

## Progression Document-English 2020-2021

Reception					
Vehicle Text					
Star in a Jar	Juniper Jupiter	Little Red	The Something	The Storm Whale	The Extraordinary Gardener
Writing Outcome					
Non-fiction Poster to find a lost star	Fiction To write a superhero story Non-fiction To write a letter	Fiction To tell and write a traditional tale.	Non-fiction To inform – animal information	Fiction A friendship story	Non-fiction Instructions – how to grow a garden plant
Composition					
Orally rehearse words and short sentences before going on to write it.  Combining words to make captions, lists and short sentences (depending on developmental stage).  Orally using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly.	Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.  Combining words to make short sentences.  Sequencing sentences to form short narratives.	Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.  Combining words to make short sentences.  Sequencing sentences to form short narratives.	To use key features of a spine poem in their writing.  To use their phonic knowledge to write words that match their spoken sounds.  To write sentences which can be read by themselves and others.	Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.  Combining words to make short sentences.  Sequencing sentences to form short narratives.	To be able to write labels and captions.  To write simple sentences that can be read by themselves and others.  To use time adverbials appropriately.
Separation of words with spaces.	Separation of words with spaces.  Capital letters	Separation of words with spaces.  Capital letters	Separation of words with spaces.  Capital letters	To begin to use capital letters appropriately.  To independently separate words using finger spaces.  To end each sentence with a full stop.	To begin to use capital letters appropriately.  To independently separate words using finger spaces.  To end each sentence with a full stop.
Spelling					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge when encoding to spell words in writing of taught GPC's. This may take place during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Children make phonemically plausible attempts until new graphemes have been taught, this will vary depending on developmental stage.					

## Progression Document-English 2020-2021

Hear and say the initial sounds in words.  Write some irregular common words, is, it, in, at, and, the.	Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: I, no, go, to, he, she, was.	Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: me, be, was, no	Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: me, be, was, no and all phase 2 tricky words.	To correctly spell words that they know and others phonetically plausible.  Write all tricky words from phase 2 and all taught phase 3 tricky words.	To correctly spell words that they know and others phonetically plausible.  Write all tricky words from phase 2 and all taught phase 3 tricky words.  Begin to write some phase 4 tricky words
<b>Handwriting</b> Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.					
Use their preferred hand for writing, using a correct pencil grip.  Use some clearly identifiable letters to communicate meaning.	Use their preferred hand for writing, using a correct pencil grip.  Use some clearly identifiable letters to communicate meaning.	Begin to form recognisable letters, most of which are formed correctly. Dependent upon developmental stage.	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  Begin to write on lines and control letter size whilst using the correct pencil grip.	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  Begin to write on lines and control letter size whilst using the correct pencil grip.
<b>Edit and Evaluate</b>					
Discuss what has been written with a teacher/other pupils.	Discuss what has been written with a teacher/other pupils.	Discuss what has been written with a teacher/other pupils.  Write simple sentences which can be read by themselves and others.	Discuss what has been written with a teacher/other pupil.  Write simple sentences which can be read by themselves and others.	Use key features of a text in their own writing.  Write simple sentences that can be read by themselves and others.	Use key features of a text in their own writing.  Write simple sentences that can be read by themselves and others.
<b>Terminology for Pupils taught throughout the units.</b> letter, capital letter, word, sentence, full stop, question mark					
<b>Reading</b> Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies. The skills covered throughout the year are:					
30-50mths 1. Shows awareness of rhyme/alliteration. 2. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 3. Beginning to be aware of the way stories are structured. 4. Suggests how the story might end. 5. Describes main story settings, events and principal characters. 6. Recognises familiar words and signs such as own name and advertising logos. 40-60mths 1. Continues a rhyming string.					

Progression Document-English 2020-2021

2. Hears and says the initial sound in words.
3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
4. Links sounds to letters, naming and sounding the letters of the alphabet.
5. Begins to read words
6. Begins to read simple sentences.
7. Knows that information can be retrieved from books.

ELG's

1. Children read and understand simple sentences.
2. They use phonic knowledge to decode regular words and read them aloud accurately.
3. They also read some common irregular words

Year 1					
Vehicle Text					
The Something-By Rebecca Cobb	Paper Planes-By Jim Helmores and Richard Jones	Rapunzel- By Bethan Woolvlin	Black Rock- Joe Todd Stanton	The Last Wolf- Mini Grey	Hermelin- Mini Grey
Writing Outcomes					
Fiction- Losing Narrative	Non-Fiction Message Writing	Fiction- Character and Setting Description	Non-Fiction- Postcard	Fiction- Hunting Narrative	Non-Fiction Letter Writing
Composition					
Orally rehearse a sentence before going on to write it  Sequence sentences to form short narratives	Draw upon what they have read  Orally rehearse a sentence before going on to write it	Draw upon what they have read  Orally rehearse a sentence before going on to write it  Sequence sentences to form short narratives	Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Read their writing aloud clearly enough to be heard by their peers and the teacher	Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Sequence sentences to form short narratives.  Read their writing aloud clearly enough to be heard by their peers and the teacher	Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Read their writing aloud clearly enough to be heard by their peers and the teacher
Grammar and Punctuation					
Capital letters  Spaces between words	Capital letters  Spaces between words  Full stops	Join words and clauses using and  Capital letters for names and days of the week.	Join words together to make a coherent sentence	Join words together to make a coherent sentence  Join words and clauses using and	Use capital letters for names of people, places , some days of the week and the personal pronoun I mostly correctly

