appendix 1)	spell some words with 'silent' letters 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, as listed in Appendix 1	spell some words with 'silent' letters 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, as listed in Appendix 1
Other word building spelling	using the spelling rule for adding ss or ses as the plural marker for nouns and the third person singular marker for verbs using the prefix uns. using sing, sed, ser and sest where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1	learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including sment, sness, sful, sless, sly apply spelling rules and guidelines from Appendix 1	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	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	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these 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.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

<p>Handwriting</p>	<p>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' and to practise these</p>	<p>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.</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 increase the legibility, consistency and quality of their handwriting</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 increase the legibility, consistency and quality of their handwriting</p>	<p>choosing which shape of a letter 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>choosing which shape of a letter 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>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing		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 its structure, vocabulary and grammar write to suit purpose showing some features of the genre being taught	discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar write to suit purpose and with a growing awareness of audience, using some appropriate features	discuss the audience and purpose for a piece of writing ^x with some support - select the appropriate form and use other similar writing as models for their own when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed	confidently identify the audience and purpose for a piece of writing ^x adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed
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	talk about and record initial ideas compose and rehearse sentences orally (inc dialogue)	discuss and develop initial ideas in order to plan before writing	discuss and develop a variety of initial ideas in order to plan before writing s choosing the most appropriate ideas to develop	use discussion effectively to develop ideas and language before and during writing
Drafting Writing	sequence sentences to form short narratives	write down ideas and/or key words including new vocabulary encapsulate what they want to say, sentence by sentence	Start to organise paragraphs broadly around a theme with some scaffolding write chronological narratives write in sequence describe characters, settings and/or plot in simple ways adding some interesting details	organise writing into appropriate sections or paragraphs s both for fiction and non-fiction appropriately use a range of presentational devices including use of title and subheadings use dialogue note: balance between dialogue and narrative may be uneven describe characters, settings and plot with some appropriate interesting details	organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs use a range of presentational devices including use of title, subheadings and bullet points use dialogue to indicate character and event describe characters, setting and plot with growing precision find key words and ideas s begin to write summaries	organise and shape paragraphs effectively s develop and expand some ideas in depth, adding detail within each paragraph use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense use a range of presentational devices which clearly guide the

						<p>reader eg: bullet points, tables, columns</p> <p>integrate dialogue to convey and contrast characters and to advance the action</p> <p>describe characters, settings and atmosphere with some precision</p> <p>use complex plot structures</p>
Editing Writing	<p>discuss what they have written with the teacher or other pupils</p> <p>re-read what they have written to check that it makes sense</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently s including verbs in the continuous form</p> <p>proof-read to check for errors in spelling, grammar and punctuation</p>	<p>evaluate own and others' writing s with direction</p> <p>re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>make changes to their own writing following a re-read</p>	<p>evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p> <p>proof-read, edit and revise their own work</p>	<p>evaluate own and others' writing: proof-read, edit and revise s making changes which clarify descriptions and meaning</p> <p>proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p>	<p>evaluate own and others' writing: proof-read, edit and revise s making assured changes to enhance effects and clarify meaning</p> <p>proof-read to ensure correct subject and verb agreement when using singular and plural s</p> <p>distinguishing between the language of speech and writing and choosing the appropriate register</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing writing	read their writing aloud, clearly enough to be heard	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear s. beginning to show an awareness of audience	confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear s. showing a developed awareness of audience
Vocabulary	join words and clauses using "and"	expanded noun phrases to describe and specify	extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc	begin to use a thesaurus to expand vocabulary & choose vocabulary and grammar to suit formal and informal writing s. with guidance use vocabulary which is becoming more precise	confidently use a thesaurus to find precise word choices and further expand vocabulary & grammar to suit formal and informal writing with growing precision use vocabulary which is varied, interesting and precise
Grammar		use sentences with different forms s. statement, question, exclamation, command & use the present and past tenses correctly and consistently including the progressive form use subordination (when, if, that, because) and coordination (or and but) use some features of written Standard English suffixes to form new words (-ful, -er, -ness)	use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements use coordinating and simple subordinating conjunctions to join clauses identify and use a range of prepositions consolidate knowledge of word classes: noun, adjective, verb, adverb use a or an according to whether the next word begins with a consonant	use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause use a variety of coordinating and subordinating conjunctions accurately use sequencing conjunctions vary sentence openers s. including using fronted adverbials	write a range of sentence structures which are grammatically accurate understand 'relative clause' begins with relative pronouns s. who, which, where, when, whose indicate degrees of possibility using adverbs eg: perhaps, surely & indicate degrees of possibility using modal verbs usually maintain the correct tense begin to recognise active and passive voice identify and select determiners (understand	write a range of sentence structures (simple and complex) including relative clauses eg: using that, which use modal verbs with precision to indicate degrees of possibility maintain correct tense and control perfect form of verbs eg: He has collected some shells. recognise and use the subjunctive form of the verb when appropriate understand and use active and passive voice (to show the flow of 'power') identify the subject and object

