

## English Skills Progression



Strands				
	<ul style="list-style-type: none"><li>· Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.</li><li>· Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.</li></ul>			
Reading, from EYFS to Y3				
Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Reading - Word	Reading: <ul style="list-style-type: none"><li>- Children read and understand simple sentences.</li><li>- They use phonic knowledge to decode regular words and read them aloud accurately.</li></ul>	<ul style="list-style-type: none"><li>- I can read words by breaking them down into sounds.</li><li>- I quickly read my given letters or groups of letters.</li><li>- I read new words by blending letter sounds together.</li><li>- I can read some unusual words</li></ul>	<ul style="list-style-type: none"><li>- I can read words quickly because I know how to sound out all parts of a word.</li><li>- I read by blending together the sounds I know and can read out within a word.</li><li>- I can read words with two or three syllables.</li></ul>	<ul style="list-style-type: none"><li>- I can use my existing knowledge to help myself read aloud.</li><li>- I am aware that some words sound different to how they are spelt.</li></ul>

1

## English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Reading - Word		<ul style="list-style-type: none"> <li>- I know how to read my word list words including words ending in - s, -es, -ing, -ed, -er and -est.</li> <li>- I can correctly read the longer words in my word list.</li> <li>- I can read words that contain missing letters such as I'm, I'll, and we'll.</li> <li>- I correctly read aloud the words from my book.</li> <li>- I re-read my books so that I become a better reader.</li> </ul>	<ul style="list-style-type: none"> <li>- I can read words with common word endings, such as -ing and - ed.</li> <li>- I can read a range of unusual words from our word lists.</li> <li>- I can read most words quickly and accurately.</li> <li>- When I see a word I have not read before, I can sound out the word without help from an adult.</li> <li>- When I re-read my books, I become better and better at reading the text.</li> </ul>	

## English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Reading - Comprehension	<ul style="list-style-type: none"> <li>- They also read some common irregular words.</li> <li>- They demonstrate understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>- I listen and discuss what I have read, including poems, stories and non-fiction books.</li> <li>- When I read, I can tell you similar things that have happened to me.</li> <li>- I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</li> <li>- I like to join in with the class at special times of a story when the teacher is telling certain stories.</li> <li>- I have learned some rhymes or poems.</li> <li>- I can discuss what words mean.</li> <li>- I understand the books I can read.</li> <li>- I check what I am reading makes sense as I am reading through it.</li> </ul>	<ul style="list-style-type: none"> <li>- I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</li> <li>- When I read, I am able to tell you about things in the order they happen and if they are connected.</li> <li>- I can tell you about all the different stories I have read.</li> <li>- I enjoy finding out about non-fiction books and how they are set out.</li> <li>- I can recognise simple language patterns in stories and poems.</li> <li>- I discuss the meaning of words.</li> <li>- I am happy to tell you my favourite words and phrases from my reading.</li> <li>- I can say out loud a number of poems I have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- I have understood a range of texts I have read.</li> <li>- I am able to choose from a range of books to find the information I require.</li> <li>- I use a dictionary to check the meaning of words.</li> <li>- I can talk about some different types of stories I have read.</li> <li>- I can identify some themes in a range of books I read.</li> <li>- I will perform poems and play scripts to read aloud.</li> <li>- I will discuss words and phrases that interest me.</li> <li>- I know that poetry comes in different forms.</li> <li>- I think about what I read to make sure I understand it and it makes sense.</li> </ul>