## Progression Document-English 2020-2021

	Question marks		<p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Can separate words in writing using spaces most of the time</p> <p>Use capital letters for names of people and the pronoun I.</p> <p>Understand and use some specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p>	<p>Use capital letters for names of people, some days of the week and the personal pronoun I mostly correctly</p> <p>Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.</p> <p>Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p>	<p>Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.</p> <p>Join words and clauses using and</p> <p>Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.</p> <p>Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)</p>
<b>Spelling</b> Spelling coverage is ongoing throughout the year and all of the phonemes/rules taught in Year 1 Appendix Spellings are also covered through additional stand-alone spelling and phonic lessons					
<p>Working towards spelling words containing each of the 40+ phonemes</p> <p>Working towards spelling some common exception words</p>	<p>Working towards spelling words containing each of the 40+ phonemes</p> <p>Working towards spelling some common exception words</p> <p>Spell most days of the week</p>	<p>Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)</p> <p>Begin to use regular plural noun suffixes-s/es (e.g. dog, dogs, wish, wishes)</p> <p>Spell most days of the week</p>	<p>Spell words with adjacent consonants</p> <p>Spell some common exception words</p>	<p>Spell words with adjacent consonants</p> <p>Spell most common exception words</p> <p>Spell most words containing each of the 40+ phonemes</p> <p>Spell most of the sounds taught in year 1 (English Appendix Spelling)</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words (e.g.</p>	<p>Spell most words containing each of the 40+ phonemes</p> <p>Spell most common exception words</p> <p>Spell most days of the week</p> <p>Spell most of the sounds taught in year 1 (English Appendix Spelling)</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper)and-est where no change is</p>

## Progression Document-English 2020-2021

				helping helped, helper)and– est where no change is needed in the spelling of the root word	needed in the spelling of the root word Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)
<b>Handwriting</b> <b>Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.</b>					
Sit correctly at a table, holding the pencil comfortably and correctly  Form digits 0-9	Sit correctly at a table, holding the pencil comfortably and correctly  Form digits 0-9	Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	Form lower case letters in the right direction, starting and finishing in the right place  Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	Form lower case letters in the right direction, starting and finishing in the right place  Form capital letters and digits 0–9  Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	Form lower case letters in the right direction, starting and finishing in the right place  Form capital letters and digits 0–9  Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)
<b>Edit and Evaluate</b>					
Discuss what has been written with a teacher/other pupils.	Discuss what has been written with a teacher/other pupils.	Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense	Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense	Change some errors with support and some independently  Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense	Change some errors with support and some independently  Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense
<b>Terminology for Pupils taught throughout the units.</b>					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					
<b>Reading</b> <b>Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.</b> <b>The skills covered throughout the year are:</b>					
<b>Word Reading</b> <b>A</b> -apply phonic knowledge and skills as the route to decode words  <b>B</b> -respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes					

## Progression Document-English 2020-2021

<p><b>C</b>-read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p><b>D</b>-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><b>E</b>-read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p><b>F</b>- read other words of more than one syllable that contain taught GPCs</p> <p><b>G</b>-read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p><b>H</b>-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</p> <p><b>I</b>-re-read these books to build up their fluency and confidence in word reading</p>
<p>Themes and conventions</p> <p><b>A</b>-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p><b>B</b>-being encouraged to link what they read or hear read to their own experiences</p> <p><b>C</b>-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p><b>D</b>-learning to appreciate rhymes and poems, and to recite some by heart</p> <p><b>E</b>-participate in discussion about what is read to them, taking turns and listening to what others say</p>
<p>Making inferences</p> <p><b>A</b>-drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>B</b>-comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style</p> <p><b>C</b>-making inferences on the basis of what is being said and done</p> <p><b>D</b>-reasonable inference at a basic level, e.g. identifying who is speaking in a story</p>
<p>Comprehension</p> <p><b>A</b>-discussing word meanings, linking new meanings to those already known</p> <p><b>B</b>-checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p><b>C</b>-discussing the significance of the title and events</p> <p><b>D</b>-predicting what might happen on the basis of what has been read so far</p> <p><b>E</b>-explain clearly their understanding of what is read to them</p>
<p>Language for effect</p>

