



English Progression Map

End Point	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Speaking and Listening End Point: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>	<p>Take turns to talk, listening carefully to contributions of others.</p> <p>Sift information and focus on important points.</p> <p>Use subject specific vocabulary to explain and describe.</p> <p>Know people hold different opinions and explain some of their own.</p>	<p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Speak confidently to a group of peers to rely information clearly.</p> <p>Recount experiences with interesting detail.</p> <p>Understand language is appropriate in different situations (formal/informal).</p>	<p>Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life using intonation and expression.</p> <p>Make relevant comments or ask questions in a discussion or a debate.</p>	<p>Use a wide range of phrases to add detail and clarity</p> <p>Use vocabulary that is appropriate to the topic at hand</p> <p>Vary between formal and informal language depending on the situation</p>	<p>Comment on the grammatical structure of a range of spoken and written accounts.</p> <p>Select appropriate language in a range of situations (formal or informal).</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Reflect on the effectiveness of explanations, expansions and justifications of themselves and others.</p> <p>Interweave action, character descriptions, settings and dialogue in a performance.</p> <p>Confidently use formal and subject-specific language in presentations.</p> <p>Participate in formal debates.</p>
<p>Reading End Point One: Fluently read for both pleasure and information across a wide range of fiction and non-fiction texts; decoding and acquiring all - barring the most difficult - vocabulary to support enjoyment and comprehension.</p>	<p>Say a sound for each letter in the alphabet and at least 10 diagraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with</p>	<p>Apply phonic knowledge and skills to decode and accurately read words by blending sounds in unfamiliar words contain GPCs that have been taught.</p> <p>Develop positive attitudes to reading by listening to a wide range of poems,</p>	<p>Continue to apply phonic skills and knowledge to decode words automatically without overt sounding and blending, including common exception words and age appropriate suffixes and prefixes.</p> <p>Develop motivation to read independently for</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes to help read aloud and understand the meaning of new words.</p> <p>Continue to read independently for pleasure/information, making recommendations to peers about what</p>	<p>Develop reading preferences and show interest in new authors and genres.</p> <p>Recommend books to others based on their own preferences, giving reasons for their choices.</p> <p>Locate words in a dictionary and use</p>	<p>Use morphology and etymology to read aloud and understand the meaning of new words.</p> <p>Develop an awareness of literature and continue to develop as a conscientious reader, recommending texts to peers and giving</p>	<p>Continue to develop understanding of morphology and etymology to read aloud and understand the most complex of new words, including subject-specific vocabulary.</p> <p>Independently use both printed and digital dictionaries to decode</p>

	<p>their phonics knowledge, including some common exception words.</p>	<p>stories and non-fiction. Will often re-read favourite books.</p> <p>Read and discuss favourite words and phrases.</p>	<p>pleasure/motivation, moving between familiar and unfamiliar texts. Continue to collect a bank of ambitious words and phrases to support word recognition and understanding.</p>	<p>they have read and using reference texts for straight forward information.</p> <p>Know how to locate words in a dictionary to find the meaning of some unfamiliar words.</p>	<p>background knowledge to help decode the meaning of unfamiliar words.</p>	<p>reasons for their choices.</p> <p>Use dictionaries to decode the meaning of unfamiliar vocabulary.</p> <p>Begin to use contextual clues and background knowledge to help decode to word meaning.</p>	<p>the meaning of unfamiliar words.</p> <p>Confidently decode the meaning of most words in context, using background knowledge, contextual clues and knowledge of synonyms/antonyms.</p> <p>Pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books.</p> <p>Confidently read a wide range of texts, including some young adult texts.</p> <p>Recognise that different kinds of texts require different styles of reading.</p>
<p>Reading End Point Two: Demonstrate good comprehension of what has been read with reference to what can be inferred, deduced and retrieved by drawing on knowledge of the text and the wider world.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories are, use and understand recently introduced vocabulary during</p>	<p>Identify key literal information in fiction and non-fiction texts e.g. characters, settings, time, narrator.</p> <p>Sequence events from what has been read.</p> <p>Make inferences based on what has been said and done.</p> <p>Predict what might happen in a story from</p>	<p>Identify and retrieve key literal information in fiction and non-fiction texts they have heard and read for themselves.</p> <p>Begin to summarise what has been read in simple sentences.</p> <p>Make inferences based on what has been said and done, providing simple justifications for their responses.</p> <p>Predict what might happen in a story from</p>	<p>Retrieve and record information from non-fiction.</p> <p>Identify main ideas drawn from more than one paragraph and provide simple summaries.</p> <p>Draw inferences such as inferring characters' feelings, thoughts from their actions.</p> <p>Predicting what might happen from details stated.</p>	<p>Retrieve and record information from texts.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Locate, retrieve and draw on a variety of sources in order to research a topic independently and of presenting information to the reader.</p> <p>Summarise the main point/theme of paragraphs; suggest appropriate titles and headings.</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, thoughts and how they</p>	<p>Identify the most important part of a text and explain why.</p> <p>Confidently draw inferences about many aspects of how characters are presented, including commenting on interactions and relationships between characters.</p> <p>Predict several outcomes based on what has been read, using evidence to justify their responses.</p>

