

Spoken Language Progression of Skills

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>40-60 m Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Uses language to imagine and recreate roles and experiences in play situations. - Links statements and sticks to a main theme or intention. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduces a storyline or narrative into their play.</p> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Exceeding Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<ul style="list-style-type: none"> <li>• Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</li> <li>• Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'</li> <li>• Ask questions to find out things using 'how' and 'why' when prompted</li> <li>• Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration)</li> <li>• Able to group and name members of categories and to suggest possible category names</li> <li>• Able to guess the word from clues, or give others clues using shape, size, function, etc with support</li> <li>• Use language consistently to express likes and dislikes</li> <li>• Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</li> <li>• Use language to talk through a series of steps for example for simple problem solving e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.</li> <li>• Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.'</li> <li>• Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</li> <li>• Use language to talk self through steps required in simple problem solving e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</li> </ul>	<ul style="list-style-type: none"> <li>• Know the key points they need to focus on in order to answer a question</li> <li>• Understand complex 2 - 3 part instructions</li> <li>• Ask a range of different types of questions to find out specific information including 'how' and 'why'</li> <li>• Recognise when a message is not clear and be able to provide some information about why</li> <li>• Recognise when they haven't understood a word or words and be able to provide some information about why</li> <li>• Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this</li> <li>• Use simple conjunctions to justify or explain something</li> <li>• Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order</li> <li>• Describe in 2-3 sentences how to solve a problem</li> <li>• Able to use conjunctions to increase the length and grammatical complexity of sentences</li> <li>• Take turns to talk, listen and respond in two way conversations and groups</li> <li>• Accurately predict what will happen in a story or retelling of an event</li> <li>• Produce speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</li> <li>• Able to say words with 4 or more syllables fairly consistently</li> <li>• Able to manipulate sounds in words such as deleting sounds from words e.g. 'What word do you get if</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)</li> <li>• Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed</li> <li>• Ask a range of different types of questions to find out specific information including 'how' and 'why' about why</li> <li>• Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question</li> <li>• Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</li> <li>• Give reasons and explanations for choices and viewpoints in class discussions</li> <li>• Tell a story with a clear structure including the setting and ideas linked in different ways</li> <li>• Discuss how a character may be feeling and why</li> <li>• Able to use conjunctions to increase the length and grammatical complexity of sentences e.g. 'before, after, while, so'</li> <li>• Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</li> <li>• Understand how language is used to investigate and reflect on feelings</li> <li>• Produce speech that is consistently clear and easy to understand</li> <li>• Able to say words of any length with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to information, work out which elements are key and make relevant, related comments</li> <li>• Infer meanings, reasons and make predictions</li> <li>• Able to use a series of questions to keep a conversation flowing</li> <li>• Be aware of when they can't remember and ask for an explanation</li> <li>• Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding</li> <li>• Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</li> <li>• Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</li> <li>• Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased</li> <li>• Able to use fronted adverbials to increase the length and grammatical complexity of sentences</li> <li>• Able to sustain a conversation by giving reasons and explaining choices and views</li> <li>• Able to discuss cause and effect</li> <li>• Produce speech that is consistently clear and easy to understand</li> <li>• Able to say words of any length with accuracy I</li> <li>• Secure phonological awareness skills</li> <li>• Use formal language when appropriate in some familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to complex information and identify key elements and make relevant, related comments</li> <li>• Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</li> <li>• Use follow up questions linked to answers that have just been given</li> <li>• Ask a clarification question that requires the speaker to elaborate on what they have said</li> <li>• Incorporate topic vocabulary into their written and spoken work</li> <li>• Able to use complex sentences and link by meaning to present ideas logically</li> <li>• Include a subplot in telling stories and recalling events before resolving the main storyline</li> <li>• Present a point of view using persuasive language</li> <li>• Use complex sentences and conjunctions to link ideas together in order to present ideas logically</li> <li>• Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</li> <li>• Able to use complex sentences and to present ideas logically</li> <li>• Able to use language to persuade</li> <li>• Produce speech that is consistently clear and easy to understand</li> <li>• Able to say words of any length with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the key points made by a number of speakers and to compare different points of view</li> <li>• Appreciate sarcasm when it is obvious</li> <li>• Understand and use different types of questions: open, closed, rhetorical</li> <li>• Identify clearly when they haven't understood and be specific about what additional information they need</li> <li>• Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate</li> <li>• Able to use language to negotiate with others, to explain options available and to predict possible outcomes</li> <li>• Tell elaborate entertaining stories which are full of detailed descriptions</li> <li>• Share ideas and information, give and receive advice, offer and take notice of the opinion of others</li> <li>• Use long and complex sentence structures in class and other situations</li> <li>• Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others</li> <li>• Use inference, reasoning and prediction skills</li> <li>• Able to negotiate an agreement explaining other options and possible outcomes</li> <li>• Produce speech that is consistently clear and easy to understand</li> </ul>