## English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Reading - Comprehension		<ul style="list-style-type: none"> <li>- I discuss the titles and events from the books I read.</li> <li>- I can tell you about why a character does or says some things.</li> <li>- I like to predict what happens next based on what I have read so far.</li> <li>- I take turns to listen and discuss when I am in a group.</li> <li>- I can explain what has happened in the story someone has just read to me.</li> </ul>	<p>I understand the books I can read.</p> <ul style="list-style-type: none"> <li>- I check what I am reading makes sense as I read through it.</li> <li>- I can tell you why certain things happen in a book or why a character says the things they do.</li> <li>- I can answer and ask questions about what I have read.</li> <li>- I like to guess what happens next in a story, using what I already know has gone on before.</li> <li>- I take turns to discuss and listen to others about what I have read.</li> <li>- I can explain and discuss what has happened in books that either I have read or have been read to me.</li> </ul>	<ul style="list-style-type: none"> <li>- I ask questions about a text or book.</li> <li>- I know a character does certain things because of how the character is feeling or what has happened to them in the story.</li> <li>- I can predict events in stories from what has happened up to now.</li> <li>- I can tell what the main ideas are from reading a number of paragraphs.</li> <li>- I can see that books are set out in ways that help the reader to read the texts.</li> <li>- I can use non-fiction books to find information.</li> <li>- I can take turns when discussing books that I have read.</li> </ul>

## English Skills Progression



Reading, from Y4 to Y6			
Strands	By the end of Y4	By the end of Y5	By the end of Y6
Reading – Word	<ul style="list-style-type: none"> <li>- I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</li> <li>- I am aware that some words sound different to how they are spelt.</li> </ul>	<ul style="list-style-type: none"> <li>- I use some of the words and word parts that understand already to think about what new words mean and sound like.</li> </ul>	<ul style="list-style-type: none"> <li>- I use the words and word parts that I can read and understand already to think about what new words mean and sound like.</li> </ul>
Reading - Comprehension	<ul style="list-style-type: none"> <li>- I can show you I have understood an increasing wide range of texts I have read.</li> <li>- I am able to choose from a range of books that are set out differently but give me the information I require.</li> <li>- I can use a dictionary to check the meaning of new words.</li> <li>- I can talk about different types of stories I have read.</li> <li>- I can identify different themes and conventions in a wide range of books I read.</li> <li>- I will perform poems and play scripts to read aloud to keep the listener interested.</li> </ul>	<ul style="list-style-type: none"> <li>- I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</li> <li>- I understand books are set out in different ways for different purposes.</li> <li>- I am becoming familiar with a range of books.</li> <li>- I recommend books I have read to my friends.</li> <li>- I am able to identify and discuss themes across a range of writing.</li> <li>- I can make simple comparisons across books I have read.</li> <li>- I have learnt a few poems by heart.</li> <li>- I am able to read aloud and perform poems and plays.</li> </ul>	<ul style="list-style-type: none"> <li>- I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</li> <li>- I understand what I read, even though books are set out in different ways and are written for different purposes.</li> <li>- I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.</li> <li>- I like to recommend books I have read to my friends.</li> </ul>

## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
Reading - Comprehension	<ul style="list-style-type: none"> <li>- I will discuss words and phrases that interest me.</li> <li>· I can recognise different types of poetry.</li> <li>· I check what I am reading makes sense by talking about it.</li> <li>· I ask questions to help me understand more about a book.</li> <li>· I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</li> <li>· I can predict events in stories from what I have read.</li> <li>· I can tell what the main ideas in a book are from reading a number of paragraphs.</li> <li>- I understand that the way books are set out to help the reader identify the meaning.</li> <li>- I can use non-fiction books to find out about things.</li> <li>- I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</li> </ul>	<ul style="list-style-type: none"> <li>- I check my understanding of a text through discussion and exploring the meaning of words.</li> <li>- I can ask questions about what I have read.</li> <li>- I can see that characters do the things they do because of their feelings.</li> <li>- I can predict what may happen in a story by thinking about what has happened up to now.</li> <li>- I am able to make simple summaries of a given number of paragraphs I have read.</li> <li>- I can show how words, phrases and structure all contribute to make different meanings in texts I read.</li> <li>- I know authors use words or phrases which will have impact on a reader.</li> <li>- I know the difference between a fact and an opinion.</li> <li>- I can find and make notes on information from non-fiction.</li> <li>- I am beginning to participate in discussions about books I have read by listening to others' ideas.</li> <li>- I can debate topics I have read about.</li> <li>- I am able to explain my views.</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to identify and discuss themes and conventions in and across a wide range of writing.</li> <li>- I can make comparisons within and across books I have read.</li> <li>- I have learnt a wider range of poems by heart.</li> <li>- I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</li> <li>- I check my understanding of books I have read through discussion and exploring the meaning of words.</li> <li>- I can ask questions about what I have read to further improve my understanding.</li> <li>- I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</li> <li>- From my reading, I can predict what may happen in a story from details given and suggested in the text.</li> <li>• I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</li> </ul>

## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
Reading - Comprehension			<ul style="list-style-type: none"> <li>- I can show how language, structure and presentation all contribute to meaning in texts I read.</li> <li>- I know authors use particular language which will have impact on me, the reader.</li> <li>- I can distinguish between statements of fact and opinion.</li> <li>- I can retrieve, record and present information from non-fiction.</li> <li>- I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</li> <li>- I can present or debate on topics I have read about, using notes if necessary.</li> <li>- I am able to justify my views.</li> </ul>



### Reading skills Years 7, 8 and 9

#### Strands

##### Comprehension

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- Choosing and reading books independently for challenge, interest and enjoyment.
- Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
- Making inferences and referring to evidence in the text.
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
- Checking their understanding to make sure that what they read makes sense.
- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
- Recognising a range of poetic conventions and understanding how these have been used.
- Studying setting, plot, and characterisation, and the effects of these.
- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
- Making critical comparisons across texts.
- Studying a range of authors, including at least two authors in depth each year





## Writing, from EYFS to Y3

Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Transcription		<ul style="list-style-type: none"> <li>· I can spell my word list accurately.</li> <li>· I can spell some unusual words correctly.</li> <li>· I can spell the days of the week.</li> <li>· I know the names of all the letters of the alphabet in order.</li> <li>· I know some sounds can be spelled in different ways using different letters.</li> <li>· I use word endings such as -s and -es to change a word to mean more than one.</li> <li>· I know how to add un- at the beginning of a word to create a new word.</li> <li>· I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</li> <li>· I can spell the words correctly in my Year 1 spelling list.</li> <li>· I can write out a sentence told to me by my teacher</li> </ul>	<ul style="list-style-type: none"> <li>- I can spell words correctly by saying them out loud.</li> <li>· I am learning new ways for spelling words which sound the same but have different meanings.</li> <li>· I know how to spell words that do not follow a spelling pattern.</li> <li>· I can spell more words by using 'rules' I already know.</li> <li>· I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</li> <li>· I can show I know the difference between homophones and near homophones in my spelling.</li> <li>· I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.</li> <li>· I can spell the words correctly in my Year 2 spelling list.</li> <li>· I can write out a sentence told to me by my teacher and use the correct punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- I use some prefixes and suffixes and understand how to use them in my writing.</li> <li>- I can spell some homophones.</li> <li>- I am able to spell some words that are often misspelt.</li> <li>- I know how to use the possessive apostrophe in some plurals.</li> <li>- When using a dictionary, I am able to use the first two letters of a word to check its' meaning.</li> <li>- I can write simple sentences that have been read to me, using the correct punctuation.</li> </ul>