	discussions about stories, nonfiction, rhymes and poems and during role play	the front cover/what has been read so far.	<p>what they have read and from the blurb.</p> <p>Relate predictions to other texts they have read.</p> <p>Sequence and explain events from what has been read and what they have read for themselves.</p>	<p>Identify how language and structure impact how a text is read and understood.</p> <p>Make simple comparisons within and across texts.</p>	<p>Predict what might happen from details stated and implied.</p> <p>Identifying how language, structure and presentation contribute to the meaning of a text.</p>	<p>are presented by the author.</p> <p>Predict what might happen from details stated and implied, using evidence to justify their views.</p> <p>Make detailed comparisons within and across texts, justifying with evidence.</p> <p>Identify the atmosphere an author has tried to create.</p> <p>Identify how language, structure and presentation contribute to meaning, discussing why the author chose wrote/organised the text in a particular way.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>Engage in critical discussion of differing predictions.</p> <p>Identify and explain the effect of atmosphere in texts, relating to narrative techniques to engage the reader e.g. suspense.</p> <p>Comment on the development of character's within and across texts.</p>
<p>Reading End Point Three: Respond critically to reading with reference to own experiences, thoughts and opinions through discussion, debate and reflective response; draw upon a wide range of evidence to support thoughts and opinions about the author's intent.</p>		<p>Reflect on reading, respond personally to what they have read by drawing on personal connections to the texts.</p> <p>Evaluate the books they meet and are able to articulate views and preferences, making connections to other</p>	<p>Linking new texts to others read and to personal experiences.</p> <p>Develop more confidence to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.</p>	<p>Develop understanding of poetry, stories and texts of different sorts through discussion, writing and creative response.</p> <p>Reflect on reading and use reading in their own learning e.g non-fiction reference in Science.</p> <p>Become more receptive to the views of others</p>	<p>Ask questions to enhance their understanding of the text.</p> <p>Make comparisons within and across different texts.</p> <p>Appreciate nuances and subtleties in text e.g. repeated language choices by authors.</p>	<p>Develop critical judgement of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.</p> <p>Comment organisational structures and language, including figurative language,</p>	<p>Identify themes and conventions through writing and discussion.</p> <p>Evaluate evidence drawn from a variety of information sources.</p> <p>Explain and discuss their own understanding of what they have read in a variety of ways including cross-</p>

