



# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

Reading	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading – Word Reading and fluency</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately without overt sounding and</p>	<p>Where required, continue to apply phonic knowledge and skills as the route to decode words. (Support may be needed with longer words).</p> <p>Apply their growing knowledge of root words, prefixes (im, il, ir, dis, mis, re, sub, auto, anti, super, inter and begin to read aloud.</p> <p>Apply their growing knowledge of root words, suffixes/ word endings (ation, ly, ous, ture, sure, sion, tion, ssion, cian) and begin to read aloud.</p> <p>Begin to read the 3/4 exception words.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand the meaning of new words that they meet.</p> <p>To read most words fluently and attempt to read any new words with increasing speed and skill.</p> <p>To fluently read the 3/4 word list and discuss any unusual spellings.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand the meaning of new words that they meet.</p> <p>To read fluently with full knowledge of all year 5/6 exception words, root words, prefixes and suffixes/ word endings and to decode any new words with increasing speed and skill recognising their meaning through contextual cues.</p>	



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		<p>Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>blending when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>			
	<p><b>All word lists are detailed in the National Curriculum spelling lists (Appendix 1). Teachers should refer to these to exemplify words that the children should be able to read as well as spell.</b></p>					



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Reading – Comprehension	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>◇ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>◇ being encouraged to link what they read or hear read to their own experiences</li> <li>◇ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>◇ recognising and joining in with predictable phrases</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>◇ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>◇ discussing the sequence of events in books and how items of information are related</li> <li>◇ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>◇ being introduced to non-fiction books that are</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>◇ Recognising, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>◇ Use appropriate terminology when discussing texts (plots, characters, settings).</li> <li>◇ Reading books that are structured in different ways and reading for a range of purposes.</li> <li>◇ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>◇ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>◇ discussing words and phrases that capture the reader's interest and imagination</li> <li>◇ Recognise some different forms of poetry (e.g. free verse, narrative poetry).</li> </ul>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>◇ Discuss and compare a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>◇ Read for a range of purposes.</li> <li>◇ identifying themes and conventions in a wide range of books</li> <li>◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>◇ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>◇ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>◇ reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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.</li> <li>◇ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>◇ Recommend books to their peers based on personal choice.</li> <li>◇ Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>◇ Making comparisons within and across books.</li> </ul>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>◇ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>◇ Discussing, comparing, evaluating in depth across a wide range of genres including, myths, legends, poetry, plays, non-fiction and reference books, text books and books from other cultures and traditions and provide justifications for their views courteously.</li> <li>◇ Recognise more complex themes in what they read.</li> <li>◇ 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.</li> </ul>



