# Valley Primary School Progression in English

| | KS1 | | LKS2 | | UKS2 | |
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| Strand | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Spoken Word | - listen and respond appropriately to adults and their peers<br>- ask relevant questions to extend their understanding and knowledge<br>- use relevant strategies to build their vocabulary<br>- articulate and justify answers, arguments and opinions<br>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments<br>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas<br>- speak audibly and fluently with an increasing command of Standard English<br>- participate in discussions, presentations, performances, role play, improvisations and debates<br>- gain, maintain and monitor the interest of the listener(s)<br>- consider and evaluate different viewpoints, attending to and building on the contributions of others<br>- select and use appropriate registers for effective communication. | | | | | |
| Reading : Word Reading | Apply **phonic knowledge** and skills as the route to decode words. | Apply **phonic knowledge** and skills as the route to decode words until automatic decoding has become **embedded** and reading is **fluent.** | | | | |
| | Read speedily with the correct sound to **graphemes** for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Read accurately by **blending** the sounds in words that contain the **graphemes** taught so far, especially recognising alternative sounds for graphemes. | | | | |
| | read accurately by blending sounds in unfamiliar words | | | | | |

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| | containing GPCs that have been taught | | | | | |
| | Read **common exception words,** noting unusual correspondences between spelling and sound and where these occur in the word. | Read **further common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word. | Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | |
| | 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. | read accurately words of **two or more syllables** that contain the same graphemes as above | | | | |
| | read words with **contractions** [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | | | | | |
| | | Read **most words** quickly and accurately, **without overt sounding** and **blending**, when they have been frequently encountered. | | | | |
| | **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 | **read aloud** books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and | | | | |

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| | | without undue hesitation | | | | |
| | **re-read** these books to build up their fluency and confidence in word reading. | **re-read** these books to build up their fluency and confidence in word reading | | | | |
| | | read words containing common **suffixes.** | Apply their growing knowledge of **root words**, **prefixes** and **suffixes** (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. | | Apply their growing knowledge of **root words**, **prefixes** and **suffixes** (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. | |
| Reading: Comprehension 1 | Develop **pleasure** in reading, **motivation** to read, vocabulary and understanding by: | | Develop **positive attitudes** to reading and **understanding** what they read by: | | Develop **positive attitudes** to reading and **understanding** what they read by: | |
| | listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | 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 | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. | | Continuing to **read and discuss** an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | |
| | being encouraged to **link** what they read or hear read to their **own experiences** | | | | | |
| | | discussing the **sequence of events** in books and how items of information are related | Reading books that are **structured** in different ways and reading for a **range of purposes.** | | Reading books that are **structured** in different ways and reading for a **range of purposes.** | |
| | | | Using dictionaries to check the meaning of words they have read. | | | |
| | becoming very **familiar** with **key stories**, fairy stories and traditional tales, retelling them and considering their particular characteristics | becoming increasingly **familiar with** and **retelling** a wider range of stories, fairy stories and traditional tales | Increasing their **familiarity** with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. | | Increasing their **familiarity** with a wide range of books, including myths, legends, 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. | |

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| | recognising and joining in with **predictable phrases** | recognising **simple recurring literary language** in stories and poetry | | | | |
| | learning to appreciate rhymes and poems, and to **recite some by heart** | continuing to build up a repertoire of poems learnt by heart, appreciating these and r**eciting** some, with appropriate **intonation** to make the meaning clear | Preparing **poems and play scripts** to read aloud and perform, showing understanding through intonation, tone, volume and action. | | Learning a wider range of **poetry** by heart.<br><br>Preparing **poems and play scripts** to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. | |
| | discussing **word meanings**, linking new meanings to those already know | discussing and **clarifying** the **meanings** of words, linking new meanings to known vocabulary | | | | |
| | | discussing their favourite words and phrases | Discussing words and phrases that **capture the reader's interest** and imagination. | | | |
| | | Being introduced to **non-fiction** books that are structured in different ways. | Identifying **themes and conventions** in a wide range of books. | | Identifying **themes and conventions** across a wide range of writing styles and types. | |
| | | | | | Make **comparisons** within and across books. | |
| | | | Recognise some **different forms of poetry** (e.g. free verse, narrative poetry) | | | |
| Reading: Comprehension 2 | **Understand** both the **books** that they can already read accurately and fluently and those that they listen to by: | | **Understand** what they read in **books they can read independently**, by: | | **Understand** what they read by: | |
| | 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 | | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | | Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | |
| | discussing the significance of the **title** and events | | | | | |
| | making inferences on the basis of what is being said and done | | Drawing **inferences** such as inferring characters' feelings, thoughts and motives for | | Drawing **inferences** such as inferring characters' feelings, thoughts and motives for | |