## Progression Document-English 2020-2021

A-recognising and joining in with predictable phrases					
<b>Year 2</b>					
<b>Vehicle Text</b>					
The Bog Baby – Jeanne Willis	The River – Marc Martin	Jack and the Baked Beanstalk – Colin Stimpson	Grandad's Island- Benji Davies	The Night Gardener-Terry and Eric Fran	Rose Revere Engineer- Andrea Beaty
<b>Writing Outcomes</b>					
Non-Fiction- Instructions	Fiction – Circular Story	Non Fiction- Persuasive letters	Fiction- Return Narrative	Non-Fiction- Diary Entry	Fiction- Invention Narrative
<b>Composition</b>					
Plan and say out loud what they will write about	Plan and say out loud what they will write about	Plan and say out loud what they will write about	Plan and say out loud what they will write about	Plan and say out loud what they will write about	Plan and say out loud what they will write about
Encapsulate what they want to say sentence by sentence	Write ideas and key words including vocabulary	Write ideas and key words including vocabulary	Write poetry and for different purposes	Write ideas and key words including vocabulary	Write ideas and key words including vocabulary
Working towards writing ideas and key words including vocabulary	Encapsulate what they want to say sentence by sentence	Encapsulate what they want to say sentence by sentence	Write ideas and key words including vocabulary	Encapsulate what they want to say sentence by sentence	Encapsulate what they want to say sentence by sentence
	Working towards writing simple, coherent narratives about personal experiences and those of others (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Encapsulate what they want to say sentence by sentence	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write simple, coherent narratives (real or fictional)
	- Working towards writing poetry	Read aloud what they have written with appropriate intonation to make the meaning clear	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud what they have written with appropriate intonation to make the meaning clear
			Write about real events, recording these simply and clearly		
			Read aloud what they have written with appropriate intonation to make the meaning clear		
<b>Grammar and Punctuation</b>					

## Progression Document-English 2020-2021

<p>Demarcating most sentences in their writing with capital letters and full stops</p> <p>Working towards using sentences with different forms: statement, question, exclamation, command</p> <p>Working towards using some expanded noun phrases to describe and specify</p> <p>Working towards using co-ordination (e.g., and / but) and some subordination (e.g., when /because) to join clauses</p> <p>Working towards understanding and using specific Year 2 terminology</p>	<p>Demarcate sentences using question and exclamation marks correctly when required (with some accuracy)</p> <p>Working towards using sentences with different forms: statement, question, exclamation, command</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use commas in a list.</p> <p>Working towards using apostrophes for possession.</p> <p>Working towards using the present and past tense correctly and sometimes consistently/</p> <p>Working towards using co-ordination and some subordination</p> <p>Working towards using the progressive form of verbs in the present and past tense to mark actions in progress Understand and use specific</p> <p>Working towards using the Year 2 terminology</p>	<p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use commas in a list.</p> <p>Working towards using apostrophes for possession and contractions.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination and some subordination</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Understand and use specific Year 2 terminology</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Use the singular apostrophe for possession</p> <p>Use apostrophes for possession and contractions.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress(e.g. he is drumming, she is shouting)</p>	<p>Use sentences with different forms: statement, question, exclamation, command Use some expanded noun phrases to describe and specify</p> <p>Use commas in a list.</p> <p>Use apostrophes for contractions.</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy)</p>	<p>Use apostrophes for possession and contractions.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress(e.g. he is drumming, she is shouting)</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</p>
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			Understand and use specific Year 2 terminology.		
<b>Spelling</b> Spelling coverage is ongoing throughout the year and all of the phonemes/rules taught in Year 2 Appendix Spellings are also covered through additional stand-alone spelling and phonic lessons					
Working towards segmenting spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others  Working towards spelling many common exception words	Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others  Spell some common exception words  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Working towards spelling some common homophones and near homophones correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others  Spell many common exception words  Working towards adding suffixes to spell some words correctly in their writing  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Working towards spelling some contracted forms correctly  Working towards spelling some common homophones and near homophones correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell many common exception words  Add suffixes to spell some words correctly in their writing (e.g. -ment,-ness,-ful,-less,-ness,-ful,-less,-ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Spell some contracted forms correctly  Spell some common homophones and near homophones correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell some contracted forms correctly  Add suffixes to spell some words correctly in their writing (e.g.-ment,-ness,-ful,-less,-ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Spell some common homophones and near homophones correctly  Add suffixes to spell some words correctly in their writing (e.g.-ment,-ness,-ful,-less,-ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly	Spell many common exception words  Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell some contracted forms correctly  Spell some common homophones and near homophones correctly  Add suffixes to spell some words correctly in their writing (e.g.-ment,-ness,-ful,-less,-ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
<b>Handwriting</b> Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.					
Working towards using spacing between words that reflects the size of the letters	Use spacing between words that reflects the size of the letters	Use spacing between words that reflects the size of the letters	Use spacing between words that reflects the size of the letters	Use spacing between words that reflects the size of the letters	Use spacing between words that reflects the size of the letters

## Progression Document-English 2020-2021

Working towards forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters.
<b>Edit and Evaluate</b>					
Working towards making simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher Working towards re-reading to check their writing makes sense	Working towards making simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and working towards using verbs to indicate time and that they are used mostly correctly and mostly consistently	Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently	Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently	Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently	Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently
<b>Terminology for Pupils taught throughout the units.</b>					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					
<b>Reading</b>					
Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies. The skills covered throughout the year are:					
<p>Word Reading</p> <p><b>A</b>-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p><b>B</b>-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p><b>C</b>-read accurately words of two or more syllables that contain the same GPCs as above</p> <p><b>D</b>-read words containing common suffixes</p> <p><b>E</b>-read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p><b>F</b>-read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p>					

