



English Key Concepts Progression Grid



Key Concept	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> -Children will say a sound for each letter in the alphabet and at least 10 digraphs. -They will read words consistent with their phonic knowledge by sound-blending. -They will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> -They will apply phonic knowledge and skills as the route to decode words. -They will respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -They will read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -They will read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -They will read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. -They will read other words of more than one syllable that contain taught GPCs. -They will read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -They will 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. -They will re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> -Children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -They will read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -They will read accurately words of two or more syllables that contain the same graphemes as above. -They will read words containing common suffixes. -They will read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -They will read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -They will read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -They will re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> -They will apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -They will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 			<ul style="list-style-type: none"> -They will apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

	<p>Reception</p> <ul style="list-style-type: none"> -Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -They will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -They will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. -Children will invent, adapt and recount narratives and stories with their peers and their teacher. 	<p>Year 1</p> <ul style="list-style-type: none"> -Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -enjoying listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known. -Children will understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far -Children will participate in discussion about what is read to them, taking turns and listening to what others say -Children will explain clearly their understanding of what is read to them. 	<p>Year 2</p> <ul style="list-style-type: none"> -Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -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 -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. -Children will understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far. -Children will 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. -Children will explain and discuss their understanding of books, poems and other material, both those that they listen to and 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> -Children will develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • using dictionaries to check the meaning of words that they have read. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books. • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] -Children will understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning -Children will retrieve and record information from non-fiction -Children will 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>Year 5 and Year 6</p> <ul style="list-style-type: none"> -Children will maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • 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. • recommending books that they have read to their peers, giving reasons for their choices. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons within and across books. • learning a wider range of poetry by heart. • 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. -Children will understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • identifying how language, structure and presentation contribute to meaning. -Children will discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Children will distinguish between statements of fact and opinion. -Children will retrieve, record and present information from non-fiction. -Children will 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. -Children will 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. -Provide reasoned justifications for their views.
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			those that they read for themselves.		
Transcription	<p>Reception</p> <ul style="list-style-type: none"> -Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -They will develop the foundations of a handwriting style which is fast, accurate and efficient. -They will form lower case and capital letters correctly. -They will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 	<p>Year 1</p> <p>They will spell:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught -common exception words -the days of the week -name the letters of the alphabet -naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound -They will add prefixes and suffixes: -using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un- -using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -Children will apply simple spelling rules and guidance, as listed in English Appendix 1. <p>-They will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Year 2</p> <p>Children will spell by:</p> <ul style="list-style-type: none"> -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. -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 -learning to spell common exception words -learning to spell more words with contracted forms -learning the possessive apostrophe (singular) [for example, the girl's book] -distinguishing between homophones and near-homophones. -They will add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. -They will apply spelling rules and guidance, as listed in English Appendix 1 <p>-They will 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>Year 3 and Year 4</p> <ul style="list-style-type: none"> -They will use further prefixes and suffixes and understand how to add them (English Appendix 1). -Children will spell further homophones. -Children will spell words that are often misspelt (English Appendix 1). -They will place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. -They will use the first two or three letters of a word to check its spelling in a dictionary. -Children will write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> -Children will use further prefixes and suffixes and understand the guidance for adding them. -They will spell some words with 'silent' letters [for example, knight, psalm, solemn]. -Children will continue to distinguish between homophones and other words which are often confused. -They will 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. -Children will use dictionaries to check the spelling and meaning of words. -They will use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. -They will use a thesaurus.