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| | | | their actions, and justifying inferences with evidence. | | their actions, and justifying inferences with evidence. | |
| | | **answering and asking questions** | Asking **questions** to improve their understanding of a text. | | Asking **questions** to improve their understanding of a text. | |
| | predicting what might happen on the basis of what has been read so far | | **Predicting** what might happen from details stated and implied. | | **Predicting** what might happen from details stated and implied. | |
| | | | | | Provide **reasoned justifications** for their views. | |
| | | | | | Discuss and evaluate how authors **use language**, including figurative language, considering the impact on the reader. | |
| | | | Identify **main ideas** drawn from more than one paragraph and summarising these. | | Summarising the **main ideas** drawn from more than one paragraph, identifying key details that support the main idea. | |
| | | | Identifying how **language, structure and presentation** contribute to meaning. | | Identifying how **language, structure and presentation** contribute to meaning. | |
| | | | **Retrieve and record** information from **non-fiction texts.** | | **Retrieve, record and present** information from **non-fiction texts.** | |
| | | | | | Distinguish between statements of **fact and opinion.** | |
| | participate in **discussion** about what is read to them, taking turns and listening to what others say | 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 | 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. | | Participate in **discussion** about both books that are read to them and those they can read for themselves, building on their own and others' ideas by challenging views courteously. | |
| | explain clearly their understanding of what is read to them | explain and discuss their understanding of books, poems and other material, both those that they listen to **and those that they read for themselves** | | | 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. | |
| Writing: Spelling | Spell words containing each of the 40+ phonemes already taught | Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | | | | |

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| | | 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 | | | | |
| | Spell common exception words | Spell common exception words | | | | |
| | | learning to spell more words with contracted forms | | | | |
| | | distinguishing between homophones and near-homophones | Spell further **homophones** | | Continue to distinguish between **homophones** and other words which are often confused. | |
| | Spell the days of the week | | | | | |
| | | | Spell words that are often misspelt. | | | |
| | Name the letters of the alphabet:<br>• Name in order<br>• Use letter names to distinguish between alternative spellings of the same sound. | | Use the first two letters of a word to check its spelling in a **dictionary.** | | Use the first three or four letters of a word to check spelling, meaning or both of these in a **dictionary.** | |
| | Add prefixes and suffixes:<br>• -s or –es<br>• Un-<br>• -ing –ed, -er, -est<br>(where no change is needed in the spelling of the root word) | Add suffixes to spell longer words:<br>-ment, -ness, -ful, -less, -ly. | Use further prefixes and suffixes and understand how to add them. | | Use further prefixes and suffixes and understand the guidance for adding them. | |
| | write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | **Write from memory** simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. | | | |
| | | Spell by learning the possessive apostrophe (singular). | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | | | |

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| | | | | | Spell words with **silent letters.** | |
| | | | | | Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically. | |
| Writing: handwriting | Sit correctly at a table holding a pencil comfortably and correctly. | | | | | |
| | Begin to form lower case letters in the correct direction, starting and finishing in the right place. | Form lower case letters of the correct size relative to one another. | | | | |
| | | Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. | | | |
| | Form capital letters | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. | | | | |
| | Form digits 0-9 | | | | | |
| | Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these. | | | | | |
| | | Use spacing between words that reflects the size of the letters. | | | | |

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| | | | Increase the **legibility, consistency and quality** of handwriting. E.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch. | Write **legibly, fluently,** with increasing **speed** by:<br>-choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.<br>-Choosing the writing implement best suited to the task |
| Writing: Composition | | Develop positive attitudes towards and stamina for writing by writing:<br>- Narratives about personal experiences and those of others (real and fictional)<br>-About real events<br>-poetry<br>-for different purposes | | |
| | **Plan writing:**<br>Write sentences by saying out loud what they | **Plan writing:**<br>Plan or say out loud what they are going to write about.<br><br>Write ides and/or key words including new vocabulary. | **Plan writing:**<br>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br><br>Discuss and record ideas. | **Plan writing:**<br>Identify audience and purpose, selecting appropriate form and use other similar writing as a model.<br><br>Note and develop initial ideas, drawing on reading and research where necessary.<br><br>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. |
| | | | Examples<br>Role on the wall, story mountain, paragraph plans, Story frame, personal word bank, asking & answering interview questions, sequencing events, story board. Drawing ideas.<br><br>Discuss ideas through: debate, conscious alley, hot seating, question cards, | |
| | **Draft & writing:**<br>composing a sentence orally before writing it. | | **Drafting & writing:**<br>**Compose and rehears sentences orally** (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | **Drafting & writing:**<br>Select appropriate grammar and vocabulary, **understanding how such choices can change and enhance meaning.** |