Progression Document-English 2020-2021

<p><b>G</b>-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p><b>H</b>-re-read these books to build up their fluency and confidence in word reading</p>
<p>Themes and conventions</p> <p><b>A</b>-listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p> <p><b>B</b>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p><b>C</b>-being introduced to non-fiction books that are structured in different ways</p> <p><b>D</b>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><b>E</b>-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</p> <p><b>F</b>-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p><b>G</b>-simple statements about likes and dislikes in reading, sometimes with reasons</p>
<p>Making inferences</p> <p><b>A</b>-making inferences on the basis of what is being said and done</p> <p><b>B</b>-simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow-answering and asking questions predicting what might happen on the basis of what has been read so far</p> <p><b>C</b>-comments based on textual cues</p>
<p>Comprehension</p> <p><b>A</b>-discussing the sequence of events in books and how items of information are related</p> <p><b>B</b>-specific, straightforward information recalled, e.g. names of characters, main ingredients</p> <p><b>C</b>-drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>D</b>-general features of a few text types identified, e.g. information books, stories, print media</p> <p><b>E</b>-checking that the text makes sense to them as they read and correcting inaccurate reading awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation</p>
<p>Language for effect</p> <p><b>A</b>-recognising simple recurring literary language in stories and poetry</p> <p><b>B</b>-familiar patterns of language identified, e.g. once upon a time; first, next, last</p> <p><b>C</b>-discussing their favourite words and phrases effective language choices noted, e.g. "slimy" is a good word there'</p>

Year 3					
Vehicle Text					
Return by Aaron Becker	Jemmy Button by Alix Barzelay	Seen and Not Heard Book by Katie May Green	Into the Forest	Fox	The Iron Man
Writing Outcome					
Narrative : Setting Description	Information: Letters	Narrative: Character Narrative	Information: Newspaper report	Narrative: Fable Narrative	Information: Explanation text
Composition					
To begin to write narratives, describing setting within a storyline or plot  Begin to use paragraphing to group related material, focusing on a theme or topic	In non-narrative, use simple organisational devices  To use paragraphing to group related material, focusing on a theme or topic more confidently	To begin to write narratives, describing setting and characters within a storyline or plot  Express time, place and cause using conjunctions(e.g. before, after, while),adverbs(e.g. soon, therefore) and prepositions(e.g. before, after, during, because of)	In non-narrative, use simple organisational devices  To use paragraphing to group related material, focusing on a theme or topic more confidently	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  In narratives, creating settings, characters and plot with greater use of varied selected vocabulary choices	In non-narrative material, using simple organisational devices with growing confidence  To organise paragraphs around a theme
Grammar and Punctuation					
Demarcate sentences with full stops, with occasional error	Demarcate sentences with capital letters and full stops with occasional error  Begin to use inverted commas to punctuate direct speech	Further development with capital letters and full stops with less frequent errors  Use exclamation marks mostly correctly, with occasional error	To use inverted commas to punctuate direct speech  Build on previous units to present perfect form of verbs Headings and sub-headings to aid presentation	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	To select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  To use conjunctions, adverbs and prepositions to express time and cause
Spelling					
Spelling coverage is ongoing throughout the year and all of the rules taught in Year 3 Appendix Spellings are also covered through additional stand-alone spelling lessons					
Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-,	Spell mostly correctly words with suffixes:-tion,-	Begin to explore and understand how word families are based upon	Use of the forms a or an when next word starts	To place the possessive apostrophe accurately in words with regular	To spell further homophones from Y3/4 appendix

## Progression Document-English 2020-2021

un-, dis-, mis-, in-, il-, im-, ir-, re-	sion, -ation, -ture, -sure, -ly, -ally, -ed and er	common words and are related in form and meaning e.g. solve, solution, insoluble  Begin to spell at least half of the homophones and near homophones from the Y3/4 appendix	with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	plurals and in words with irregular plurals To use the first 2 or 3 letters of a word to check its spelling in a dictionary	To spell words that are often misspelt
<b>Handwriting</b> Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.					
Begin to use the diagonal and horizontal strokes that are needed to join letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	To continue to develop a fluent cursive handwriting style	To continue to develop a fluent cursive handwriting style	To increase the legibility, consistency and quality of their handwriting	To continue to increase the legibility, consistency and quality of their handwriting
<b>Edit and Evaluate</b>					
Begin to evaluate the effectiveness of their own and others' writing	Evaluate the effectiveness of their own and others' writing	Identify some spelling and punctuation errors and make some changes to grammar and vocabulary	To begin to identify some spelling and punctuation errors and make some changes to grammar and vocabulary independently	To assess the effectiveness of their own and others' writing and suggesting improvements	To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
<b>Terminology for Pupils taught throughout the units</b>					
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					
<b>Reading</b> Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies. The skills covered throughout the year are:					
<b>Word Reading</b> <b>A</b> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  <b>B</b> -across a range of texts  <b>C</b> -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  <b>D</b> -across a range of texts					