WINTERBOURNE EARLS CE PRIMARY SCHOOL  
ENGLISH SKILLS PROGRESSION

	<ul style="list-style-type: none"> <li>• Produce speech that is clear and easy to understand, with only a few immaturities</li> <li>• Able to say words accurately with 3 syllables or less</li> <li>• Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds</li> <li>• Able to use appropriate tenses and word order</li> <li>• Remember their words and speak clearly in presentations, performances and role play</li> <li>• Able to initiate a conversation with a class visitor by using prepared questions</li> <li>• Respond to points of interest when listening to contributions of others</li> <li>• Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</li> </ul>	<p>you take away the 'f' sound from 'feet'? Answer: 'eat'.</p> <ul style="list-style-type: none"> <li>• Know that there are some terms or expressions that are only used amongst friends e.g. 'Hiya!', 'See ya later!'</li> <li>• Take turns to talk, listen and respond in two way conversations and groups</li> <li>• Usually able to keep to topic in a conversation</li> <li>• Can be easily prompted to move on if they are talking too much</li> <li>• Ask lots of questions to find out information and respond appropriately to the answers</li> <li>• Know that there are some terms or expressions that are only used amongst friends</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonological awareness skills when spelling, although some mistakes may still be made</li> <li>• Able to signal punctuation and emphasise meaning through the use of intonation e.g. pausing to divide speech into intelligible 'chunks' of meaning.</li> <li>• Respond to the opinions of others in the group</li> <li>• Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.</li> <li>• Exaggerate to make a story more interesting</li> <li>• Able to understand another's point of view and show whether they agree or disagree</li> <li>• Aware of the need to use more formal language with adult</li> </ul>	<ul style="list-style-type: none"> <li>• Able to take on group roles to discuss with peer</li> <li>• Add or omit detail according to how much is already known by the listener</li> <li>• Use intonation to give added emphasis</li> <li>• Able to identify and reflect on key points of what they have just been told</li> <li>• Understand and use popular colloquial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonological awareness skills</li> <li>• Use appropriately different words and phrases, from how people in that area normally talk, and standard English</li> <li>• Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</li> <li>• Able to present a point of view by presenting evidence and using persuasive language with familiar topics</li> <li>• Realise when the listener doesn't fully understand and try to help them</li> <li>• Is able to use humour effectively</li> <li>• Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</li> <li>• Use appropriately different words and phrases, from how people in that area normally talk, and standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Able to say words of any length with accuracy</li> <li>• Secure phonological awareness skills</li> <li>• Able to re-phrase what they want to say according to the audience</li> <li>• Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others</li> <li>• Able to present a point of view by presenting evidence and using persuasive language with academic topics</li> <li>• Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others</li> <li>• Sophisticated use of questions to help conversation flow</li> <li>• Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</li> <li>• Able to re-phrase what they want to say according to the audience</li> </ul>
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READING PROGRESSION OF SKILLS

