



PROGRESSION MAP



ENGLISH



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SPELLING & GRAMMAR	<p>Give meaning to the marks they draw, write and paint</p> <p>Begin to break the flow of speech into words</p> <p>Continue a rhyming string</p> <p>Hear and say the initial sounds in words</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Write own name and other things such as labels, captions</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in way which match their spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Write phonetically plausible words</p>	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding the prefix un-</p> <p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun I</p> <p>Use simple description</p> <p>Spell words containing phonemes already taught</p> <p>Spell common exception words</p> <p>Make phonically plausible attempts to spell words that have not yet been learnt</p>	<p>Form nouns and adjectives using suffixes</p> <p>Ad -er and -est to adjectives</p> <p>Add -ly to turn adjectives into adverbs</p> <p>Use punctuation correctly: full stops, capital letters, exclamation marks, question marks</p> <p>Use punctuation correctly: commas for lists</p> <p>Use punctuation correctly: apostrophes for contracted forms</p> <p>Use punctuation correctly: apostrophes for the possessive (singular)</p> <p>Write sentences with different forms: statement, questions, exclamation, command</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense</p> <p>Use sub-ordination (using when, if, that or because)</p> <p>Use co-ordination (using or, and so, but)</p> <p>Use homophones and near homophones</p>	<p>Use adverbs to express time, place and cause</p> <p>Use prepositions to express time, place and cause</p> <p>Use conjunctions to express time, place and cause (when, before, after, while, so because)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Group related ideas into paragraphs</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Build an increasing range of sentence structures</p> <p>Form nouns with a range of prefixes</p> <p>Use a or an according to whether the next word begins with a vowel or consonant</p> <p>Build a varied and rich vocabulary</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation</p>	<p>Recognise the grammatical difference between plural and possessive 's'</p> <p>Use Standard English forms for verb inflections</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (including when, if, because, although)</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use inverted commas and other punctuation to punctuate direct speech</p> <p>Organise paragraphs around a theme</p> <p>Build a varied and rich vocabulary</p> <p>Use present and past tenses correctly and consistently, including the progressive form and the present perfect form</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use devices to build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Link ideas using tense choices</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Variety of verb forms used correctly and consistently including the present perfect form</p> <p>Use commas after fronted adverbials (Y4)</p> <p>Organise paragraphs around a theme (Y4)</p> <p>Use inverted commas and other punctuation to punctuate direct speech (Y4)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p> <p>Use the perfect form of verbs</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list and use of semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Link ideas across paragraphs using a wide range of cohesive devices (Y5)</p> <p>Use modal verbs or adverbs to indicate degrees of possibility (Y5)</p> <p>Use brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>
	WRITING DEVELOPMENT	<p>Write CVC words</p> <p>Apply taught digraphs into writing</p> <p>Apply taught trigraphs into writing</p> <p>Write words with adjacent consonants</p> <p>Use key features of narrative in own writing (EXC)</p> <p>Have an awareness of a capital letter and full stop when writing a simple sentence</p>	<p>Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Write narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say aloud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>	<p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices</p> <p>Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Précis longer passages</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use organisational and presentational devices to structure text</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>