## Progression Document-English 2020-2021

## Themes and conventions

- A-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- B-reading books that are structured in different ways and reading for a range of purposes
- C-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- D-identifying themes and conventions in a wide range of books
- E-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- F-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
- G-across a range of texts

## Making inferences

- A-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- B-straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'
- C-predicting what might happen from details stated and implied

## Comprehension

- A-asking questions to improve their understanding of a text
- B-identifying main ideas drawn from more than one paragraph and summarising these
- C-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- D-retrieve and record information from non-fiction

## Language for effect

- A-using dictionaries to check the meaning of words that they have read
- B-discussing words and phrases that capture the reader's interest and imagination
- C-recognising some different forms of poetry (e.g. free verse, narrative poetry)
- D-identifying how language, structure, and presentation contribute to meaning

Year 4					
Vehicle Text					
The Whale by Vita and Ethan Murrow	Leaf by Sandra Dieckmann	The Journey by Francesca Sana	<b>Manfish</b> by Jennifer Berne	The Lost Happy Ending by Carol Ann Duffy and Jane Rag	Arthur and the Golden Rope- Joe Todd Stanton
Writing Outcome					
Fiction: Setting Description	Non-Fiction: Non-Chronological Report	Fiction: Refugee Narrative	Non-Fiction: Biography	Fiction Twisted Narrative	Non-Fiction- Instructions
Composition					
In narratives, create effective and detailed settings, characters and plot.  Draw upon material read.	In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect.  Draw upon material read.  Write in a range of genre forms.	In narratives, create increasingly effective and complex settings, characters and plot.  Draw upon material read.  Write in a range of genre forms.	In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect.  Draw upon material read.  Write in a range of genre forms.	In narratives, create increasingly effective and complex settings, characters and plot  Draw upon material read  Write in a range of genre forms	In non-narrative work, use organisational devices such as headings and sub headings with increasing effect  Draw upon material read  Write in a range of genre forms
Grammar and Punctuation					
Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.	Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	Use fronted adverbials (e.g. Later that day) mostly correctly  Use paragraphing to organise ideas around a theme  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition  Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the	Use fronted adverbials mostly correctly  Use paragraphing to organise ideas around a theme  Use the correct range of punctuation including: capital letters, full stops, question marks, exclamation marks, Commas for lists and apostrophes for possession and contraction  Use varied sentence structure; short sentences

## Progression Document-English 2020-2021

<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</p>	<p>Use apostrophes to mark plural possession.</p>	<p>Use inverted commas and other punctuation to indicate direct speech mostly correctly.</p> <p>Use a new line for a new speaker when writing direct speech.</p> <p>Use apostrophes to mark plural possession.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</p> <p>Use inverted commas and other punctuation to indicate direct speech mostly correctly.</p> <p>Use apostrophes to mark plural possession.</p>	<p>reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Use a new line for a new speaker when writing direct speech</p> <p>Use apostrophes to mark plural possession (e.g. The girl's name, the girls' names)</p> <p>Use commas after fronted adverbials as appropriate</p> <p>Understand and use specific Y4 terminology (determiner, pronoun, possessive pronoun, adverbial)</p>	<p>used for impact alongside complex sentences that give detail</p> <p>Use commas to separate clauses</p> <p>Understand and use specific Y4 terminology (determiner, pronoun, possessive pronoun, adverbial)</p>
<b>Spelling</b> <b>Spelling coverage is ongoing throughout the year and all of the rules taught in Year 4 Appendix Spellings are also covered through additional stand-alone spelling lessons</b>					
<p>Spell mostly correctly words with suffixes: -tion and -ly (hesitation, cautiously).</p> <p>Spell mostly correctly words with the sh sound spelt ch (machine).</p> <p>Spell most of the homophones and near homophones from the Y3/Y4 appendix.</p> <p>Use standard English forms mostly correctly.</p>	<p>Spell most of the words in the yr3/4 NC list (different, often, natural, particular).</p> <p>Spell mostly correctly words with suffixes: -tion and -ly (extremely, tightly, interestingly, likely, nutrition, generation).</p> <p>Spell most of the homophones and near homophones from the Y3/Y4 appendix.</p> <p>Use standard English forms mostly correctly.</p>	<p>Spell most of the words in the yr3/4 NC list (strange, arrive, guard, appear, possible, caught, heard, promise).</p> <p>Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian (helplessly, eagerly, determination, protection).</p> <p>Spell the u sound spelt ou (country).</p> <p>Spell most of the homophones and near homophones from the Y3/Y4 appendix.</p>	<p>Spell most of the words in the yr3/4 NC list.</p> <p>Spell mostly correctly words with prefixes: inter- (international).</p> <p>Spell mostly correctly words with suffixes: -tion and -sion (recognition, adoration, contribution, television, intention, and extinction).</p> <p>Spell mostly correctly words with suffixes: -sure (treasure).</p> <p>Words with the /i:/ sound spelt ei after c.</p>	<p>Spell most of the homophones and near homophones from the Y3/4 appendix</p> <p>Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix1</p> <p>Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian</p> <p>Spell the u sound spelt ou (e.g. young, touch, double)</p>	<p>Spell most of the homophones and near homophones from the Y3/4 appendix</p> <p>Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix1</p> <p>Root word families e.g. identified, unidentified, identification etc...</p> <p>Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian</p>



## Progression Document-English 2020-2021

			The 'i before e except after c' rule applies to  words where the sound spelt by ei is /i:/. (receive)  Words ending in -ible (terrible)	Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done)  Use the first two letters of a word to check its spelling in a dictionary	Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done)  Use the first two letters of a word to check its spelling in a dictionary
<b>Handwriting</b> Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.					
Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders.	Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders.	Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders.	Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders.	Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders	Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders
<b>Edit and Evaluate</b>					
Proof read for spelling and punctuation errors.  Assess the effectiveness of their own writing with a teacher scaffolding.	Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others' writing and suggest improvements with teacher support.  Propose changes to grammar and vocabulary with teacher support.	Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others' writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others' writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Assess the effectiveness of their own and others' writing and suggest improvements  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof read for spelling and punctuation errors	Assess the effectiveness of their own and others' writing and suggest improvements  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof read for spelling and punctuation errors
<b>Terminology for Pupils taught throughout the units</b>					
determiner, adverbial, pronoun, possessive pronoun					
<b>Reading</b> Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies. The skills covered throughout the year are:					

Progression Document-English 2020-2021

Word Reading

**A**-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet

**B**-across a range of texts

**C**-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Themes and conventions

**A**-identifying themes and conventions in a wide range of books

**B**-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

**C**-reading books that are structured in different ways and reading for a range of purposes

**D**-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

**E**-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

**F**-recognising some different forms of poetry (e.g. free verse, narrative poetry)

**G**-identifying how language, structure, and presentation contribute to meaning

**H**-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

Making inferences

**A**-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**B**-responses to text show meaning established at a literal level e.g. "walking good" means "walking carefully" or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text

**C**-predicting what might happen from details stated and implied

**D**-across a range of texts

**E**-identifying main ideas drawn from more than one paragraph and summarising these

Comprehension

**A**- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

**B**-asking questions to improve their understanding of a text

**C**-retrieve and record information from non-fiction

Language for effect

Progression Document-English 2020-2021

A- using dictionaries to check the meaning of words that they have read

B-discussing words and phrases that capture the reader's interest and imagination

Year 5					
Vehicle Text					
The Promise by Nicola Davies	FARTHER by Grahame Baker-Smith	The Lost Book of Adventure by Teddy Keen	King King by Anthony Browne	Henry's Freedom Box by Ellen Levine	The Errand by Leo LaFleur and Adam Oehlers
Writing Outcome					
Non-Fiction Newspaper	Fiction Setting description	Non-Fiction Survival Guide	Fiction Dilemma Narrative	Non Fiction Diary	Fiction Cliff Hanger Narrative
Composition					
<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>In writing narratives, considering how authors have developed settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Noting and developing initial ideas drawing on reading and research</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action</p>	<p>Noting and developing initial ideas drawing on reading and research</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action</p> <p>Précising longer passages</p>
Grammar and Punctuation					

## Progression Document-English 2020-2021

<p>Concrete and abstract nouns</p> <p>Formal and information language introduce relative clauses using the relative pronoun which</p> <p>Adverbials to indicate degrees of possibility</p>	<p>personifying nouns</p> <p>relative clause using a range of relative pronouns using parenthesis to add more detail</p> <p>using commas for parenthesis</p> <p>use a dash to mark boundaries between independently clauses</p> <p>Join and expand clauses by using a range of subordinating and coordinating conjunctions</p>	<p>cohesive adverbials to identify time, place and manner</p> <p>expanded noun phrases and prepositional phrases hyphens to avoid ambiguity</p> <p>active and passive voice</p> <p>Commas to clarify</p> <p>transforming nouns and adjective into verbs</p> <p>Colons and bullet points</p>	<p>cohesive adverbials to like paragraph</p> <p>figurative language to describe</p> <p>relative clause using a range of relative pronouns to add extra information</p> <p>dialogue to move action on</p> <p>active and passive voice</p> <p>use hyphens to avoid ambiguity</p> <p>relative clause to add extra information</p> <p>punctuation for parenthesis</p>	<p>dash to add additional information / parenthesis / explanation</p> <p>emotive language</p> <p>modal verbs indicating the likelihood, ability, permission or obligation</p> <p>relative clause to add extra information</p> <p>punctuation for parenthesis</p> <p>adverbials to avoid ambiguity</p>	<p>semi-colons to spate the boundary between independent clauses</p> <p>cohesive adverbials to like paragraph</p> <p>Link ideas across paragraphs using adverbials</p> <p>Active and passive voice</p> <p>modal verbs indicating the likelihood, ability, permission or obligation</p> <p>dash to add additional information / parenthesis / explanation</p> <p>relative clause to add extra information</p> <p>punctuation for parenthesis</p>
<b>Spelling</b> <b>Spelling coverage is ongoing throughout the year and all of the rules taught in Year 5 Appendix Spellings are also covered through additional stand-alone spelling lessons</b>					
<p>Words containing the letter-string ough</p> <p>Ending which sounds like /ʃəs/ spelt -cious or -tious</p> <p>Year 5 and 6 Spelling list</p>	<p>Ending which sounds like /ʃəs/ spelt -cious or -tious</p> <p>Year 5/6 spelling list word</p>	<p>Exploring root word families using the prefixes (dis-, de-, mis-, over-, re-) and suffixes (-ate, -ise, -ify)</p>	<p>Ending which sounds like /ʃəs/ spelt -cious or -tious</p> <p>Words ending with in -ant, -ent</p> <p>Year 5/6 spelling list word</p>	<p>Ending which sounds like /ʃəs/ spelt -cious or -tious</p> <p>Words ending in able</p>	<p>Words with 'silent' letters</p> <p>Words containing the letter-string ough</p> <p>words ending with -ant, -ance/-ancy, -ent, -ence/ency</p> <p>words ending with -able and -ible</p> <p>homophones and other words that are often confused</p> <p>Year 5/6 spelling list word</p>
<b>Handwriting</b>					