		texts they have encountered.		and engage in discussions about texts and their impact.	They read thoughtfully and appreciate shades of meaning.	are used to contribute to meaning and how these impacts the reader. Express views formed through reading. Explain and justify personal opinion about reading whilst courteously challenging the views of others.	curricular presentations or writing. Analyse how language devices, form and structure are used to create meanings and effects. Discuss how some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased.
<p>Writing End Point One: Draw upon a growing awareness of writing techniques and conventions; able to effectively articulate, structure, edit and compose ideas throughout the writing process with reference to the purpose, audience and intended impact on the reader.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Writes simple phrases and sentences that can be read by others.</p> <p>Writes linked sentences.</p>	<p>Compose a sentence orally before writing it.</p> <p>Write clearly sequenced sentences.</p> <p>Writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.</p> <p>Read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.</p> <p>Plan writing orally with the support of images.</p>	<p>Write a simple ending for a narrative.</p> <p>Plan an effective dilemma into writing.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Plan settings and characters in writing.</p> <p>Continue to rehearse and refine ideas prior to writing, through talk, drama and role-play, to ensure an authentic voice and appropriate language structures.</p> <p>Show a greater awareness of the reader by adjusting and developing language and content to suit the purpose and audience of</p>	<p>Organise writing using different settings and characters.</p> <p>Organise writing using headings and sub-headings.</p> <p>Ensure that all writing makes sense and that ideas are clear.</p> <p>Organise writing using different types of plots.</p> <p>Writing for a wider range of purposes - expressive, informational and imaginative.</p> <p>Begin to plan for an audience and consider the appropriateness of language and style.</p> <p>Shape their language with a considered</p>	<p>Use carefully chosen adjectives in expanded noun phrases when describing complex objects.</p> <p>Organise a playscript using appropriate layout and punctuation</p> <p>Begin to develop a personal voice, showing marked influences of texts they have read.</p> <p>Begin to set an appropriate mood and tone for their pieces.</p> <p>Vary sentence length and structure for effect and use transitional phrases</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>In narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>	<p>Link ideas by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence).</p> <p>Review work to further describe and develop settings, characters and the narrative atmosphere.</p> <p>Consider shades of meaning when selecting language.</p> <p>Write out formal texts using appropriate vocabulary.</p> <p>Use headings, bullet points and underlining to structure to guide a reader through the writing.</p> <p>Use themes and details to help link paragraphs</p>

			<p>the writing and help the reader to visualise.</p> <p>Demonstrate control across genres.</p> <p>Use planning structures such as notes, story maps, storyboards, concept maps etc.</p> <p>Understand the different layouts and forms needed for writing.</p>	<p>reader or audience in mind.</p> <p>Write narratives with clear structures, including a clear beginning, middle and end with more elaborate descriptions and details.</p> <p>In non-fiction writing, enhance meaning through details, explanations, and examples.</p>	<p>to successfully ensure fluency.</p> <p>Securely organise paragraphs, which are connected coherently with a varying choice of vocabulary and structures suitable to the purpose, audience and genre.</p> <p>Use written language in more deliberate ways to make meanings more explicit.</p>	<p>Select the appropriate form and style.</p> <p>Choose and use language and features that are most appropriate and effective for the purpose and audience of their writing.</p> <p>Use dialogue to shape characters and advance action.</p> <p>Form an understanding and appreciation of how language functions and how best to use this to inform their choices when writing.</p> <p>Show an ability to discriminate between formal and informal voice, and choose the appropriate voice to suit the purpose and audience.</p>	<p>together into a flow of text.</p> <p>Plan writing by making notes and then developing initial ideas by reading and researching other texts and thoughts</p> <p>Have a recognisable voice and use writing as a tool for thinking.</p> <p>Make conscious decisions about appropriate forms and styles of writing, drawing on a wide experience of reading.</p> <p>Use ambitious vocabulary, which is used convincingly for purpose and effect.</p> <p>Assured use of sentence structures relates to purpose and audience and supports coherence and cohesion to achieve particular effects.</p> <p>Exhibit control of voice to affect presentation of information in their writing.</p>
<p>Writing End Point Two: Communicate clearly across a wide range of written genres, utilising language, grammar and</p>	<p>Hold a pencil effectively in preparation for fluent writing. (Using the tripod grip in</p>	<p>Leave spaces between words.</p> <p>Use capital letters and full stops.</p>	<p>Use all four sentences types for meaning (question, statement, command and exclamation).</p>	<p>Use prepositions in writing.</p> <p>Know when to use 'a' or 'an' depending on what the next word begins</p>	<p>Use prepositional phrases alongside conjunctions and adverbials, demarcating these with commas where</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing.</p>	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p>

