



## **Kingswood Primary School – English skills progression**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Pupils should be taught to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

| EYFS | Spoken language                                                                                                                                                                                                                                                                                               | Reading – word reading                                                                                                                                                    | Reading - comprehension                                                                                                                                                                                                                                                                                                                      | Spelling                                                                                                                                                                                                                                              | Vocabulary, grammar and punctuation                                                                                                                                                                                    | Writing - composition                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|      | <p>Speaking: express themselves effectively, showing awareness of listeners' needs.</p> <p>use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>develop their own narratives and explanations by connecting ideas or events.</p> | <p>read and understand simple sentences.</p> <p>use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>read some common irregular words.</p> | <p>demonstrate understanding when talking with others about what they have read.</p> <p>C&amp;L: listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>spell the high frequency words: a, go, an, can, as, had, at, the, I, to, in, and, into, get, is, up, it, Mum, no, Dad<br/><i>(taken from Letters and Sounds).</i></p> | <p>Writing: use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>write some irregular common words.</p> <p>write simple sentences which can be read by themselves and others.</p> | <p>Moving &amp; Handling Skills: show good control and co-ordination in large and small movements.</p> <p>handle equipment and tools effectively</p> <p>Writing: use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>write some irregular common words.</p> <p>write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> |

|                       | Year 1                                                                 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <b>Topics studied</b> | <p>Spoken language</p> <p>Reading – word reading and comprehension</p> |        |        |        |        |        |

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|                               | <p>Writing – transcription (spelling and handwriting)</p> <p>Vocabulary, punctuation and grammar</p> <p>Writing - composition</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                     |
| <b>Spoken language</b>        | <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of 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, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p> |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                     |
| <b>Reading – word reading</b> | <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond with correct sound to graphemes for all 40+ phonemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs</p> <p>read common exception words,</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>be encouraged to link what they read or hear to their own experiences</p> <p>become familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>recognise and join in with predictable phrases</p> <p>learn to recite rhymes and poems some by heart</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</p> |

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|                                | <p>syllable that contain taught GPCs</p> <p>read words with contractions</p> <p>read books aloud, accurately consistent with developing phonic knowledge</p> <p>reread these books to build up their fluency and confidence in word reading</p> | <p>discuss word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>draw on what they already know or on background info and vocab provided by the teacher</p> <p>check that the text makes sense to them and correct inaccurate reading</p> <p>discuss significance of title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>predict what might happen on the basis of what has been read so far</p> <p>discuss what is read to them, taking turns and listening to what others say</p> <p>explain what is read to them</p> |                                                               |                                                                     |
| <b>Reading - comprehension</b> | listen to and discuss a wide range of poems,                                                                                                                                                                                                    | listen to and discuss a wide range of poems,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | listen to and discuss a wide range of fiction, poetry, plays, | continue to read and discuss an increasingly wide range of fiction, |

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|  | <p>stories and non-fiction at a level beyond that at which they can read independently</p> <p>link what they read or hear to their own experiences</p> <p>become familiar with key stories, fairy stories and traditional tales, retelling them and consider particular characteristics</p> <p>recognise and join in with predictable phrases</p> <p>learn to appreciate rhymes and poems, and to recite some by heart</p> <p>discuss word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> | <p>stories and non-fiction at a level beyond that at which they can read independently</p> <p>discuss sequence of events in books and how information is related</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p> <p>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>understand both the books that they can already read accurately</p> | <p>non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>use dictionaries to check word meaning</p> <p>increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some orally</p> <p>identify themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>recognise different forms of poetry [for example, free verse, narrative poetry]</p> <p>check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>draw inferences such as inferring characters' feelings, thoughts</p> | <p>poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p> <p>increase 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</p> <p>recommend books that they have read to their peers, giving reasons for their choices</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within and across books</p> <p>learn a wider range of poetry by heart</p> <p>prepare 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</p> <p>check that a book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> |
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|  | <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>check that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p> <p>predict what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p> | <p>and fluently and those that they listen to by:</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p> <p>predict what might happen on the basis of what has been read so far</p> <p>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>and motives from their actions, and justifying inferences with evidence</p> <p>predict what might happen from details stated and implied</p> <p>identify main ideas drawn from more than 1 paragraph and summarising these</p> <p>identify how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>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</p> | <p>predict what might happen from details stated and implied</p> <p>summarise main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>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</p> <p>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>provide reasoned justifications for their views</p> |
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| <b>Spelling</b> | <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>use the spelling rule for adding –s or –es</p> <p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> | <p>segment spoken words into phonemes and representing these by graphemes,</p> <p>learn new ways of spelling phonemes for which 1 or more spellings are already known</p> <p>learn to spell common exception words</p> <p>learn to spell more words with contracted forms</p> <p>learn the possessive apostrophe (singular) e.g. the girl’s book</p> <p>distinguish between homophones and near-homophones</p> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> | <p>use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a></p> <p>spell further homophones</p> <p>spell words that are often misspelt - see <a href="#">English appendix 1</a></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> | <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> |
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| <b>Vocabulary, grammar and punctuation</b> | <p>leave spaces between words</p> <p>join words and joining clauses using 'and'</p> <p>begin to 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>learn the grammar for year 1</p> <p>use the grammatical terminology in English in discussing their writing</p> | <p>learn how to use familiar and new punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue book]</p> <p>use present and past tenses correctly and consistently, including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> | <p>extend sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>choose nouns or pronouns for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause</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 and punctuate direct speech</p> | <p>recognise vocab and structures appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</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 modal verbs or adverbs to indicate degrees of possibility</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learn the grammar for years 5 and 6</p> <p>use commas to clarify meaning or avoid ambiguity</p> <p>use hyphens to avoid ambiguity</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list</p> <p>punctuate bullet points consistently</p> |
| <b>Writing - composition</b>               | <p>write sentences by:</p> <p>saying out loud what they are going to write about</p>                                                                                                                                                                                                                                                                                                                                            | <p>develop positive attitudes towards and stamina for writing by:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>plan writing by:</p> <p>discussing writing similar to their planning to write in order to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>plan writing by:</p> <p>identifying audience and purpose of writing, selecting appropriate form and using writing as models for their own</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|  | <p>compose a sentence orally before writing</p> <p>sequence sentences to form short narratives</p> <p>re-read what they have written to check sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud, clearly enough to be heard by others</p> | <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>rereading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> | <p>understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including dialogue)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative, using organisational devices [headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns</p> <p>proofread for spelling and punctuation errors</p> <p>read writing aloud to a group or whole class, using intonation and controlling the tone and volume so meaning is clear</p> | <p>noting and developing initial ideas, drawing on reading and research</p> <p>in writing narratives, consider how authors develop characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and guide the reader [headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring consistent and correct use of tense throughout writing</p> |
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|                    |                                                                                                                                                                                                                                                                                      | read aloud what they have written with appropriate intonation                                                                                                                                                                                                                                                                      |                                                                   | <p>ensuring correct subject/verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so meaning is clear</p> |
| <b>Handwriting</b> | <p>sit correctly at a table, holding a pencil correctly</p> <p>form lower-case letters in the correct direction, starting and finishing in right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families'</p> | <p>form lower-case letters of the correct size</p> <p>start using some of the diagonal and horizontal strokes to join letters and know which letters are best left unjoined</p> <p>write capital letters and digits of the correct size and orientation</p> <p>use spacing between words that reflects the size of the letters</p> | increase legibility, consistency and quality of their handwriting | <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use and deciding whether or not to join</p> <p>choosing the writing implement that is best suited for a task</p>                                                                                                                          |