			<p>or vowel use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play</p>	<p>use expanded noun phrases and adverbial phrases to expand sentences</p> <p>identify the correct determiner eg: a, an, these, those</p> <p>use the appropriate pronoun or noun within and across sentences</p> <p>usually use the past or present tense and 1st / 3rd person consistently</p>	<p>articles as specific determiners an, the, a)</p>	<p>identify synonyms and antonyms</p>
Punctuation	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, days of the week and the personal pronoun I</p>	<p>use familiar and new punctuation correctly including s. full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p>	<p>demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession</p> <p>identify direct speech and begin to use inverted commas for direct speech</p>	<p>use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p> <p>use inverted commas accurately for direct speech</p>	<p>demarcate sentences correctly s. use a comma for a pause in complex sentences begin to use punctuation for parenthesis: brackets, commas and dashes</p>	<p>use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points</p>
Terminology	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma</p>	<p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Progression



Reading Skills

Year 3/4	Reading	
Language and Literacy Curriculum	- Word Reading (WR)	Comprehension (C)
<p>Spoken Language (SL)</p> <ol style="list-style-type: none"> 1. listen and respond appropriately to adults and their peers 2. ask relevant questions to extend their understanding and knowledge 3. use relevant strategies to build their vocabulary 4. articulate and justify answers, arguments and opinions 5. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 6. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 7. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 8. speak audibly and fluently with an increasing command of Standard English 9. participate in discussions, presentations, performances, role play, improvisations and debates 10. gain, maintain and monitor the interest of the listener(s) 11. consider and evaluate different viewpoints, attending to and building on the contributions of others 12. select and use appropriate registers for effective communication. 	<ol style="list-style-type: none"> 1. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words they meet 2. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ol style="list-style-type: none"> 1. develop positive attitudes to reading and understanding of what they read by: 2. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. reading books that are structured in different ways and reading for a range of purposes 4. using dictionaries to check the meaning of words that they have read 5. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 6. identifying themes and conventions in a wide range of books 7. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 8. discussing words and phrases that capture the reader's interest and imagination 9. recognising some different forms of poetry for example, free verse, narrative poetry 10. understand what they read, in books they can read independently, by: 11. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 12. asking questions to improve their understanding of a text 13. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 14. predicting what might happen from details stated and implied

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| | | <p>15. identifying main ideas drawn from more than one paragraph and summarising these</p> <p>16. identifying how language, structure, and presentation contribute to meaning</p> <p>17. retrieve and record information from non-fiction</p> <p>18. 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> |
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Year 5/6	Reading	
Language and Literacy Curriculum	- Word Reading (WR)	Comprehension (C)
<p>Spoken Language (SL)</p> <ol style="list-style-type: none"> 13. listen and respond appropriately to adults and their peers 14. ask relevant questions to extend their understanding and knowledge 15. use relevant strategies to build their vocabulary 16. articulate and justify answers, arguments and opinions 17. give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 18. maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 19. use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 20. speak audibly and fluently with an increasing command of Standard English 21. participate in discussions, presentations, performances, role play, improvisations and debates 22. gain, maintain and monitor the interest of the listener(s) 23. consider and evaluate different viewpoints, attending to and building on the contributions of others 24. select and use appropriate registers for effective communication. 	<ol style="list-style-type: none"> 1. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. 	<ol style="list-style-type: none"> 2. maintain positive attitudes to reading and understanding of what they read by: 3. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. reading books that are structured in different ways and reading for a range of purposes 5. 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 6. recommending books that they have read to their peers, giving reasons for their choices 7. identifying and discussing themes and conventions in and across a wide range of writing 8. making comparisons within and across books 9. learning a wider range of poetry by heart 10. 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 11. understand what they read by: 12. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 13. asking questions to improve their understanding 14. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 15. predicting what might happen from details stated and implied 16. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 17. identifying how language, structure and presentation contribute to meaning 18. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 19. distinguish between statements of fact and opinion