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		<ul style="list-style-type: none"> <li>◇ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>◇ discussing word meanings, linking new meanings to those already known</li> <li>• <b>understand both the books they can already read accurately and fluently and those they listen to by:</b></li> <li>◇ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>◇ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>◇ discussing the significance of the title and events</li> <li>◇ making inferences on the basis of what is</li> </ul>	<ul style="list-style-type: none"> <li>structured in different ways</li> <li>◇ recognising simple recurring literary language in stories and poetry</li> <li>◇ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>◇ discussing their favourite words and phrases</li> <li>◇ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• <b>understand both the books that they can already read accurately and fluently and those that they listen to by:</b></li> <li>◇ drawing on what they already know</li> </ul>	<ul style="list-style-type: none"> <li>• <b>understand what they read, in books they can read independently, by:</b></li> <li>◇ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>◇ Asking questions to improve their understanding of a text.</li> <li>◇ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>◇ Predicting what might happen from details stated and implied.</li> <li>• 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. Retrieve and record information from non-fiction</li> <li>◇ using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognise some different forms of poetry.</li> <li>◇ Refer to authorial style, overall themes and features.</li> <li>◇ Identifying how language, structure, and presentation contribute to meaning.</li> <li>◇ Identifying main ideas drawn from more than one paragraph and summarising these.</li> <li>◇ Discuss the vocabulary used to capture readers' interest and imagination.</li> <li>• <b>understand what they read, in books they can read independently, by:</b></li> <li>◇ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Learning a wider range of poetry by heart.</li> <li>◇ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• distinguish between statements of fact and opinion</li> <li>• <b>understand what they read by:</b></li> <li>◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>◇ asking questions to improve their understanding</li> <li>• discuss and evaluate how authors use language, including figurative language,</li> <li>Evaluate the use of the authors language and explain how it created an impact on the reader.</li> <li>◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>◇ Listen to guidance and feedback on the quality of their explanations and contributions to discuss and make improvement when participating in discussions.</li> <li>◇ Summarise the main ideas drawn from one paragraph, identifying key details that support the main ideas.</li> <li>◇ Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>◇ Compare characters, settings and themes within a text and across more than one text.</li> <li>◇ Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>◇ Make comparisons in and across books.</li> <li>◇ Recommend books that they have read to their peers giving reasons for their choices.</li> </ul>
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			<p>being said and done</p> <ul style="list-style-type: none"> <li>◇ predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<p>or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>◇ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>◇ making inferences on the basis of what is being said and done</li> <li>◇ answering and asking questions ◇ predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material,</li> </ul>		<ul style="list-style-type: none"> <li>◇ predicting what might happen from details stated and implied</li> <li>• 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.</li> </ul> <p>To use all of the organisational devices available with a non-fiction text to retrieve, record and discuss information.</p> <ul style="list-style-type: none"> <li>◇ using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>◇ predicting what might happen from details stated and implied, justifying them in detail with evidence from the text.</li> <li>◇ identifying how language, structure and presentation contribute to meaning</li> <li>• Use knowledge of the texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Learn a wider range of poetry by heart.</li> <li>◇ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• <b>understand what they read by:</b> <ul style="list-style-type: none"> <li>◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>◇ asking questions to improve their understanding.</li> <li>• Analyse and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Draw inferences such as inferring characters feelings thoughts and motives from their actions and justifying inferences with evidence.</li> <li>• Consider different accounts of,</li> </ul> </li> </ul>
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				both those that they listen to and those that they read for themselves				<p>the same event and discuss viewpoints (both of authors and of the fictional characters).</p> <ul style="list-style-type: none"><li>•Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li></ul> <p>Use knowledge of the texts and organisational devices to retrieve, record and present information from fiction and non-fiction texts.</p> <p>Use non-fiction texts for purposeful information retrieval (eg science, geog, history) and in contexts where pupils are genuinely motivated to find out information</p>
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	Foundation 1	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing Spelling</b>	<p>Use some of their print and letter knowledge in their early writing. For example: writing; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Spell and write some or all of their name.</li> </ul>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>*Linked to Little Wandle Scheme.</b></p>	<p><b>Pupils should be taught to spell:</b></p> <ul style="list-style-type: none"> <li>◇ words containing each of the 40+ phonemes already taught (<i>see Little Wandle Progression</i>)</li> <li>◇ common exception words</li> <li>◇ the days of the week</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• name the letters of the alphabet:</li> <li>◇ naming the letters of the alphabet in order</li> <li>◇ Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• add prefixes and suffixes:</li> <li>◇ Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>	<p><b>Pupils should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>◇ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>◇ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>◇ learning to spell common exception words</li> <li>◇ learning to spell more words with contracted forms</li> <li>◇ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>◇ distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly</li> </ul>	<p><b>Pupils should be taught to spell:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• Begin to spell words that are often misspelt (English Appendix 1)</li> </ul> <p>Begin to use possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <ul style="list-style-type: none"> <li>• use the first two letters of a word to check its spelling in a dictionary.</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Pupils should be taught to spell by:</b></p> <p>Independently Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <ul style="list-style-type: none"> <li>• spell further homophones accurately, making correct use of them.</li> <li>• Accurately spell words that are often misspelt (English Appendix 1)</li> <li>• Accurately use possessive apostrophe in words with regular and irregular plurals.</li> </ul>	<p><b>Pupils should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and begin to understand the guidance for adding them.</li> <li>• Begin to spell some words with 'silent' letters, e.g. knight, psalm, solemn</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>	<p><b>Pupils should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Confidently spell some words with 'silent' letters, e.g. knight, psalm, solemn</li> <li>• Independently distinguish between homophones and other words which are often confused.</li> <li>• Apply and use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>



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	<p><b>** All year groups must refer to English Appendix 1 for word list and spelling rules.</b></p> <p><b>Little Wandle Progression Maps also to be referred to for Foundation Stage and KS1. (KS2 if necessary).</b></p> <p><b>Spelling Shed Progression Map scheme for KS2 to also be referred to for a further break down of spelling rules in KS2.</b></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 (e.g. helping, helped, helper)</p> <p>• apply simple spelling rules and guidelines, as listed in English Appendix 1</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>• apply spelling rules and guidelines, listed in Appendix 1.</p> <p>• write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>		<p>• Use the first two or three 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 dictionaries to check the spelling and meaning of words</p> <p>• Begin to use the first three and four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>• Begin to use a thesaurus.</p>	<p>• use dictionaries to check the spelling and meaning of words</p> <p>• Use the first three and four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>• Use a thesaurus</p>
	<p><b>Foundation 1</b></p>	<p><b>Foundation 2</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>Writing - Handwriting</b></p>	<p>Focus on gross and fine motor skills.</p> <p>Drawing lines and circles.</p> <p>Recognisable letters ascribe</p> <p>□ Left to right / top to bottom directionality meaning</p> <p>□ Top to bottom directionality</p> <p>▪ Begin to match some letters to phonemes e.g. m for mummy</p> <p>▪ Engage in purposeful early writing</p> <p>▪ Write name, from memory, with</p>	<p>Form lower-case and capital letters correctly.</p> <p>Further develop gross and fine motor skills.</p>	<p>• sit correctly at a table, holding a pencil comfortably and correctly</p> <p>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>• form capital letters</p> <p>• form digits 0-9</p> <p>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>write, maths symbols and other symbols.</p> <p>Introduce Pre-cursive patterns and cursive</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>• use spacing between words that reflects the size of the letters</p>	<p>• Begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>• Begin increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>• Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>• Further increase writing legibly, fluently and with increasing speed by:</p> <p>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>◇ choosing the writing implement that is best suited for a task</p>	<p>• write legibly, fluently and with increasing speed by:</p> <p>◇ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>◇ choosing the writing implement that is best suited for a task</p>





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	correct letter formation.		letters are then introduced.					
	<b>Staff to also refer to Letter Join Progression map.</b>							
	<b>Foundation 1</b>	<b>Foundation 2</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing - Composition</b>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>◇ saying out loud what they are going to write about</li> <li>◇ composing a sentence orally before writing it</li> <li>◇ sequencing sentences to form short narratives</li> <li>◇ re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>◇ writing narratives about personal experiences and those of others (real and fictional)</li> <li>◇ writing about real events</li> <li>◇ writing poetry</li> <li>◇ writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>◇ planning or saying out loud what they are going to write about</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>◇ Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>◇ in non-narrative material, begin to use simple organisational devices (for examples headings and sub-headings.</li> <li>◇ discussing and recording ideas</li> <li>• <b>draft and write by:</b></li> <li>◇ composing and rehearsing sentences orally (including dialogue), beginning to build a varied and rich vocabulary and a range</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>◇ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>◇ in non-narrative material, use simple organisational devices (for examples headings and sub-headings</li> <li>◇ confidently discuss and record ideas,</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>◇ Beginning to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>◇ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>◇ Begin to consider how authors have developed characters and settings in what they have read, listened to or seen performed when writing their own narratives.</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>◇ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>◇ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>◇ Consider how authors have developed characters and settings in what they have read, listened to or seen performed when writing their own narratives.</li> </ul>



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## Progression of Knowledge and Skills – English

			peers and the teacher	<ul style="list-style-type: none"> <li>◇ writing down ideas and/or key words, including new vocabulary</li> <li>◇ encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>◇ evaluating their writing with the teacher and other pupils</li> <li>◇ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>◇ proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>of sentence structures (See English Appendix 2)</li> <li>◇ Begin to organising paragraphs around a theme.</li> <li>◇ in narratives, creating settings, characters and plot</li> <li>• <b>evaluate and edit by:</b></li> <li>◇ assessing the effectiveness of their own writing and begin to assess others, suggesting improvements.</li> <li>◇ Begin to proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors in-line with grammar and spellings taught so far.</li> <li>• read aloud their own writing, to a group or the whole class, and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>draft and write by:</b></li> <li>◇ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and a wide range of sentence structures (See English Appendix 2)</li> <li>◇ Organising paragraphs around a theme.</li> <li>◇ in narratives, creating settings, characters and plot.</li> <li>• <b>evaluate and edit by:</b></li> <li>◇ assessing the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>draft and write by:</b></li> <li>◇ selecting appropriate grammar and vocabulary, and begin to understand how such choices can change and enhance meaning</li> <li>◇ in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◇ précising longer passages</li> <li>◇ use range of devices to build cohesion within and across paragraphs</li> <li>◇ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>• <b>evaluate and edit by:</b></li> <li>◇ assessing the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>draft and write by:</b></li> <li>◇ selecting appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> <li>◇ in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>◇ précising longer passages</li> <li>◇ use a wide range of devices to build cohesion within and across paragraphs</li> <li>◇ using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>• <b>evaluate and edit by:</b></li> <li>◇ assessing the effectiveness of</li> </ul>
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## Progression of Knowledge and Skills – English