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| | Sequence sentences to form short narratives. | **Draft & writing:** Encapsulate what they want to say, sentence by sentence. | Organise **paragraphs** around a theme | Use a wide range of devices to build cohesion within and across **paragraphs.** |
| | | | | Précis longer paragraphs.<br>Example:<br>When researching online, or using research books, pupils summarise each paragraph or so of their reading into a sentence of key information. |
| | | | In **narratives**, create settings, characters and plot.<br><br>In **non-narrative** material, use simple organisational devices such as headings and sub-headings. | In **narratives**, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.<br><br>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) |
| | | **Evaluate and Edit:**<br>Make additions, revisions and corrections to their own writing by:<br>-evaluating their own writing with the teacher or other pupils.<br>-Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | **Evaluate and edit:**<br>-Assess the effectiveness of their own and others' writing and suggest improvements.<br>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | **Evaluate and edit:**<br>–Assess the effectiveness of their own and others' writing and suggest improvements.<br>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.<br>-Ensure the consistent and correct use of tense throughout a piece of writing.<br>-Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. |
| | Re-read what they have written to check it makes sense. | Proof read to check for errors in spelling, grammar and punctuation. | **Proof read** to check for errors in spelling, grammar and punctuation. | **Proof read** to check for errors in spelling, grammar and punctuation. |
| | Discuss what they have written with the teacher or other pupils | **Read aloud** their writing with appropriate intonation to make the meaning clear. | **Read aloud** their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **Read aloud** their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. |

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| | Read aloud their writing clearly enough to be heard by their peers and the teacher. | | | | | |
| Writing: Punctuation and Grammar | <u>Word level</u><br>Regular **plural** noun suffixes '-s' or '-es'<br><br>**Suffixes** that can be added to verbs where no change is needed in the spelling of the root words.<br><br>How the prefix 'un-' changes the meaning of **verbs** and **adjectives.** | <u>Word level</u><br>Formation of nouns using suffixes such as '-ness', ';er' and by creating compound words .<br><br>Formation of adjectives using suffixes such as '-ful' and '-less'<br><br>Use of the suffixes '-er' and '-est' in adjectives.<br><br>Use of the suffix '-ly' to turn adjectives into adverbs. | <u>Word Level</u><br>Formation of nouns using a range of **prefixes.**<br><br>Use of the **forms** *a* or *an* according to whether the next word begins with a consonant or a vowel.<br><br>**Word families** based on common words, showing how words are related in form and meaning. E.g. solve/solution | <u>Word Level</u><br>The grammatical difference between plural and **possessive** –s.<br><br>Standard English forms for **verb inflections** instead of local spoken forms e.g. we were/we was | <u>Word Level</u><br>Converting **nouns** or **adjectives** into **verbs** using suffixes e.g. '-ate', '-ise', '-ify'<br><br>Verb **prefixes** e.g. dis-, de-, mis-, over-, re- | <u>Word Level</u><br>The difference between structures typical of **informal** speech and structures appropriate for **formal** speech and writing e.g. find out/discover, ask for/request<br>.<br>How words are related by meaning as **synonyms** and **antonyms** e.g. big, large, little |
| | <u>Sentence Structure</u><br>How words combine to make sentences<br><br>Joining words and sentences using 'and'. | <u>Sentence Structure</u><br>**Subordinating** conjunctions(*when, if, that, because*) and **coordinating** conjunctions *(or, and but)*<br><br>Noun phrases for description and specification (e.g. *the blue butterfly).*<br><br>Understand the sentences have different forms: Statement, question, exclamation command. | <u>Sentence Structure</u><br>Expressing the time, place and cause using **conjunctions** (e.g. when, so, before, after, while, because), **adverbs** (e.g. then, next, soon, therefore), or **prepositions** (e.g. before, after, during, in, because).<br>**Fronted adverbials**<br>Simple time, place & manner fronted adverbials | <u>Sentence Structure</u><br>**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).<br><br>**Fronted adverbials**<br>Develop fronted adverbials into phrases.<br>Introduce degree & frequency.<br>(e.g. Later that day, I heard bad news) | <u>Sentence Structure</u><br>**Relative clauses** beginning with who, which, where, why, whose, that *** an omitted pronoun.<br>Example<br>The young, nervous wizard who had a prominent scar<br>The new friend (that) I met last week,<br><br>Indicating degrees of **possibility** using **adverbs** (e.g. perhaps, surely) or **modal verbs** (e.g. | <u>Sentence Structure</u><br>Use the **passive voice** to affect the presentation of information in a sentence.<br><br>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 of **subjunctive** forms such as 'I were' or |