Composition	<p>Reception</p> <ul style="list-style-type: none"> -Children will write simple phrases and sentences that can be read by others. -They will invent, adapt and recount narratives and stories with peers and teachers. -They will participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. -Children will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Year 1</p> <ul style="list-style-type: none"> -Children will write sentences by: <ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -They will discuss what they have written with the teacher or other pupils. -They will read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Year 2</p> <ul style="list-style-type: none"> -Children will develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional). -writing about real events. -writing poetry. -writing for different purposes. -Children will consider what they are going to write before beginning by: <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about. -writing down ideas and/or key words, including new vocabulary. -encapsulating what they want to say, sentence by sentence. -They will make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils. -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. -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. -Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Year 3 and Year 4</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -They will proof-read for spelling and punctuation errors. -They will 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. 	<p>Year 5 and Year 6</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -They will proof-read for spelling and punctuation errors. -They will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Handwriting	<p>Reception</p> <ul style="list-style-type: none"> -Children will write recognisable letters, most of which are correctly formed. 	<p>Year 1</p> <ul style="list-style-type: none"> -Children will sit correctly at a table, holding a pencil comfortably and correctly. -They will begin to form lower-case letters in the correct direction, starting and finishing in the right place. -They will form capital letters. -Form digits 0-9. -They will understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Year 2</p> <ul style="list-style-type: none"> -They will form lower-case letters of the correct size relative to one another. -They will 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. -They will write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -They will use spacing between words that reflects the size of the letters. 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> -Children will 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. -They will increase the legibility, consistency and quality of their handwriting [for example, 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>Year 5 and Year 6</p> <ul style="list-style-type: none"> -They will write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Children will choosing the writing implement that is best suited for a task.

Grammar	<p>Reception</p> <p>-Children will express orally their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>Year 1</p> <p>-Children will develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> -leaving spaces between words -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -nouns, verbs and adjectives -singular and plural nouns -suffixes- ing, ed and er. -prefix- un -simple sentence -compound sentences using co-ordinating conjunction 'and'. -sequencing sentences 	<p>Year 2</p> <p>-Children will develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly (see English Appendix 2), -- including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Children will learn how to use: -sentences with different forms: statement, question, exclamation, command -expanded noun phrases to describe and specify [for example, the blue butterfly] -the present and past tenses correctly and consistently including the progressive form -subordination (using when, if, that, because) and co-ordination (using and, or but) -some features of written Standard English -nouns, verbs, adjectives -formation of nouns using suffixes- ness and er -compound words -formation of adjectives using suffixes- ful and less -use of suffixes- er, est in adjectives -use of ly to turn adjectives into adverbs -co-ordinating conjunctions -subordinating conjunctions -expanded noun phrases -statement, question, exclamation or command -present and past tense -progressive form of present and past tense 	<p>Year 3 and Year 4</p> <p>-Children will develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>-Children will indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <p>-Children will use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"> • nouns, verbs, adjectives, adverbs, pronouns, possessive pronouns, prepositions, articles and determiners • simple, compound, complex sentence • co-ordinating and subordinating conjunctions • subject-verb agreement • clauses and phrases • main clause and subordinate clause • expanded noun phrases, adverbial phrase, prepositional phrase • double negatives • tenses: simple present, present progressive, simple past, past progressive 	<p>Year 5 and Year 6</p> <p>-Children will develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>-Children will indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently <p>Children will use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <ul style="list-style-type: none"> • nouns, verbs, modal verbs, adjectives, adverbs, pronouns, relative pronouns, prepositions, articles and determiners • simple, compound, complex sentence • co-ordinating and subordinating conjunctions • clauses and phrases • main clause and subordinate clause • subject-verb agreement • expanded noun phrases, adverbial phrase, prepositional phrase • relative clause • I and me • tenses: simple present, present progressive, present perfect, simple past, past progressive, past perfect • Cohesive devices: adverbials, pronouns, repetition, ellipsis • Layout devices: headings, subheadings, columns, bullets, tables
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Punctuation	Reception -capital letters for the beginning of a sentence -full stops	Year 1 -capital letters for the beginning of a sentence, for names and personal pronoun I -full stops -question marks -exclamation marks	Year 2 -capital letters, full stops, question marks and exclamation marks to demarcate sentences -commas to separate items in a list -apostrophes for contraction -apostrophes for possession for singular nouns	Year 3 and Year 4 <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns inverted commas Commas before coordinating conjunctions when separating main clauses apostrophes of possession for plural nouns commas after fronted adverbials Commas after subordinate clause 	Year 5 and Year 6 <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks to demarcate sentences commas to separate items in a list apostrophes for contraction apostrophes for possession for singular nouns inverted commas Commas before coordinating conjunctions when separating main clauses apostrophes of possession for plural nouns commas after fronted adverbials Commas after subordinate clause Brackets, dashes, commas to indicate parenthesis Commas to clarify meaning and avoid ambiguity Ellipsis to provide cohesion Hyphens in compound nouns, prefixes, compound adjectives and numbers to avoid ambiguity
M20 Sentence Techniques	Reception 1. Simple Noun Phrase Sentences	Year 1 1. Simple Noun Phrase Sentences 2. Expanded Noun Phrase Sentences 3. Co-ordinating Conjunction Sentences 4. Fronted Adverbial Sentences 5. Statement/Question/Command/ Explanation/ Sentences	Year 2 1. Simple Noun Phrase Sentences 2. Expanded Noun Phrase Sentences 3. Co-ordinating Conjunction Sentences and, but, or 4. Subordinating Conjunction Sentences when, if, that, because 5. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 6. Statement/Question/Command/ Explanation/ Sentences 7. Direct Speech Sentences 8. List Sentences 9. Prepositional Phrase Sentences 10. Short Sharp Sentences	Year 3 and Year 4 1. Expanded Noun Phrase Sentences 2. Co-ordinating Conjunction Sentences and, but, or 3. Subordinating Conjunction Sentences when, if, that, because 4. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 5. Statement/Question/Command/ Explanation/ Sentences 6. Direct Speech Sentences 7. List Sentences 8. Prepositional Phrase Sentences 9. Short Sharp Sentences 10. Ing Verb Clause Sentences 11. Ed Verb Clause Sentences 12. Relative Clause Sentences 13. Conjunctive Adverb Sentences 14. Extended List Sentences 15. Extra Information Sentences	Year 5 and Year 6 1. Expanded Noun Phrase Sentences 2. Co-ordinating Conjunction Sentences and, but, or 3. Subordinating Conjunction Sentences when, if, that, because 4. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 5. Statement/Question/Command/ Explanation/ Sentences 6. Direct Speech Sentences 7. List Sentences 8. Prepositional Phrase Sentences 9. Short Sharp Sentences 10. Ing Verb Clause Sentences 11. Ed Verb Clause Sentences 12. Relative Clause Sentences 13. Conjunctive Adverb Sentences 14. Extended List Sentences 15. Extra Information Sentences 16. Multi-Clause Sentences 17. Passive Voice Sentences 18. Figurative Language Sentences 19. Semi-colon to separate main clauses 20. Colon to separate main clauses

Writing Genres	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Poetry Nursery Rhymes	Poetry List Poems Rhyming Poems	Poetry Animal Poems Riddles and Tongue Twisters	Poetry List Poems Shape Poems Calligrams Caribbean Poetry	Poetry Kennings Haiku Cinquain Performance Poetry	Poetry Narrative Poems Sonnets	Poetry Classic Poems Performance Poetry
	Fiction Adventure Story	Fiction Animal Stories Fantasy Stories	Fiction Myths, Fables and Legends Character and Setting Descriptions	Fiction Myths, Fables and Legends Humorous Stories	Fiction Fantasy Stories Historical Stories	Fiction Scary Stories Fantasy Stories	Fiction Real-life Stories Mystery Stories
	Non-fiction Recount Instructions	Non-fiction Instructions Recount Non-chronological Report	Non-fiction Recount Instructions Persuasion	Non-fiction Non-chronological Report Instructions Persuasion	Non-fiction Explanation Recount Discussion	Non-fiction Persuasion Recount Non-chronological Report	Non-fiction Discussion Persuasion Recount