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>WORD READING: DECODING</b></p>	<p>40 – 60 m Continues a rhyming string. - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. - Enjoys an increasing range of books. - Knows that information can be retrieved from books and computers.</p> <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p><b>COMPREHENSION: RANGE OF READING</b></p>	<p>Exceeding Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read</p>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books</li> </ul>
<p><b>FAMILIARITY WITH TEXTS</b></p>		<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Develop positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in "and across" a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: 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</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: 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</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<p><b>POETRY AND PERFORMANCE</b></p>		<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry,</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: 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</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart</li> <li>• Maintain positive attitudes to reading and understanding of what they read by: 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</li> </ul>
<p><b>WORD MEANINGS</b></p>		<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read</li> </ul>		

<p>UNDERSTANDING</p>	<ul style="list-style-type: none"> <li>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</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related</li> <li>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</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text</li> <li>Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text</li> <li>Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Understand what they read by: asking questions to improve their understanding</li> <li>Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Understand what they read by: asking questions to improve their understanding</li> <li>Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>
<p>INFERENCE</p>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done</li> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> </ul>
<p>PREDICTION</p>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Understand what they read by: predicting what might happen from details stated and implied</li> </ul>
<p>AUTHORIAL INTENT</p>		<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination</li> <li>Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination</li> <li>Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Understand what they read by: identifying how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Understand what they read by: identifying how language, structure and presentation contribute to meaning</li> </ul>



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NON-FICTION			<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>
DISCUSSING READING		<ul style="list-style-type: none"> <li>1 Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices</li> <li>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</li> <li>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</li> <li>Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Provide reasoned justifications for their views</li> </ul>

WRITING PROGRESSION OF SKILLS							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>TRANSCRIPTION</b>	40-60 m Gives meaning to marks they make as they draw, write and paint. · Begins to break the flow of speech into words. · Continues a rhyming string. · Hears and says the initial sound in words. · Can segment the sounds in simple words and blend them together.	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		
<b>HANDWRITING</b>	Links sounds to letters, naming and sounding the letters of the alphabet. · Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. · Writes own name and other things such as labels, captions. · Attempts to write short sentences in meaningful contexts.  Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<ul style="list-style-type: none"> <li>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</li> <li>Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>CONTEXTS FOR WRITING</b>	Exceeding Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing		<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>PLANNING AND DRAFTING WRITING</b>		<ul style="list-style-type: none"> <li>Write sentences by: saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence</li> <li>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme In narratives, creating settings, characters and atmosphere and integrating dialogue to convey character and advance action</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>Using further organisation and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance action</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>



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EDITING WRITING		<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>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 Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>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 Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>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 Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>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 Proofread for spelling and punctuation errors</li> </ul>
PERFORMING WRITING		<ul style="list-style-type: none"> <li>Read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
VOCABULARY		<ul style="list-style-type: none"> <li>Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes (super-, anti-)</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes (super-, anti-)</li> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>Use a thesaurus</li> <li>Develop their understanding by using expanded noun phrases to convey complicated information concisely</li> <li>Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -fy</li> <li>Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> </ul>	<ul style="list-style-type: none"> <li>Use a thesaurus</li> <li>Develop their understanding by using expanded noun phrases to convey complicated information concisely</li> <li>Converting nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify</li> <li>Verb prefixes: e.g. dis-, de-, mis-, over-, re-</li> </ul>



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GRAMMAR		<ul style="list-style-type: none"> <li>• Joining words and joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Learn how to use: sentences with different forms: statement, question, exclamation, command</li> <li>• Learn how to use: the present and past tenses correctly and consistently including the progressive form</li> <li>• Learn how to use: some features of written Standard English</li> </ul>	<p>Develop their understanding by:</p> <ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Use the correct form of 'a' or 'an'</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>Develop their understanding by:</p> <ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Use the correct form of 'a' or 'an'</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>Develop their understanding by:</p> <ul style="list-style-type: none"> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Devices to build cohesion, including adverbials of time, place and number</li> </ul>	<p>Develop their understanding by:</p> <ul style="list-style-type: none"> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Devices to build cohesion, including adverbials of time, place and number</li> </ul>
PUNCTUATION		<ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> <li>• Punctuation of bullet points to list information</li> <li>• How hyphens can be used to avoid ambiguity</li> </ul>