				<p>(e.g. ends of sentences punctuated correctly)</p> <ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>begin to use appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>and suggesting improvements</p> <ul style="list-style-type: none"> <li>◇ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors in-line with grammar and spellings taught so far.</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p>their own and others' writing</p> <ul style="list-style-type: none"> <li>◇ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>◇ ensure the consistent and correct use of tense throughout a piece of writing</li> <li>◇ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>◇ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>their own and others' writing</p> <ul style="list-style-type: none"> <li>◇ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>◇ ensure the consistent and correct use of tense throughout a piece of writing</li> <li>◇ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>◇ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
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## Progression of Knowledge and Skills – English

English – Vocabulary, Grammar and Punctuation.		F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
Word structure	Knowledge and Skills Progression NC 2014	Develop their phonological awareness, so that they can:	Spell words by identifying the sounds and then writing the sound with letter/s.	-regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	-formation of nouns using suffixes such as -ness, -er  -compound nouns	-formation of nouns using a range of prefixes, such as super-, anti-, auto-	-the grammatical difference between plural and possessive –s	-converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	- difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)
		- spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother.		-suffixes that can be added to verbs (e.g. helping, helped, helper)  -how the prefix unchanges the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	-formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix)  -use of the suffixes -er and -est to form comparisons of adjectives and adverbs  -the use of -ly to turn adjectives into adverbs	-use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  -word families based on common words	-standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	-verb prefixes (e.g. dis-, de-, mis-, over- and re-	-how words are related by meaning as synonyms and antonyms (e.g. big, large, little)



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## Progression of Knowledge and Skills – English

Sentence structure		<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name</p>	<p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Orally connect one idea or action to another using a range of connectives.</p> <p>Orally describe events in detail.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>-how words can combine to make sentences</p> <p>-how and can join words and join sentences</p> <p>-joining words and joining clauses using and</p>	<p>-subordination (using when, if, that, because) and co-ordination (using or, and, or but)</p> <p>-expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>-sentences with different forms: statement, question, exclamation, command</p>	<p>-expressing time, place and cause using:</p> <p>◇ conjunctions (e.g. when, before, after, while, so, because)</p> <p>◇ adverbs (e.g. then, next, soon, therefore)</p> <p>◇ or prepositions (e.g. before, after, during, in, because of)</p>	<p>-fronted adverbials</p> <p>-use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>-noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</p>	<p>-relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>-indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</p> <p>-indicating degrees of possibility using adverbs (e.g. perhaps, surely)</p>	<p>-use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].</p> <p>-the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use</p>



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## Progression of Knowledge and Skills – English

									of the subjunctive forms such as If I were or were they to come in some very formal writing and speech
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## Progression of Knowledge and Skills – English

Text structure		<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>-sequencing sentences to form short narratives</p>	<p>-the consistent use of present tense versus past tense throughout texts</p> <p>-use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>-Introduction to paragraphs as a way to group related material</p> <p>-headings and sub-headings to aid presentation</p> <p>-use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</p>	<p>-use of paragraphs to organise ideas around a theme</p> <p>-appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>-devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>-linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p>	<p>-linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>-layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>



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## Progression of Knowledge and Skills – English

Punctuation			Write short sentences using a capital letter and full stop.	<ul style="list-style-type: none"> <li>-separation of words with spaces</li> <li>-Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>-capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>-capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>-commas to separate items in a list</li> <li>-apostrophes to mark contracted forms in spelling</li> <li>-apostrophes to mark singular possessions in nouns</li> </ul>	<ul style="list-style-type: none"> <li>-introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>-use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")</li> <li>-apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> </ul>	<ul style="list-style-type: none"> <li>-brackets, dashes or commas to indicate parenthesis</li> <li>-use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>-use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>-use of the colon to introduce a list and use of semi-colons within lists</li> <li>-punctuation of bullet points to list information</li> <li>-how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>





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## Progression of Knowledge and Skills – English