	<p>Reception</p>	<p>Year 1</p> <ul style="list-style-type: none"> -Vowel digraphs and trigraphs: ay oy oi ee a-e -The digraphs ay and oy are virtually never used at the end of English words. -Vowel digraphs and trigraphs: oo oa oe ou -The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck -The /ŋ/ sound spelt n before k -Vowel digraphs and trigraphs: ar ir ur ow ue ew -Common exception words -Vowel digraphs and trigraphs: or ore aw air ear are -Compound words -Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh -tch -The /v/ sound at the end of words -Adding s and es to words (plural of nouns and the third person singular of verbs) -Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word -New consonant spellings: wh and ph -Words ending -y (/i:/ or /ɪ/) -Adding the prefix un -Common exception words 	<p>Year 2</p> <ul style="list-style-type: none"> -The /d_ɜ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y -The /s/ sound spelt c before e, i and y -The /n/ sound spelt kn and (less often) gn at the beginning of words -The /a_ɪ/ sound spelt -y at the end of words -Adding -es to nouns and verbs ending in -y -Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. -Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it. -Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter -The /ɪ/ sound spelt wr at the beginning of words -The /l/ or /ɔl/ sound spelt -le at the end of words -The /l/ or /ɔl/ sound spelt -el at the end of words -The /l/ or /ɔl/ sound spelt -al at the end of words -Words ending -il -The /ɔ:/ sound spelt a before l and ll- al -The /ʌ/ sound spelt o -The /i:/ sound spelt -ey -The /o/ sound spelt a after w and qu -The /ɔ:/ sound spelt a after w -The /ɜ/ sound spelt s -Homophones and near-homophones -Words ending in -tion -Homophones and near-homophones -Suffixes- ment, ness, ful, less and ly -The possessive apostrophe (singular nouns) -Contractions -Homophones and near-homophones -Common exception words 	<p>Year 3</p> <ul style="list-style-type: none"> -Possessive apostrophe with singular and plural words -Homophones and near-homophones -The suffix -ly -The /ʌ/ sound spelt ou -Prefixes- dis, mis, in, il -Words endings -sure and ture -Adding suffixes beginning with vowel letters to words of more than one syllable -Prefix- sub -Adding suffixes beginning with vowel letters to words of more than one syllable -Prefix- super Common exception words 	<p>Year 4</p> <ul style="list-style-type: none"> -Possessive apostrophe with singular and plural words -Prefixes- im, ir, re -Word endings -tion, -sion, -ssion and -cian -Prefix- inter -The suffix -ous -Prefix- anti and auto -i spelt y as in myth -Words with the /k/ sound spelt ch (Greek in origin) -Words with the /j/ sound spelt ch (mostly French in origin) -Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) -Words with the /k/ sound spelt ch (Greek in origin) -Words with the /j/ sound spelt ch (mostly French in origin) -Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) -ce- science, discipline -Words with the /e_ɪ/ sound spelt ei, eigh, or ey -Common exception words 	<p>Year 5</p> <ul style="list-style-type: none"> -Endings which sound like /jəs/ spelt -cious or -tious -Endings with cial and tial -Words ending in -ant, -ance, -ancy -Words ending in, -ent, -ence and -ency -Homophones and near-homophones -Words containing the letter-string ough -Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) -Common exception words 	<p>Year 6</p> <ul style="list-style-type: none"> -Words ending in -ably and -ibly -Words ending in -ible and -able -Homophones and near-homophones -Adding suffixes beginning with vowel letters to words ending in fer -The 'i' before e except after 'c' rule generally applies to words when the sound is /ee/ -Use of the hyphen- hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. -Common exception words
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Speaking and Listening

	<p>Reception</p> <ul style="list-style-type: none"> -Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Children will make comments about what they have heard and ask questions to clarify their understanding. -Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -Children will give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Children will offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Children will sing a range of well-known nursery rhymes and songs. -Children will Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. -Children will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<p>Year 1</p> <ul style="list-style-type: none"> -Children will listen to others in a range of situations and usually respond appropriately. -They will understand instructions with more than one point in many situations. -They will begin to ask questions that are linked to the topic being discussed. -They will answer questions on a wider range of topics. -They will speak clearly in a way that is easy to understand. -To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. -They will know when it is their turn to speak in a small group presentation or play performance. -They will take part in a simple role play of a known story. -They will use appropriate vocabulary to describe their immediate world and feelings. -Children will think of alternatives for simple vocabulary choices. -They will organise their thoughts into sentences before expressing them. -They will be able to describe their immediate world and environment. -They will retell simple stories and recounts aloud. -Children will recognise when it is their turn to speak in a discussion. -Children will recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. 	