<p>punctuation ambitiously.</p>	<p>almost all cases.)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Write clearly demarcated sentences.</p> <p>Use capital letters for proper nouns and personal pronoun 'I'.</p> <p>Independently re-read aloud to check for meaning.</p> <p>Use other conjunctions such as so or but.</p> <p>Sequence sentences to form events in short narratives.</p>	<p>Maintain tense throughout a piece of writing, using simple, present and progressive tense to show actions in progress when required.</p> <p>Write a simple list.</p> <p>Use expanded noun phrases for specification.</p> <p>Use co-ordination in writing (or, and, but).</p> <p>Use subordination in writing (when, if, that, because).</p> <p>Use apostrophes for possession and contraction.</p> <p>Understand what a question and exclamation is.</p> <p>Begin to use inverted commas for direct speech.</p>	<p>with.</p> <p>Use adverbs in writing.</p> <p>Group ideas into paragraphs.</p> <p>Use inverted commas to open and close speech.</p> <p>Express time and place using conjunctions.</p> <p>Choose nouns and pronouns appropriately to avoid repetition.</p> <p>Write sentences which contain more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>Use commas to separate speech from a reporting clause.</p> <p>Vary speech within a piece of writing (reporting clauses before and/or after speech).</p>	<p>appropriate.</p> <p>Use Standard English forms for verb inflections e.g. we were instead of we was.</p> <p>Know when to use the possessive apostrophe for regular and irregular plurals.</p> <p>Confidently organise paragraphs around time, place, ideas and themes.</p> <p>Use adverbials of time, place and manner. Place a comma when using an adverbial at the beginning of a sentence.</p> <p>Write sentences containing more than one clause by using a wider range of conjunctions to express time, place and cause e.g. when, because, although.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use a range of adverbials to improve cohesion.</p>	<p>Link paragraphs using a wide range of conventions - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>Know how to use an ellipsis for omission.</p> <p>Use split speech for dialogue.</p> <p>Mark out separate clauses in a sentence by using a semi-colon or colon.</p> <p>Use bullet points accurately when constructing a list.</p> <p>Use the subjunctive mood and form.</p> <p>Paragraphs are fluently linked to ensure flow.</p> <p>Use Standard English consistently and appropriately and have a secure control of complex grammatical structures.</p>
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Terminology to introduce		<ul style="list-style-type: none"> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma 		<ul style="list-style-type: none"> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter • vowel, vowel letter • inverted commas (or speech marks) • determiner • pronoun, possessive pronoun • adverbial 	<ul style="list-style-type: none"> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity • subject, object • active, passive, • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.
Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing and drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and practise these</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Write digits of the correct size and orientation</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently, with increasing speed by:</p> <p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for the task</p>
Spelling	<p>Use phonic knowledge to spell words by identifying the sounds in them and representing</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>Spell by segmenting words into phonemes and representing these by graphemes, spelling</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary</p>

	<p>the sounds with a letter or letters</p> <p>In writing some words are spelt correctly and others are phonetically plausible.</p> <p>Write some common irregular words.</p>	<p>Spell common exception words.</p> <p>Spell days of the week</p> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • Name in order • Use letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • -s or -es • Un- • -ing -ed, -er, -est <p>(where no change is needed in the spelling of the root word)</p>	<p>many correctly.</p> <p>Learn new ways of spelling</p> <p>phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones</p> <p>Spell common exception words</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near homophones</p> <p>Add suffixes to spell longer words:</p> <p>-ment, -ness, -ful, -less, -ly</p>	<p>check its spelling in a dictionary</p> <p>Use further prefixes and suffixes and understand how to use them</p>	<p>Use further prefixes and understand the guidance for adding them</p> <p>Spell words with silent letters</p> <p>Use knowledge of morphology and etymology in spelling to understand that some words need to be learnt specifically.</p>
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