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| | | <p>20. <i>retrieve, record and present information from non-fiction</i></p> <p>21. <i>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</i></p> <p>22. <i>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</i></p> <p>23. <i>provide reasoned justifications for their views.</i></p> |
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.x</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.x</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.x</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including</p> <p>-sion, -tion, -cial, -tial,</p> <p>-ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.x</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endingsx and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

<p>Range of Reading</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p>
<p>Familiarity with texts</p>	<p>To retell familiar stories in increasing detail.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p>	<p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>

						<i>To compare characters, settings and themes within a text and across more than one text.</i>
<i>Poetry & Performance</i>	<i>To recite simple poems by heart.</i>	<i>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</i>	<i>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</i>	<i>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</i>	<i>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</i>	<i>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</i>
<i>Word meanings</i>			<i>using dictionaries to check the meaning of words that they have read</i>	<i>using dictionaries to check the meaning of words that they have read</i>		

<p>Understanding Summary</p>	<p>To discuss the significance of titles and events.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p>	<p>To identify themes and conventions in a wide range of books.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To identify how language, structure and presentation contribute to meaning.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To 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>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact</p>
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Inference	To begin to make simple inferences.	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	
Authorial Intent	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To discuss authors' choice of words and phrases for effect.	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

<p><i>Non-fiction</i></p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
<p><i>Discussing reading</i></p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</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 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>To 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>recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views</p>

Progression



Spoken language

<i>Year 3/4</i>	<i>Writing</i>
<i>Language and Literacy Curriculum</i>	
<p><i>Spoken Language (SL)</i></p> <ol style="list-style-type: none"> 1. <i>listen and respond appropriately to adults and their peers</i> 2. <i>ask relevant questions to extend their understanding and knowledge</i> 3. <i>use relevant strategies to build their vocabulary</i> 4. <i>articulate and justify answers, arguments and opinions</i> 5. <i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i> 6. <i>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> 7. <i>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i> 8. <i>speak audibly and fluently with an increasing command of Standard English</i> 9. <i>participate in discussions, presentations, performances, role play, improvisations and debates</i> 10. <i>gain, maintain and monitor the interest of the listener(s)</i> 11. <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i> 12. <i>select and use appropriate registers for effective communication.</i> 	

<i>Year 5/6</i>	<i>Writing</i>
<i>Language and Literacy Curriculum</i>	
<p><i>Spoken Language (SL)</i></p> <ol style="list-style-type: none"> 1. <i>listen and respond appropriately to adults and their peers</i> 2. <i>ask relevant questions to extend their understanding and knowledge</i> 3. <i>use relevant strategies to build their vocabulary</i> 4. <i>articulate and justify answers, arguments and opinions</i> 5. <i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i> 6. <i>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i> 7. <i>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i> 8. <i>speak audibly and fluently with an increasing command of Standard English</i> 9. <i>participate in discussions, presentations, performances, role play, improvisations and debates</i> 10. <i>gain, maintain and monitor the interest of the listener(s)</i> 11. <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i> 12. <i>select and use appropriate registers for effective communication.</i> 	

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<i>To listen to others in a range of situations and usually respond appropriately.</i>	<i>To 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.</i>	<i>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</i>	<i>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</i>	<i>To 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.</i>	<i>To make improvements based on constructive feedback on their listening skills.</i>
<i>To understand instructions with more than one point in many situations.</i>	<i>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.</i>	<i>To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.</i>	<i>To follow complex directions/multi-step instructions without the need for repetition.</i>		
<i>To begin to ask questions that is linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</i>	<i>To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</i>	<i>To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.</i>	<i>To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.</i>	<i>To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.</i>	<i>To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.</i>
<i>To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group</i>	<i>To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role-play and discuss the character's feelings.</i>	<i>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of</i>	<i>To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and</i>	<i>To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</i>	<i>To participate confidently in a range of different performances, role-play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s).</i>

<p>presentation or play performance. To take part in a simple role play of a known story.</p>	<p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To select and use appropriate registers for effective communication.</p>
<p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience. To 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. To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To 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>To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>

<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
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