## Progression Document-English 2020-2021

Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.

Write legibly and fluently in joined handwriting.	Write legibly and fluently in joined handwriting.	Write legibly and fluently in joined handwriting.	Write legibly and fluently in joined handwriting.	Write legibly and fluently in joined handwriting.	Write legibly and fluently in joined handwriting.
<b>Edit and Evaluate</b>					
<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Peer editing opportunities – heavily supported by adult using guidance sheets</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation.</p>	<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Peer editing opportunities becoming more independently using guidance sheets</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation.</p>	<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Make some additions revisions to their own writing on focus paragraphs (given by teacher).</p> <p>Peer editing opportunities and children will support group to make revisions.</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation.</p>	<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Make some additions revisions to their own writing on focus paragraphs (chosen by teacher/student).</p> <p>Peer editing opportunities will support children to make substitutions and additions to work – using writers toolkit</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects.</p>	<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Make some additions revisions to their own writing after each paragraph.</p> <p>Peer editing opportunities will focus on supporting other to make additions and revisions using writer's toolkit.</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Proof-read for corrections to their own writing after each paragraph</p> <p>Make some additions revisions to their own writing after each paragraph.</p> <p>Peer editing opportunities will naturally happen at the start of each write session. Giving advice of what they could use in that session.</p> <p>Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
<b>Terminology for Pupils taught throughout the units</b>					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
<b>Reading</b>					
<p>Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.</p> <p>The skills covered throughout the year are:</p>					
<p>Word reading</p> <p><b>A</b>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p> <p><b>B</b>-intonation to make the meaning clear</p>					

## Progression Document-English 2020-2021

### Themes and conventions

**A-**continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

**B-**reading books that are structured in different ways and reading for a range of purposes

**C-**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

**D-**recommending books that they have read to their peers, giving reasons for their choices

**E-** identifying and discussing themes and conventions in and across a wide range of writing

**F-**simple comments show awareness of writer's viewpoint, e.g. 'he only tells you good things about the farm and makes the shop sound boring'

**G-**learning a wider range of poetry by heart

**H-**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

**I-**participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

### Making inference

**A-** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

**B-** comments make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points

**C-** inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content

**D-** predicting what might happen from details stated and implied

**E-** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

**F-** provide reasoned justifications for their views

### Comprehension

**A-** making comparisons within and across books

**B-** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

**C-** asking questions to improve their understanding

**D-** retrieve, record and present information from non-fiction

## Progression Document-English 2020-2021

<p><b>E-</b> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Language for effect</p> <p><b>A-</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><b>B-</b> comment on overall effect on reader, e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'</p> <p><b>C-</b> distinguish between statements of fact and opinion</p> <p><b>D-</b> identifying how language, structure and presentation contribute to meaning simple comments on writer's choices, e.g. "disgraceful" is a good word to use to show he is upset'</p>
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Year 6					
Vehicle Text					
Dreams of Freedom By Chris Riddell	Shackleton's Journey By William Grill	Rose Blanche By Christophe Gallaz and Roberto Innocenti	A Story like the Wind By Gill Lewis	The Ways of the Wolf By Smriti Prasadam-Halls	Hansel & Gretel By Neil Gaiman
Writing Outcome					
Non-Fiction Persuasive Letter	Fiction Endurance Narrative	Non-Fiction Bravery Speech Award	Fiction Flashback Narrative	Non-Fiction Balanced Argument	Fiction Dual Narrative
Composition					
<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Distinguish between the language of formal and informal speech.</p>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Describe settings, characters and atmosphere</p>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Distinguish between the language of formal and informal speech.</p> <p>Distinguish between fact, opinion and fiction,</p>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Describe settings, characters and atmosphere</p>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Distinguish between the language of formal and informal speech.</p>	<p>Draw upon material read</p> <p>Plan their writing by identifying the audience for and purpose of the writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action.</p>

