

Progression in English

| | | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
|---------|---------------|---|--|--|---|
| Writing | Transcription | <p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spell: <input type="checkbox"/> words containing each of the 40+ phonemes already taught <input type="checkbox"/> common exception words <input type="checkbox"/> the days of the week | <p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> spell by: <input type="checkbox"/> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | <p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) | <p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters, e.g. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused |

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| Writing | Transcription continued | <ul style="list-style-type: none"> <input type="checkbox"/> should be taught to : <input type="checkbox"/> name the letters of the alphabet: <input type="checkbox"/> naming the letters of the alphabet in order <input type="checkbox"/> using letter names to distinguish between alternative spellings of the same sound <input type="checkbox"/> add prefixes and suffixes: <input type="checkbox"/> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– <input type="checkbox"/> using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper) <input type="checkbox"/> apply simple spelling rules and guidelines, as listed in English Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | <ul style="list-style-type: none"> <input type="checkbox"/> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> learning to spell common exception words <input type="checkbox"/> learning to spell more words with contracted forms <input type="checkbox"/> learning the possessive apostrophe (singular) [for example, the girl’s book] <input type="checkbox"/> distinguishing between homophones and near-homophones <input type="checkbox"/> add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly <input type="checkbox"/> apply spelling rules and guidelines, listed in Appendix 1 <input type="checkbox"/> write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far | <ul style="list-style-type: none"> <input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] <input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary <input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> use dictionaries to check the spelling and meaning of words <input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <input type="checkbox"/> |

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| Writing | Handwriting | <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch | <ul style="list-style-type: none"> □ write legibly, fluently and with increasing speed by: □ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters □ choosing the writing implement that is best suited for a task |
| | Composition | <p>Pupils should be taught to: write</p> <ul style="list-style-type: none"> □ sentences by: □ saying out loud what they are going to write about □ composing a sentence orally before writing it □ sequencing sentences to form short narratives □ re-reading what they have written to check that it makes sense | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes □ □ □ | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ plan their writing by: □ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas □ | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ plan their writing by: □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own □ noting and developing initial ideas, drawing on reading and research where necessary |

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| Writing | Composition continued | <ul style="list-style-type: none"> □ discuss what they have written with the teacher or other pupils □ read aloud their writing clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> □ consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) □ read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> □ draft and write by: □ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) □ organising paragraphs around a theme □ in narratives, creating settings, characters and plot □ in non-narrative material, using simple organisational devices (for examples headings and sub-headings) □ evaluate and edit by: □ assessing the effectiveness of their own and others' writing and suggesting improvements □ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <ul style="list-style-type: none"> □ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed □ draft and write by: □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning □ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ précising longer passages □ using a wide range of devices to build cohesion within and across paragraphs □ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) |

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| Writing | | | | <ul style="list-style-type: none"> <input type="checkbox"/> proof-read for spelling and punctuation errors <input type="checkbox"/> 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 | <ul style="list-style-type: none"> <input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing <input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, <input type="checkbox"/> distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> |
| | Composition continued | | | | |

Progression in English

| | | Year 1 | Year 2 | Year 3/4 | Year 5/6 |
|---------|-------------------------------------|--|---|--|---|
| Writing | Vocabulary, Grammar and Punctuation | <p><i>P</i> (see English Appendix 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words <input type="checkbox"/> joining words and joining clauses using and <input type="checkbox"/> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <input type="checkbox"/> using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <input type="checkbox"/> learning the grammar for year 1 in English Appendix 2 <input type="checkbox"/> use the grammatical terminology in English Appendix 2 in discussing their writing | <p>see English Appendix 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <input type="checkbox"/> learning how to use: sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> expanded noun phrases to describe and specify, e.g. the blue butterfly the present and past tenses correctly and consistently including the progressive form <input type="checkbox"/> | <p><i>G</i> (see English Appendix 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although <input type="checkbox"/> using the present perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials <input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2 <input type="checkbox"/> | <p><i>G</i> (see English Appendix 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence <input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> using expanded noun phrases to convey complicated information concisely <input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility <input type="checkbox"/> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <input type="checkbox"/> |

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|---------|-------------------------------------|--------|---|---|---|
| Writing | Vocabulary, Grammar and Punctuation | | <ul style="list-style-type: none"> <input type="checkbox"/> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) <input type="checkbox"/> the grammar for year 2 in English Appendix 2 <input type="checkbox"/> some features of written Standard English <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 in discussing their writing | <ul style="list-style-type: none"> <input type="checkbox"/> indicate grammatical and other features by: <input type="checkbox"/> using commas after fronted adverbials <input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns <input type="checkbox"/> using and punctuating direct speech <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading | <ul style="list-style-type: none"> <input type="checkbox"/> indicate grammatical and other features by: <input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing <input type="checkbox"/> using hyphens to avoid ambiguity <input type="checkbox"/> using brackets, dashes or commas to indicate parenthesis <input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between main clauses using a colon to introduce a list <input type="checkbox"/> punctuating bullet points consistently <input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading |