



Progression grid for ENGLISH

Subject – Learning Progression							
Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
READING	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them. • Anticipate key events in stories • Use and understand recently introduced vocabulary • Say a word for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge • Read aloud simple sentences and books consistent with the phonic knowledge 	<ul style="list-style-type: none"> • Match graphemes for all phonemes • Read accurately by blending sounds • Read words with very common suffixes • Read contractions & understand purpose • Read phonics books aloud • Link reading to own experiences • Join in with predictable phrases • Discuss significance of title & events • Make simple predictions 	<p>Develop phonics until decoding secure</p> <ul style="list-style-type: none"> • Read common suffixes • Read & re-read phonic-appropriate books • Read common 'exception' words • Discuss & express views about fiction, non-fiction & poetry • Become familiar with & retell stories • Ask & answer questions; make predictions • Begin to make inferences 	<ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read range of fiction & non-fiction • Use dictionaries to check meaning • Prepare poems & plays to perform • Check own understanding of reading • Draw inferences & make predictions • Retrieve & record information from non-fiction books • Discuss reading with others 	<ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words & phrases that capture the imagination • Identify themes & conventions • Retrieve & record information • Make inferences & justify predictions • Recognise a variety of forms of poetry • Identify & summarise ideas 	<ul style="list-style-type: none"> • Apply knowledge of morphology & etymology when reading new words • Reading & discuss a broad range of genres & texts • Identifying & discussing themes • Make recommendations to others • Learn poetry by heart • Draw inference & make predictions • Discuss authors' use of language • Retrieve & present information from non-fiction texts. • Formal presentations & debates 	<ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarising key points from texts • Identify how language, structure, etc. contribute to meaning • Discuss use of language, inc. figurative • Discuss & explain reading, providing reasoned justifications for views
WRITING	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Name letters of the alphabet • Spell very common 'exception' words 	<ul style="list-style-type: none"> • Spell by segmenting into phonemes 	<ul style="list-style-type: none"> • Use prefixes & suffixes in spelling • Use dictionary to confirm spellings • Write simple 	<ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting 	<ul style="list-style-type: none"> • Secure spelling, inc. homophones, prefixes, silent letters, etc. 	<ul style="list-style-type: none"> • Use knowledge of morphology & etymology in spelling



	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • Spell days of the week • Use very common prefixes & suffixes • Form lower case letters correctly • Form capital letters & digits • Compose sentences orally before writing • Read own writing to peers or teachers 	<ul style="list-style-type: none"> • Learn to spell common 'exception' words • Spell using common suffixes, etc. • Use appropriate size letters & spaces • Develop positive attitude & stamina for writing • Begin to plan ideas for writing • Record ideas sentence-by-sentence • Make simple additions & changes after proof-reading 	<p>dictated sentences</p> <ul style="list-style-type: none"> • Use handwriting joins appropriately • Plan to write based on familiar forms • Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings & plot • Assess effectiveness of own and others' writing 	<ul style="list-style-type: none"> • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud 	<ul style="list-style-type: none"> • Use a thesaurus • Legible, fluent handwriting • Plan writing to suit audience & purpose • Develop character, setting and atmosphere in narrative • Use organisational & presentational features • Use consistent appropriate tense • Proof-reading • Perform own compositions 	<ul style="list-style-type: none"> • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect • Use a wide range of cohesive devices • Ensure grammatical consistency
GRAMMAR	<ul style="list-style-type: none"> • Use finger spaces in their writing • Understand the need for capital letters and full stops and try to add them to their writing 	<ul style="list-style-type: none"> • Leave spaces between words • Begin to use basic punctuation: . ? ! • Use capital letters for proper nouns. • Use common plural & verb suffixes 	<ul style="list-style-type: none"> • Use . ! ? , and ' • Use simple conjunctions • Begin to expand noun phrases • Use some features of standard English 	<ul style="list-style-type: none"> • Use range of conjunctions • Use perfect tense • Use range of nouns & pronouns • Use time connectives • Introduce speech punctuation • Know language of clauses 	<ul style="list-style-type: none"> • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use & punctuate direct speech • Use commas after front adverbials 	<ul style="list-style-type: none"> • Use expanded noun phrases • Use modal & passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas for parenthesis 	<ul style="list-style-type: none"> • Use appropriate register/ style • Use the passive voice for purpose • Use features to convey & clarify meaning • Use full punctuation • Use language of subject/object



<p>SPEAKING AND LISTENING</p>	<ul style="list-style-type: none"> • Listen attentively and respond appropriately • Ask questions • Participate in small group, class and one-to-one discussions offering their own ideas • Express their ideas and feelings about their experiences using full sentences 	<ul style="list-style-type: none"> • Listen & respond appropriately • Ask relevant questions • Maintain attention & participate 	<ul style="list-style-type: none"> • Articulate & Justify answers • Initiate & respond to comments • Use spoken language to develop understanding 	<ul style="list-style-type: none"> • Give structured descriptions • Participate activity in conversation • Consider & evaluate different viewpoints 	<ul style="list-style-type: none"> • Articulate & justify opinions • Speak audibly in Standard English • Gain, maintain & monitor interest of listeners 	<ul style="list-style-type: none"> • Give well-structured explanations • Command of Standard English • Consider & evaluate different viewpoints • Use appropriate register 	<ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments & opinions • Use spoken language to speculate, hypothesise & explore • Use appropriate register & language
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