## Progression Document-English 2020-2021

Use of the passive verbs to affect the presentation of information in a sentence	Integrate dialogue to convey character and advance the action.	distinguishing between points of view and how these can differ.  Use of the subjunctive form in some very formal speech	Integrate dialogue to convey character and advance the action.	Use of the passive verbs to affect the presentation of information in a sentence  Distinguish between fact, opinion and fiction, distinguishing between points of view and how these can differ.  Use of the subjunctive form in some very formal speech	
<b>Grammar and Punctuation</b>					
<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using modal verbs to suggest degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</p> <p>Use a colon to introduce a list and semi-colons for more elaborate lists</p> <p>Recap of ellipsis for cohesion</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>Use commas to clarify meaning and avoid ambiguity (Used as a break in a sentence, after a fronted adverbial,</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using passive verbs to affect how information is presented</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</p> <p>Use commas, brackets and dashes for parenthesis</p> <p>Use semi-colons to separate two main clauses</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</p> <p>Use verb tenses consistently and correctly</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using modal verbs to suggest degrees of possibility and using passive verbs to affect how information is presented</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</p> <p>Use the passive voice to affect the presentation of information in a sentence</p> <p>Use verb tenses consistently and correctly</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs</p> <p>Use verb tenses consistently and correctly</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other</p>



## Progression Document-English 2020-2021

	separate items in a list and parenthesis)  Use semi-colons as boundaries between independent clauses		Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas )  Use commas to clarify meaning and avoid ambiguity  Use semi-colon or dash to mark as boundaries between independent clauses	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)  Use semi-colon, colon and dash to mark as boundaries between independent clauses	punctuation to indicate direct speech)  Use commas to clarify meaning and avoid ambiguity (Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis)  Use semi-colon, colon and dash to mark as boundaries between independent clauses
<b>Spelling</b> Spelling coverage is ongoing throughout the year and all of the rules taught in Year 6 Appendix Spellings are also covered through additional stand-alone spelling lessons					
Spell words with the following patterns; (-anc,-ancy,-ent,-ence,-ency,	Use the hyphen to join a prefix to a root word e.g. co-ordinate, re-enter)  Understand and use some homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)	Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
<b>Handwriting</b> Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons.					
Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed	Maintain legibility in joined handwriting when writing at speed
<b>Edit and Evaluate</b>					
Assessing the effectiveness of their own writing  Proof read for some spelling and punctuation errors	Assessing the effectiveness of their own writing  Proof read for some spelling and punctuation errors	Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors	Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors	Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Proposing most changes to vocabulary, grammar and	Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Proposing most changes to vocabulary, grammar and

## Progression Document-English 2020-2021

Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)	Proposing some 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	Proposing most 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	punctuation to enhance effects and clarify meaning  Ensuring correct subject and verb agreement when using singular and plural  Distinguish between the language of speech and writing and choosing the appropriate register	punctuation to enhance effects and clarify meaning  Ensuring the consistent and correct use of tense throughout a piece of writing  Distinguish between the language of speech and writing and choosing the appropriate register
<b>Terminology for Pupils taught throughout the units</b>					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
<b>Reading</b> Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies. The skills covered throughout the year are:					
Word Reading <b>A</b> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  <b>B</b> -across a wide range of texts  <b>C</b> -intonation to make the meaning clear  <b>D</b> -reading should be fluent, accurate and with excellent intonation across a wide range of texts					
Themes and conventions <b>A</b> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  <b>B</b> -reading books that are structured in different ways and reading for a range of purposes  <b>C</b> -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  <b>D</b> -recommending books that they have read to their peers, giving reasons for their choices  <b>E</b> -identifying and discussing themes and conventions in and across a wide range of writing  <b>F</b> -comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports  <b>G</b> -learning a wider range of poetry by heart including classic poetry					

Progression Document-English 2020-2021

**H**-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  
**I**-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Making inferences

**A**-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
**B**-comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter'  
**C**-comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  
**D**-provide reasoned justifications for their views

Comprehension

**A**-making comparisons within and across books  
**B**-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
**C**-asking questions to improve their understanding  
**D**-retrieve, record and present information from non-fiction  
**E**-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

Language for effect

**A**-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  
**B**-distinguish between statements of fact and opinion  
**C**-identifying how language, structure and presentation contribute to meaning

Speaking and Listening-Spoken Language

The below statements apply to Yr-Yr6 and are taught at a level appropriate to the age of the pupils. Pupils build on oral language skills that have been taught in preceding years.

listen and respond appropriately to adults and their peers

ask relevant questions to extend their understanding and knowledge

use relevant strategies to build their vocabulary

articulate and justify answers, arguments and opinions

give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

speak audibly and fluently with an increasing command of Standard English

participate in discussions, presentations, performances, role play/improvisations and debates

gain, maintain and monitor the interest of the listener(s)

consider and evaluate different viewpoints, attending to and building on the contributions of others

select and use appropriate registers for effective communication