## English Skills Progression



### Writing, from EYFS to Y3

Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Handwriting	<p>Moving and Handling Skills:</p> <ul style="list-style-type: none"> <li>· Children show good control and co-ordination in large and small movements.</li> <li>· They move confidently in a range of ways, Safely negotiating space.</li> <li>· They handle equipment and tools effectively, Including pencils for writing.</li> </ul>	<ul style="list-style-type: none"> <li>- When writing, I sit and hold a pencil correctly.</li> <li>- I can write some of my letters correctly, starting and finishing in the right place.</li> <li>- I can write some capital letters.</li> <li>- I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</li> <li>- I can tell you how some letters are similar and can be put into groups</li> </ul>	<ul style="list-style-type: none"> <li>- When I write, my letters are the same size.</li> <li>· I am learning which letters to join up in my handwriting, and which ones are best left unjoined.</li> <li>· I can write letters and numbers that are the right way round and the right size.</li> <li>· I know where to leave spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to join my letters when writing.</li> <li>- I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</li> </ul>
Composition	<p>Writing:</p> <ul style="list-style-type: none"> <li>-Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>- They also write some irregular common words.</li> <li>- They write simple sentences which can be read by themselves and others.</li> <li>- Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>. Before I write a sentence, I can say out loud what I am going to write.</li> <li>- I can think of and say a sentence before I write it.</li> <li>- I can write a text by thinking of a list of sentences in the order I need.</li> <li>- I check my sentences make sense by re-reading them.</li> <li>- I can discuss what I have written with the teacher or my friends.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to write stories about things that have happened to me or other people.</li> <li>· I am able to write longer stories about real things that have happened.</li> <li>· I can write my own poems.</li> <li>- I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</li> </ul>	<ul style="list-style-type: none"> <li>- I plan my writing by looking at similar texts written before.</li> <li>- I am able to make notes about what I will write about.</li> <li>- I use different sentence structures and some better vocabulary in my writing.</li> <li>- I can draft my work into short paragraphs.</li> <li>- I can organise my writing using settings, characters and plot.</li> </ul>

## English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Composition		<ul style="list-style-type: none"> <li>- I can read aloud my own writing so my friends and the teacher can hear me.</li> </ul>	<ul style="list-style-type: none"> <li>- Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</li> <li>- I think about what I am going to write by writing down my ideas and important words which will help me.</li> <li>- I can write down brief descriptions about what I want to include in my writing, before I begin.</li> <li>- I can make changes in my writing by listening to what others have to say about it.</li> <li>- Once finished, I will re-read my work to make sure it makes sense.</li> <li>- I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</li> <li>- I can read aloud my work in a way which helps people understand it</li> </ul>	<ul style="list-style-type: none"> <li>- I can organise my writing by using headings.</li> <li>- I can edit my own work add some improvements to the texts.</li> <li>- I can edit written work to improve the use of vocabulary.</li> <li>- When I finish a piece of work I will read it through to correct some spelling and punctuation errors.</li> <li>- I can read my writing out to an audience in a clear manner.</li> </ul>

# English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Vocabulary Grammar Punctuation		<ul style="list-style-type: none"> <li>- When I write, I leave spaces between my words.</li> <li>· I can add together two sentences using Grammar 'and'.</li> <li>· I can tell you where I might use a capital Punctuation letter, a full stop, question marks or exclamation marks in my work.</li> <li>· I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</li> <li>· I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</li> <li>· I can add endings such as -ing and -ed to words to make new words.</li> <li>· I understand how adding un to the beginning of some words changes the word to mean the opposite.</li> <li>· I know that words can be put together to build sentences.</li> <li>- I can use the grammar rules set out my grammar list.</li> </ul>	<ul style="list-style-type: none"> <li>- I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</li> <li>- I can use commas correctly when making a list of things.</li> <li>- I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</li> <li>- I am learning to write sentences which convey different meaning for different purposes.</li> <li>- I am able to write more interesting sentences by adding further detail.</li> <li>- I try to write in the present or past tense when writing.</li> <li>- I can use words such as when, if, that, because, or, and or but when I write sentences.</li> <li>- I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</li> <li>- I can add -ful and -less to words to make adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.</li> <li>- I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.</li> <li>- I can use the grammar rules set out in my grammar list.</li> <li>- I can use conjunctions, adverbs and prepositions to express time and cause in my writing.</li> <li>- I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know</li> <li>- I know when to use 'a' or 'an' depending on what the next word begins with.</li> <li>- I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the</li> </ul>