Terminology		Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary.	<ul style="list-style-type: none"> <li>• word</li> <li>• sentence</li> <li>• letter</li> <li>• capital letter</li> <li>• full stop</li> <li>• punctuation</li> <li>• singular</li> <li>• plural</li> <li>• question marks</li> <li>• exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• verb</li> <li>• tense (past, present)</li> <li>• adjective</li> <li>• noun</li> <li>• noun phrase</li> <li>• adverb</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• apostrophe</li> <li>• comma</li> <li>• compound</li> <li>• suffix</li> </ul>	<ul style="list-style-type: none"> <li>• word family</li> <li>• conjunction</li> <li>• adverb</li> <li>• preposition</li> <li>• direct speech</li> <li>• inverted commas (or speech marks)</li> <li>• prefix</li> <li>• consonant</li> <li>• vowel</li> <li>• clause</li> <li>• subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>• Pronoun</li> <li>• Possessive</li> <li>• Pronoun</li> <li>• Adverbial</li> <li>• Determiner</li> </ul>	<ul style="list-style-type: none"> <li>• relative clause</li> <li>• modal verb</li> <li>• relative pronoun</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• active and passive voice</li> <li>• subject and object</li> <li>• hyphen</li> <li>• synonym</li> <li>• antonym</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> <li>• ellipsis</li> </ul>
		Use a wider range of vocabulary	Use new vocabulary through the day.						



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## Progression of Knowledge and Skills – English

Oracy and Spoken language	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> </ul>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>-Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation.</p> <p>-Understand 2-3 part instructions that may include time concepts, e.g. using ‘first’, ‘before’, ‘after’ or ‘when’ e.g. ‘Before you sit down you need to hang up your coat and wipe your feet.’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Ask questions to find out things using ‘how’ and ‘why’ when prompted e.g. ‘Can you think of a ‘why’ question about this story?’ – ‘Why does Harry go to the island of the monsters?’</p>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>-Know the key points they need to focus on in order to answer a question e.g. ‘Five buses have nine passengers each but the two trains are empty. How many passengers altogether?’</p> <p>-Understand complex 2 – 3 part instructions e.g. ‘Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’ e.g. ‘How do we know the burglars can’t get in?’</p> <p>-Recognise when a message is not clear and be able to provide some information about why e.g. ‘Can you say that</p>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>-Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) e.g. ‘Tell your partner three facts about ... using the right words if you can and then write them down.’</p> <p>-Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed e.g. ‘Everyone needs to stop talking and listen now, otherwise we will be late for break.’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Ask a range of different types of questions to find out specific information including ‘how’ and ‘why’ e.g. ‘How do we know this was from Ancient Roman times?’</p>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>-Listen to information, work out which elements are key and make relevant, related comments e.g. ‘So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.’</p> <p>-Infer meanings, reasons and make predictions e.g. ‘Now, Class 4, I’m going to count to 10’ – i.e. ‘Mrs Jones is getting cross, we need to listen.’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Able to use a series of questions to keep a conversation flowing e.g. ‘Do you like science? What do you like most about science? Have you</p>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>Listen to complex information and identify key elements and make relevant, related comments e.g. ‘Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who’s going to collect what, and if you need to share colours, and then wait until I tell you what to do next.’</p> <p>-Actively use inference, prediction and</p>	<p><b>Listen and respond appropriately to adults and their peers.</b></p> <p>Understand the key points made by a number of speakers and to compare different points of view</p> <p>-Appreciate sarcasm when it is obvious e.g. ‘My best vase, broken. Now that was really clever.’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Understand and use different types of questions: open, closed, rhetorical</p> <p>-Identify clearly when they haven’t understood and be specific about what additional information they need e.g. ‘So</p>



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Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