<p>Year 2</p> <ul style="list-style-type: none"> -Children will listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. -They will fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. -They will attempt to follow instructions before seeking assistance. -They will show that they are following a conversation by asking relevant and timely questions. -Children will answer questions using clear sentences. -Children will begin to give reasoning behind their answers when prompted to do so. -They will speak confidently within a group of peers so that their message is clear. -They will practise and rehearse reading sentences and stories aloud. -They will take on a different role in a drama or role play and discuss the character's feelings. -Children will recognise that sometimes speakers talk differently and discuss reasons why this might happen. -They will start to use subject-specific vocabulary to explain, describe and add detail. -To suggest words or phrases appropriate to the topic being discussed. -To start to vary language according to the situation between formal and informal. -To usually speak in grammatically correct sentences. -To talk about themselves clearly and confidently. -To verbally recount experiences with some added interesting details. -To offer ideas based on what has been heard. 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> -Children will listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. -They will follow instructions in a range of unfamiliar situations. -They will recognise when it is needed and ask for specific additional information to clarify instructions. -They will generate relevant questions to ask a specific speaker/audience in response to what has been said. -They will regularly offer answers that are supported with justifiable reasoning. They will use intonation when reading aloud to emphasise punctuation. -They will practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. -They will take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. -They will discuss the language choices of other speakers and how this may vary in different situations. -They will regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. -They will know and use language that is acceptable in formal and informal situations with increasing confidence. -Children will recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. -Children will give descriptions, recounts and narrative retellings with specific details to actively engage listeners. -They will debate issues and make their opinions on topics clear. -They will adapt their ideas in response to new information. -They will engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. -Children will begin to challenge opinions with respect. -They will engage in meaningful discussions in all areas of the curriculum. 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> -Children will listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. -Children will make improvements based on constructive feedback on their listening skills. -They will follow complex directions/multi-step instructions without the need for repetition. -They will ask questions which deepen conversations and/or further their knowledge. -They will understand how to answer questions that require more detailed answers and justification. -Children will articulate and justify answers with confidence in a range of situations. -They will narrate stories with intonation and expression to add detail and excitement for the listener. -They will participate confidently in a range of different performances, roles -Children will use feedback from peers and teachers (and from observing other speakers) to make improvements to the performance. -They will gain, maintain and monitor the interest of the listener(s). -They will combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. -They will select and use appropriate registers for effective communication. -They will use relevant strategies to build their vocabulary. -They will use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose -They will speak audibly, fluently and with a full command of Standard English in all situations. -They will use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. -Children will confidently explain the meaning of words and offer alternative synonyms. -Children will plan and present information clearly with ambitious added detail and description for the listener. -Children will participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. -Children will communicate confidently across a range of contexts and to a range of audiences. -Children will articulate and justify arguments and opinions with confidence. -Children will give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. -Children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Children will make references back to their original thoughts when their opinions have changed and give reasons for their change of focus. -They will maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. -They will engage in longer and sustained discussions about a range of topics. -They will consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. -Children will ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. -They will offer an alternative explanation when other participant(s) do not understand.
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