## English Skills Progression



Strands	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Vocabulary Grammar Punctuation			<ul style="list-style-type: none"> <li>- I know what changes happen to the meaning of words when I add -er, -est and -ly to words.</li> <li>- When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.</li> </ul>	<ul style="list-style-type: none"> <li>meaning of all the words in the word family.</li> <li>- I group ideas I write about into paragraphs.</li> <li>- I use headings and sub-headings to structure and present my work.</li> <li>- I know that inverted commas are used to open and close what some one is saying in a text.</li> </ul>

## English Skills Progression



### Writing, from Y4 to Y6

Strands	By the end of Y4	By the end of Y5	By the end of Y6
Transcription	<ul style="list-style-type: none"> <li>- I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</li> <li>- I can spell an increasing number of homophones.</li> <li>- I am able to spell words that are often misspelt.</li> <li>- I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</li> <li>- When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</li> <li>- I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- I add some prefixes and suffixes.</li> <li>- I can spell some words that include silent letters.</li> <li>- I know some words sound the same but are spelled differently.</li> <li>- I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.</li> <li>- I am beginning to use a dictionary to check how words are spelled and what words mean.</li> <li>- I use the first three letters of a word to quickly find it in a dictionary.</li> <li>- I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.</li> </ul>	<ul style="list-style-type: none"> <li>- I add prefixes and suffixes using the rules we have worked on in class.</li> <li>- I can spell some words that include silent letters, such as knight, psalm and solemn.</li> <li>- I know some words sound the same but are spelled differently and can point out the different uses of these different words (such as 'eye' and 'I' or 'bee' and 'be').</li> <li>- I use the words and word parts that I know to help me spell new words but I also know some words are unique and need to be learnt individually.</li> <li>- I use a dictionary to check how words are spelled and what words mean. <ul style="list-style-type: none"> <li>• I use the first three or four letters of a word to quickly find it in a dictionary.</li> <li>• I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text</li> </ul> </li> </ul>

## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
Handwriting	<ul style="list-style-type: none"> <li>- In handwriting, I know which letters are appropriate to join.</li> <li>- My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</li> </ul>	<ul style="list-style-type: none"> <li>- I make sure others can read my handwriting.</li> <li>- I often choose the writing tool that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>- I make sure others can read my handwriting and decide whether or not to join specific letters.</li> <li>- I choose the writing tool that is best suited for a task</li> </ul>
Composition	<p>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</p> <ul style="list-style-type: none"> <li>- I am able to use ideas to plan my writing.</li> <li>- I am using an increasing range of sentence structures and richer vocabulary in my writing.</li> <li>- I can draft my work into paragraphs.</li> <li>- I can organise my writing using different settings, characters and plot.</li> <li>- I can organise my writing by using headings and sub-headings.</li> <li>- I can edit my own work and that of others and add improvements to the texts.</li> <li>- I can edit written work to improve the use of grammar.</li> <li>- When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.</li> <li>- I plan my writing by making notes and then develop my initial ideas.</li> <li>- I plan my writing by using ideas from how other authors have developed their characters and settings.</li> <li>- I draft and write by selecting grammar and vocabulary to enhance my work.</li> <li>- I review my work to add description to develop settings and characters.</li> <li>- I can precis a passage to create a sentence with the same meaning.</li> <li>- I am beginning to use details across my texts to help link paragraphs together into a full text.</li> <li>- I use headings and bullet points to structure my writing.</li> </ul>	<p>I plan the structure of my writing by identifying the audience for my text and the purpose of the writing.</p> <ul style="list-style-type: none"> <li>· I plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</li> <li>· I plan my writing by considering how other authors have developed characters and settings.</li> <li>· I draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>· I review my work to further describe and develop settings, characters and the narrative atmosphere.</li> <li>· I can precis a longer passage to create a short text with the same meaning.</li> </ul>

## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
Composition	<ul style="list-style-type: none"> <li>- I can read my writing out to an audience in an interesting and clear manner.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.</li> <li>- I edit my texts to improve their content.</li> <li>- I use the correct tense throughout a piece of writing.</li> <li>- I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.</li> <li>- I can read through my work to correct some spelling and punctuation mistakes.</li> <li>- I read aloud my own work so the meaning is clear to the listeners.</li> </ul>	<ul style="list-style-type: none"> <li>· I use themes and details across my texts to help link paragraphs together into a flow of text.</li> <li>· I use headings, bullet points and underlining to structure and guide a reader through my writing.</li> <li>· I evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</li> <li>· I evaluate and edit my texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation.</li> <li>· I ensure I use the consistent and correct use of tense throughout a piece of writing.</li> <li>· I edit my work to ensure my use of singular and plural words are accurate and I know my writing should not be the language of speech.</li> <li>· I proof-read my work to correct spelling and punctuation mistakes.</li> <li>· I read aloud my own work so the meaning is clear, fluent and flows correctly.</li> </ul>



## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
<p>Vocabulary</p> <p>Grammar</p> <p>Punctuation</p>	<ul style="list-style-type: none"> <li>- I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</li> <li>- I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</li> <li>- I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</li> <li>- I know I should not write in the same way that I talk.</li> <li>- I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</li> <li>- I can punctuate speech in a text.</li> <li>- I can talk about my work using the learning from my Year 4 grammar list.</li> <li>- I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</li> </ul>	<ul style="list-style-type: none"> <li>- I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.</li> <li>- I use brackets, dashes or commas to create an explanation section in a sentence.</li> <li>- I can talk about my work using the learning from my Year 5 grammar list.</li> <li>- I begin sentence clauses with who, which, where, when, whose, that or with.</li> <li>- I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</li> <li>- I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).</li> <li>- I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.</li> <li>- I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</li> </ul>	<ul style="list-style-type: none"> <li>- I use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</li> <li>- I can write out formal speech or texts using appropriate vocabulary.</li> <li>- I use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</li> <li>- I know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).</li> <li>- I link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.</li> <li>- I structure my work with appropriate headings, subheadings, columns, bullets, or tables.</li> <li>- I mark out separate clauses in a sentences by using a semi-colon or colon.</li> <li>- I use a colon to indicate the beginning of a list</li> </ul>

## English Skills Progression



Strands	By the end of Y4	By the end of Y5	By the end of Y6
Vocabulary Grammar Punctuation		- I use commas to structure my sentences and clarify the meaning of a text.	- I use bullet points accurately when constructing a list. - I can talk about my work using the learning from my Year 6 grammar list.

# English Skills Progression



## Writing skills Years 7, 8 and 9

Strands	<ul style="list-style-type: none"> <li>- Writing for a wide range of purposes and audiences, including well-structured formal expository and narrative essays.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>· Writing for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.</li> <li>· Writing for a wide range of purposes and audiences, including notes and polished scripts for talks and presentations.</li> <li>· Writing for a wide range of purposes and audiences, including a range of narrative and non-narrative texts, including arguments, and personal and formal letters.</li> <li>· Summarising and organising material and supporting ideas and arguments with any necessary factual detail.</li> <li>· Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</li> <li>· Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> <li>· Considering how their writing reflects the audiences and purposes for which it was intended.</li> <li>· Amending the vocabulary, grammar, punctuations and structure of their writing to improve its coherence and overall effectiveness.</li> <li>· Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in Appendix 1 to the KS1 and KS2 programmes of study.</li> </ul>
Vocabulary Grammar Punctuation	<p>Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.</p> <ul style="list-style-type: none"> <li>· Studying the effectiveness and impact of the grammatical features of the texts they read.</li> <li>- Drawing on new vocabulary and grammatical constructions from their reading and listening and using these consciously in their writing and speech to achieve particular effects.</li> <li>· Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</li> <li>· Using Standard English confidently in their own writing and speech.</li> <li>· Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li> </ul>