	<ul style="list-style-type: none"> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying:             <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> </ul> </li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.             <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs</li> </ul> </li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>-Be aware when they haven’t understood something and is able to say, for example, ‘I don’t understand’ (with no further elaboration).</p> <p><b>Use relevant strategies to build their vocabulary</b></p> <p>-Able to group and name members of categories and to suggest possible category names e.g. ‘Horse, cow and pig are all mammals’; ‘Pen, pencil and ruler are stationery’; ‘Rain, snow and sunshine are types of weather.’</p> <p>-Able to guess the word from clues, or give others clues using shape, size, function, etc. with support e.g. ‘It is long and wriggly and makes a hissing sound.’; ‘It is found in the kitchen, it has a handle and a lip and you might put milk in it.’</p> <p><b>Articulate and justify answers, arguments and opinions.</b></p>	<p>again; you used too many words’ or ‘It was too fast.</p> <p><b>Use relevant strategies to build their vocabulary</b></p> <p>-Recognise when they haven’t understood a word or words and be able to provide some information about why e.g. ‘Can you say that again; you used too many words’ or ‘It was too fast.’</p> <p>-Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/ to/too, and begin to comment on this e.g. ‘If you had a bare bear then it wouldn’t have any fur!’; ‘Furious and angry mean the same thing.’</p> <p><b>Articulate and justify answers, arguments and opinions.</b></p> <p>-Use simple conjunctions to justify or explain something e.g. ‘I am going to finish this picture because then I won’t have to do it for homework.’</p> <p><b>Give well-structured descriptions,</b></p>	<p>-Be aware of when they haven’t understood something because of the vocabulary used and ask a general clarification question e.g. ‘What does that long word mean?’</p> <p><b>Use relevant strategies to build their vocabulary</b></p> <p>-Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes e.g. ‘The land around the arctic has no trees and is called the tundra.’ (Meaning ‘tundra’)</p> <p><b>Articulate and justify answers, arguments and opinions.</b></p> <p>-Give reasons and explanations for choices and viewpoints in class discussions e.g. ‘I think the ending of the book is better than the ending in the film because sometimes things don’t work out well for people in real life.’</p> <p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p>	<p>learned about food chains yet?’</p> <p>-Be aware of when they can’t remember and ask for an explanation e.g. ‘Is the author the one that writes the story and the illustrator does the pictures?’</p> <p><b>Use relevant strategies to build their vocabulary</b></p> <p>-Identify clearly when they haven’t understood/can’t remember specific vocabulary and can ask questions to clarify their understanding e.g. ‘What do we call a spectator or a spectre?’</p> <p><b>Articulate and justify answers, arguments and opinions.</b></p> <p>-Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan e.g. ‘We decided that Jenny would go first because she’s the fastest and would get us a good start</p>	<p>reasoning skills by looking for the underlying meaning of what has been said e.g. ‘You said there was no milk left but I can see a full jug on the table. You are teasing me!’</p> <p><b>Ask relevant questions to extend their understanding and knowledge</b></p> <p>-Use follow up questions linked to answers that have just been given e.g. ‘When did you ...?’, ‘What happened ...?’, ‘Why did you ...?’</p> <p>-Ask a clarification question that requires the speaker to elaborate on what they have said e.g. ‘Could you explain again how that works?’</p> <p><b>Use relevant strategies to build their vocabulary</b></p>	<p>what is the difference between transparent and translucent?’</p> <p><b>Use relevant strategies to build their vocabulary</b></p> <p>-Use ‘academic’ vocabulary (i.e. ‘Tier 2’ words e.g. co-operate, analyse) but the meaning might not be accurate e.g. ‘I had to co-operate really hard to get my work done.’</p> <p><b>Articulate and justify answers, arguments and opinions.</b></p> <p>-Able to use language to negotiate with others, to explain options available and to predict possible outcomes e.g. ‘I will put these maths books away if you will collect the pencils. This will be quicker.’</p>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

	<ul style="list-style-type: none"> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>		<p>Use language consistently to express likes and dislikes e.g. 'I don't like using sticky clay.'</p> <p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <ul style="list-style-type: none"> <li>-Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</li> <li>-Use language to talk through a series of steps for example for simple problem solving e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</li> <li>- Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.'</li> </ul> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and</b></p>	<p><b>explanations and narratives for different purposes, including for expressing feelings.</b></p> <ul style="list-style-type: none"> <li>-Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'</li> <li>-Describe in 2-3 sentences how to solve a problem e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'</li> <li>-Able to use conjunctions to increase the length and grammatical complexity of sentences, e.g. 'because', 'when'.</li> </ul> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p>	<ul style="list-style-type: none"> <li>-Tell a story with a clear structure including the setting and ideas linked in different ways e.g. 'On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.'</li> <li>-Discuss how a character may be feeling and why e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</li> <li>-Able to use conjunctions to increase the length and grammatical complexity of sentences e.g. 'before, after, while, so'</li> </ul> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <ul style="list-style-type: none"> <li>-Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</li> </ul>	<p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point.</p> <ul style="list-style-type: none"> <li>-Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased e.g. 'I shouted because I was angry.'</li> <li>-Able to use fronted adverbials to increase the length and grammatical complexity of sentences e.g. 'Later that day, I heard the bad news.'</li> </ul> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating</b></p>	<ul style="list-style-type: none"> <li>-Incorporate topic vocabulary into their written and spoken work e.g. 'Everything is made up of atoms, like solids, liquids and gases.'</li> </ul> <p><b>Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>- Able to use complex sentences and link by meaning to present ideas logically e.g. 'We travelled to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'</li> </ul> <p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p>	<p><b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <ul style="list-style-type: none"> <li>-Tell elaborate entertaining stories which are full of detailed descriptions</li> <li>-Share ideas and information, give advice, offer and take notice of the opinion of others e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'</li> <li>-Use long and complex sentence structures in class and other situations e.g. 'I will come with you only because</li> </ul>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