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| | | | | | might, should, will, must). | 'Were they to come ' in some very formal writing and speech). |
| | <u>Text Structure</u><br>Sequencing sentences to form short narratives. | <u>Text Structure</u><br>Correct choice and consistent use of past and present tense throughout writing.<br><br>Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <u>Text structure</u><br>Introduction to **paragraphs** as a way to group related material.<br><br>**Headings** and **sub-headings** to aid presentations.<br>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) | <u>Text structure</u><br>Use **paragraphs** to organise ideas around a theme.<br>New paragraphs for changes in time, pace or theme<br><br>Appropriate choice of **pronoun** and **noun** within and across **sentences** to aid cohesion and avoid repetition. | <u>Text structure</u><br>Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly).<br><br>Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).<br><br>.<br><br>Example:<br>. "... and then he fell asleep.<br>A little while after dozing off, ..." | <u>Text structure</u><br>Linking ideas across paragraphs using a wider range of **cohesive devices:** repetition of word or phrase, grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast) and **ellipsis.**<br><br>**Layout devices,** such as headings, sub headings, columns, bullets, tables, to structure text.<br><br>Y6 – Contrasting ideas across paragraphs, linking ideas by repeating words, phrases or ideas.<br>Using ellipses to contribute to suspense at the end of a paragraph.<br>Example:<br>"Alice stumbled, and felt herself drop into the abyss below...<br>Toppling through this darkness..." |
| | <u>Punctuation</u><br>Leaving spaces between words | <u>Punctuation</u><br><br>Use of capital letters, full stops, question | <u>Punctuation</u><br><br>Introduction to **inverted commas** to | <u>Punctuation</u><br>Use of **inverted commas** and other punctuation to | <u>Punctuation</u><br>**Brackets, dashes or commas** to indicate parenthesis. | <u>Punctuation</u><br>Use of **semi-colon, colon** and **dash** to mark the boundary |

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| | Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.<br><br>Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' | marks, and exclamation marks to demarcate sentences.<br><br>Commas to separate items in a list.<br><br>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. | punctuate direct speech | indicate direct speech.<br><br>**Apostrophe**s to mark plural possession.<br><br>Use of commas after **fronted adverbials** | Use of commas to clarify meaning or **avoid ambiguity**<br><br>Use of the **colon** to introduce a list | between independent clauses.<br><br>Use of the **colon** to introduce a list and use of the **semi-colon** within lists.<br><br>Punctuation of **bullet points** to list information.<br><br>How **hyphens** can be used to avoid ambiguity. |
| | <u>Terminology</u><br>- letter<br>- capital letter<br>- word<br>- singular<br>- plural<br>- sentence<br>- punctuation<br>- full stop<br>- question mark<br>- exclamation mark | <u>Terminology</u><br>- noun, noun phrase<br>-statement, question, exclamation, command.<br>-compound, suffix<br>-adjective, adverb, verb<br>-tense (past, present)<br>-apostrophe, comma | <u>Terminology</u><br>- preposition, conjunction<br>- word family, prefix<br>- clause, subordinate clause<br>- direct speech<br>- consonant, consonant letter vowel, vowel letter<br>- inverted commas (or speech marks) | <u>Terminology</u><br>- determiner<br>- pronoun, possessive pronoun<br>- adverbial | <u>Terminology</u><br>- modal verb, relative pronoun<br>- relative clause<br>-parenthesis, bracket, dash<br>-cohesion, ambiguity | <u>Terminology</u><br>- subject, object<br>-active, passive,<br>- synonym, antonym<br>-ellipsis, hyphen, colon, semi-colon, bullet points. |