PROGRESSION MAP



ENGLISH



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
READING	Continue a rhyming string	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently	Listen to and discuss a wide range of texts	Listen to and discuss a wide range of texts	Read and discuss a wide range of texts	Read and discuss a wide range of texts
	Hear and say the initial sounds in words	Link what is read or heard to own experiences	Discuss the sequence of events in books and how items of information are related	Read for a range of purposes	Read for a range of purposes	Recommend books to peers	Recommend books to peers
	Segment the sounds in simple words and blend them together and knows which letters represent some of them	Become familiar with key stories, fairy tales and traditional tales	Become familiar with and retell a wider range of traditional tales	Use dictionaries to check the meaning of words	Use dictionaries to check the meaning of words	Identify and discuss themes and conventions	Identify and discuss themes and conventions
	Link sounds to letters, naming and sounding the letters of the alphabet	Retell stories and consider their particular characteristics	Read non-fiction books that are structured in different ways	Identify themes and conventions	Identify themes and conventions	Make comparisons within and across books	Make comparisons within and across books
	Begin to read words and simple sentences	Recognise and join in with predictable phrases	Recognise simple recurring literary language	Prepare poems and play scripts to read aloud and to perform	Prepare poems and play scripts to read aloud and to perform	Learn poetry by heart	Learn poetry by heart
	Use vocabulary and forms speech that are increasingly influenced by their experiences of books	Learn to appreciate rhymes and poems	Discuss and clarify the meanings of words	Show understanding through intonation, tone, volume and action	Show understanding through intonation, tone, volume and action	Prepare poems and plays for performance	Prepare poems and plays for performance
	Enjoy reading an increasing range of books	Recite some rhymes and poems by heart	Continue to build up a repertoire of poems learnt by heart	Discuss words and phrases that capture the reader's interest and imagination	Recognise different forms of poetry	Check sense, discuss understanding and explore meaning of words in context	Check sense, discuss understanding and explore meaning of words in context
	Know that information can be retrieved from books and computers	Discuss word meanings, linking new meanings to those already known	Understand books read independently and those which are listened to	Recognise different forms of poetry	Discuss words and phrases that capture the reader's interest and imagination	Ask questions to improve understanding	Ask questions to improve understanding
	Read and understand simple sentences	Understand both the books that can be read accurately and fluently and those listened to	Draw on what is already known or on background information and vocabulary provided by the teacher	Check text makes sense	Check text makes sense	Draw inferences (characters' feelings, thoughts and motives); justify with evidence	Draw inferences (characters' feelings, thoughts and motives); justify with evidence
	Use phonic knowledge to decode regular words and read them aloud accurately	Draw on what they already know	Check that the text makes sense	Explain meaning of words in context	Explain meaning of words in context	Predict from details stated and implied	Predict from details stated and implied
Read some common irregular words	Check that the text makes sense	Make inferences on the basis of what is being said and done	Ask questions to improve understanding of a text	Ask questions to improve understanding of a text	Summarise main ideas, identifying key details	Summarise main ideas, identifying key details	
Demonstrate understanding when talking with others about what they have read	Correct inaccurate reading	Answer and ask questions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Identify how language, structure and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning	
	Discuss the significance of the title and events	Predict what might happen on the basis of what has been read so far	Predict from details stated and implied	Predict from details stated and implied	Evaluate authors' language choice	Evaluate authors' language choice	
	Make inferences on the basis of what is being said and done	Participate in discussion about books, poems and other works	Identify main ideas drawn from more than one paragraph and summarise	Identify main ideas from paragraphs	Distinguish between fact and opinion	Distinguish between fact and opinion	
	Predict what might happened on the basis of what as been read so far	Explain and discuss understanding of books, poems and other material	Identify how language, structure, and presentation contribute to meaning	Identify how language, structure, and presentation contribute to meaning	Retrieve, record and present information from non-fiction	Retrieve, record and present information	
	Participate in discussion about what has been read to them		Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Participate in discussion about books	Participate in discussion about books	
	Explain clearly understanding of what is read to them		Participate in discussion about books	Participate in discussion about books	Explain and discuss understanding of reading	Explain and discuss understanding of reading	
					Provide reasoned justifications for views	Provide reasoned justifications for views	



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SPOKEN COMMUNICATION & LANGUAGE	<p>Maintain attention, concentrates and sits quietly during appropriate activity (L&A)</p> <p>Two-channelled attention – can listen and do for short span (L&A)</p> <p>Respond to instructions involving a two-part sequence (U)</p> <p>Understand humour, e.g. nonsense rhymes, jokes (U)</p> <p>Able to follow a story without pictures or props (U)</p> <p>Listen and respond to ideas expressed by others in conversation or discussion (U)</p> <p>Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S)</p> <p>Use language to imagine and recreate roles and experiences in play situations (S)</p> <p>Link statements and sticks to a main theme or intention (S)</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events (S)</p> <p>Introduce a storyline or narrative into their play (S)</p> <p>Listen attentively in a range of situations (L&A)</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (L&A)</p> <p>Give attention to what others say and respond appropriately, while engaged in another activity (L&A)</p> <p>Follow instructions involving several ideas or actions (U)</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events (U)</p> <p>Express self effectively, showing awareness of listeners' needs (S)</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future (S)</p> <p>Develop narratives and explanations by connecting ideas or events (S)</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently</p> <p>Use Standard English</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>Consider and evaluate different viewpoints</p> <p>Select and use appropriate registers for effective communication</p>	<p>Listen and respond</p> <p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently</p> <p>Use Standard English</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>Consider and evaluate different viewpoints</p> <p>Select 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