			<p><b>responding to comments.</b> -Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b> Use language to talk self through steps required in simple problem solving e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</p> <p><b>Speak audibly and fluently with an increasing command of standard English.</b> -Produce speech that is clear and easy to</p>	<p>-Take turns to talk, listen and respond in two way conversations and groups</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b> -Accurately predict what will happen in a story or retelling of an event e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</p> <p><b>Speak audibly and fluently with an increasing command of standard English.</b> -Produce speech that is consistently clear and easy to understand, with very few immaturities e.g. 'f' instead of 'th', complex consonant blends, e.g. 'scr' instead of 'scr'. -Able to say words with 4 or more syllables fairly consistently -Able to manipulate sounds in words such as deleting sounds from words e.g. 'What word do you get if you take</p>	<p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b> -Understand how language is used to investigate and reflect on feelings e.g. 'I feel sad because Jane is leaving. How do you feel?'</p> <p><b>Speak audibly and fluently with an increasing command of standard English.</b> -Produce speech that is consistently clear and easy to understand -Able to say words of any length with accuracy -Use phonological awareness skills when spelling, although some mistakes may still be made -Able to signal punctuation and emphasise meaning through the use of intonation e.g. pausing to divide speech into intelligible 'chunks' of meaning</p> <p><b>Participate in discussions, presentations, performances, role play,</b></p>	<p><b>and responding to comments.</b> -Able to sustain a conversation by giving reasons and explaining choices and views e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b> -Able to discuss cause and effect e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'</p> <p><b>Speak audibly and fluently with an increasing command of standard English.</b> -Produce speech that is consistently clear and easy to understand</p>	<p>-Include a subplot in telling stories and recalling events before resolving the main storyline -Present a point of view using persuasive language e.g. 'Please come to my party – it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.' -Use complex sentences and conjunctions to link ideas together in order to present ideas logically e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</p> <p><b>Maintain attention and participate actively in collaborative</b></p>	<p>it means that you will stop hassling me.'</p> <p><b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b> Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

			<p>understand, with only a few immaturities e.g. ‘w’ instead of ‘r’, ‘f’ instead of ‘th’, complex consonant blends e.g. ‘sc’ instead of ‘scr.</p> <ul style="list-style-type: none"> <li>- Able to say words accurately with 3 syllables or less.</li> <li>- Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds.</li> <li>- Able to use appropriate tenses and word order e.g. ‘The girl walked to school’ or ‘Tomorrow I will be on holiday.’</li> </ul> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <ul style="list-style-type: none"> <li>-Remember their words and speak clearly in presentations, performances and role play</li> </ul> <p><b>Gain, maintain and monitor the interest of the listener(s)</b></p>	<p>away the ‘f’ sound from ‘feet’? Answer: ‘eat’.</p> <ul style="list-style-type: none"> <li>-Know that there are some terms or expressions that are only used amongst friends e.g. ‘Hiya!’, ‘See ya later!’</li> </ul> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <ul style="list-style-type: none"> <li>-Take turns to talk, listen and respond in two way conversations and groups</li> </ul> <p><b>Gain, maintain and monitor the interest of the listener(s)</b></p> <ul style="list-style-type: none"> <li>-Usually able to keep to topic in a conversation</li> <li>-Can be easily prompted to move on if they are talking too much</li> </ul> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <p>Ask lots of questions to find out information and respond appropriately to the answers e.g. ‘It is called evaporation? OK, then the answer is that</p>	<p><b>improvisations and debates.</b></p> <ul style="list-style-type: none"> <li>-Respond to the opinions of others in the group e.g. ‘Everyone on my table thinks the boy made the right choice. I agree with them.’</li> </ul> <p><b>Gain, maintain and monitor the interest of the listener(s)</b></p> <ul style="list-style-type: none"> <li>-Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.</li> <li>-Exaggerate to make a story more interesting e.g. ‘I was so tired I could have slept for a week!’</li> </ul> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>-Able to understand another’s point of view and show whether they agree or disagree e.g. ‘I know why you think the boy is naughty but I don’t think he did it on purpose.’</li> </ul> <p><b>Select and use appropriate registers for</b></p>	<ul style="list-style-type: none"> <li>-Able to say words of any length with accuracy</li> <li>-Secure phonological awareness skills</li> <li>-Use formal language when appropriate in some familiar situations e.g. showing a visitor around school, using language such as ‘Excuse me’, ‘I’m pleased to meet you’ and speaking in full sentences</li> </ul> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <ul style="list-style-type: none"> <li>-Able to take on group roles to discuss with peers e.g. able to act as the chairperson or the note taker in a group</li> </ul> <p><b>Gain, maintain and monitor the interest of the listener(s)</b></p> <ul style="list-style-type: none"> <li>-Add or omit detail according to how much is already known by the listener e.g. ‘Peter was in big trouble last evening when he didn’t put</li> </ul>	<p><b>conversations, staying on topic and initiating and responding to comments.</b></p> <ul style="list-style-type: none"> <li>-Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</li> </ul> <p><b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <ul style="list-style-type: none"> <li>-Able to use complex sentences and to present ideas logically e.g. ‘The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the</li> </ul>	<ul style="list-style-type: none"> <li>-Use inference, reasoning and prediction skills e.g. ‘I know you don’t mean that because I have seen the other class lining up.’</li> <li>-Able to negotiate an agreement explaining other options and possible outcomes e.g. ‘Ok, let’s try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.’</li> </ul> <p><b>Speak audibly and fluently with an increasing command of standard English.</b></p> <ul style="list-style-type: none"> <li>-Produce speech that is consistently clear and easy to understand</li> <li>-Able to say words of any length with accuracy</li> </ul>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

			<p>-Able to initiate a conversation with a class visitor by using prepared questions</p> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <p>-Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</p> <p><b>Select and use appropriate registers for effective communication.</b></p> <p>-Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</p>	<p>the water will evaporate when it is heated up.'</p> <p><b>Select and use appropriate registers for effective communication.</b></p> <p>Know that there are some terms or expressions that are only used amongst friends e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.</p>	<p><b>effective communication.</b></p> <p>-Aware of the need to use more formal language with adults e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'</p>	<p>Munchkin, that's our pet rabbit, away.'</p> <p>-Use intonation to give added emphasis e.g. 'Helpful?', she cried, 'You must be joking!'</p> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <p>-Able to identify and reflect on key points of what they have just been told e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.'</p> <p><b>Select and use appropriate registers for effective communication.</b></p> <p>-Understand and use popular colloquial expressions e.g. 'That's sick!'</p>	<p>third door on the left.'</p> <p>-Able to use language to persuade e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fund raising group and you can make a difference to someone's life.'</p> <p><b>Speak audibly and fluently with an increasing command of standard English.</b></p> <p>-Produce speech that is consistently clear and easy to understand</p> <p>-Able to say words of any length with accuracy</p> <p>-Secure phonological awareness skills</p> <p>-Use appropriately different words and phrases, from how people</p>	<p>-Secure phonological awareness skills</p> <p>-Able to rephrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</p> <p><b>Participate in discussions, presentations, role play, improvisations and debates.</b></p> <p>-Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p>-Able to present a point of view by presenting</p>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

							<p>in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'</p> <p><b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p>-Able to take turns, listening carefully to others and politely agreeing or disagreeing with them</p> <p>-Able to present a point of view by presenting evidence and using persuasive language with familiar topics e.g. 'I think we could all go out in the snow because we all have boots, coats, gloves and hats and if we get some fresh air now we will be able to</p>	<p>evidence and using persuasive language with academic topics e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.</p> <p><b>Gain, maintain and monitor the interest of the listener(s)</b></p> <p>-Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'</p> <p>-Sophisticated use of questions to help conversation flow</p>
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# Millfields CE Primary School

Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

								<p>concentrate better on our work when we come back.'</p> <p><b>Gain, maintain and monitor the interest of the listener(s)</b>          -Realise when the listener doesn't fully understand and try to help them          -Is able to use humour effectively</p> <p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>          -Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you</p>	<p><b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>          -Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise e.g. I think we should all go swimming first but make sure you have enough money for the bus fare home</p> <p><b>Select and use appropriate registers for effective communication.</b>          -Able to rephrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc</p>
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Faith, Respect, Courtesy and Endeavour

## Progression of Knowledge and Skills – English

							<p>keep smiling and looking at Dad.'</p> <p><b>Select and use appropriate registers for effective communication.</b></p> <p>-</p> <p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</p>	
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