



**Holy Trinity  
C of E (VC)  
Primary School  
Halstead**

# English

# PROGRESSION MAP

September 2022

[www.holytrinityhalstead.com](http://www.holytrinityhalstead.com)

EYFS	Communication & language (CL)	Literacy (L)	Comprehension	Word reading	Writing
	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary Use new vocabulary through the day</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen carefully to rhymes and songs, pay attention to how they sound</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences</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>Engage in non-fiction books</p> <p>Connect one idea or action to another using a range of</p>	<p><b>Please see phonic bug progression for full overview of phonics</b></p> <p>Read individual letters by saying 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>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the schools phonic programme</p> <p>Read some letter groups that each represent one sound and say sounds for them</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>Form lower-case and capital letters correctly Spell words by identifying the</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

	<p>connectives Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Learn rhymes poems and songs</p> <p>Use new vocabulary in different contexts</p> <p>CL Early Learning Goals</p> <p><b>ELG:</b> Listening, Attention and Understanding: Children at the expected level of development 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;</p> <p>Make comments about what they have heard and ask questions to clarify their</p>	<p>sounds and then writing the sound with the letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter</p> <p>Re-read what they have written to check that it makes sense</p> <p>L - Early Learning Goals</p>			
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	<p>understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b> Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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>				
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Y1	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions,</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</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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 to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and</li> </ul>	<p>spell: Words containing:</p> <ul style="list-style-type: none"> <li>each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week.</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can write lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can write capital letters.</p> <p>I can write numbers 0-9.</p> <p>I can see which letters belong to which handwriting 'families'.</p>	<p><b>Plan their writing by:</b> I can write down a sentence I have practised.</p> <p><b>Draft and write by:</b> I can write sentences by saying out loud what I am going to write about.</p> <p>I can write sentences on my own.</p> <p>I can join my sentences together to make a story.</p> <p><b>Evaluate and edit by:</b> I can read my sentence and check that it makes sense.</p> <p>I can talk about my writing with my teacher or children in my class.</p>	<p>I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes.</p> <p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.</p> <p>I can show you how un- added to the beginning of a word can change its meaning I can put words together to make sentences.</p> <p>I can use joining words like 'and'.</p> <p>I can use spaces between words.</p> <p>I can use capital letters and full stops.</p>

	<p>presentations, performances, roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>considering their particular characteristics</p> <ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <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> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<p>third person singular marker for verbs.</p> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance, 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>I can read my sentence out loud so that children in my class can hear and understand me.</p>	<p>I can use question marks and exclamation marks.</p> <p>I can use capital letters for names, places, the days of the week and the word 'I'.</p> <p>I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>
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			<ul style="list-style-type: none"><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 being said and done.</li><li>• predicting what might happen on the basis of what has been read so far.</li></ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of</p>				
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			what is read to them.				
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Y2	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>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,</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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,</li> </ul>	<p><b>Autumn 1:</b>            1A - The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words            1A - The sounds /r/ spelt 'wr' at the beginning of words            1A - The sound /s/ spelt 'c' before e, i and y            1A - The sound /j/ spelt with 'dge' and 'ge' at the end of words            1A - The sound /j/ often spelt with g before e, i and y.            The sound /j/ always spelt with 'j' before a, o and u            1A - Common Exception Words</p> <p><b>Autumn 2:</b>            1B - The sound /l/ spelt with '-le' at the end of words            1B - The sound /l/ spelt with '-el' at the end of words            1B - The sound /l/</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing.</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>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</p>	<p><b>Plan their writing by:</b>            I can plan my writing by writing down my ideas or talking about them.</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary.</p> <p>I can plan my writing by writing down my ideas or talking about them for each sentence.</p> <p><b>Draft and write by:</b>            I can write sentences about things I have done and things that others have done. I can write a long piece of text about a real event in one go.</p> <p>I can write poetry</p>	<p>I can make new words by putting two words together e.g. whiteboard, superman.</p> <p>I can use these words in my writing: when, if, that, because, or, but.</p> <p>I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.</p> <p>I can tell if a sentence is a question, command, exclamation or a statement.</p> <p>I can use the correct tense in my writing.</p> <p>I can use capital letters and full stops to show</p>

	<p>Participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>	<p>noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and 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>Reread these books to build up their fluency and confidence in word reading.</p>	<p>fairy stories and traditional tales</p> <ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are 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</li> </ul>	<p>spelt with 'il' and '-al' at the end of words 1B - The sound /igh/ spelt with '-y' at the end of words 1B - Adding -ies to nouns and verbs ending in -y 1B - Common Exception Words</p> <p><b>Spring 1:</b> 2A - Adding -ed, -er and -est to a word ending in -y with a consonant before it 2A - Adding -ing to a word ending in -y with a consonant before it 2A - Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it 2A - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel 2A - The sound /or/ spelt 'a' before l or ll 2A - Common</p>	<p>relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>I can write for different purposes, writing long and short pieces of work.</p> <p>I can write for different purposes, using ideas and language from things I have read.</p> <p><b>Evaluate and edit by:</b> I can change my writing and make corrections after I have spoken to a teacher or another child about it.</p> <p>I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</p> <p>I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words.</p> <p>I can read my</p>	<p>where sentences start and end and sometimes use question marks.</p> <p>I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting.</p> <p>I can use question marks and exclamation marks appropriately.</p> <p>I can use commas when I am writing a list.</p> <p>I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</p> <p>I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command,</p>
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			<p style="text-align: center;">meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <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>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<p>Exception Words</p> <p><b>Spring 2:</b>  2B - The sound /u/ spelt with 'o'  2B - The sound /ee/ spelt with '-ey'  2B - The /o/ sound spelt with 'a' after w and qu  2B - The stressed/er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w  2B - The sound /zh/ spelt 's'  2B - Common Exception Words</p> <p><b>Summer 1:</b>  3A - The suffixes -ment, -ness and -ful  3A - The suffixes -less and -ly  3A - Words ending in -tion  3A - Contractions  3A - The possessive apostrophe  3A - Common Exception Words</p> <p><b>Summer 2:</b>  3B - Homophones and near</p>	<p>work aloud with confidence using the tone of my voice to make the meaning clear.</p>	<p>compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.</p>
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			<p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>homophones 3B - Homophones and near homophones - conjunctions 3B - Months of the year 3B - Months of the year and Time 3B - Question words / SPaG terms</p>			
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Y3	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a 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>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of</li> </ul>	<p><b>Autumn 1:</b>  1A - Words with the long /ai/ sound spelt with ei  1A - Words with the long /ai/ sound spelt with ey  1A - Words with the long /ai/ sound spelt with ai  1A - Words with /ur/ sound spelt with ear  1A - Homophones &amp; near homophones</p> <p><b>Autumn 2:</b>  1B - Creating adverbs using the suffix -ly (no change to root word)  1B - Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)  1B - Creating adverbs using the suffix -ly (root word ends in 'le')  1B - Creating</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.</p>	<p><b>Plan their writing by:</b>  I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p><b>Draft and write by:</b>  I can use paragraphs to organise my writing so that blocks of text group related material.</p> <p>I can draft and write descriptive work that creates settings,</p>	<p>I can understand when to use 'a' or 'an' in front of a word.</p> <p>I can identify word families based on root words e.g. solve, solution, dissolve, insoluble.</p> <p>I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</p> <p>I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.</p> <p>I can use inverted commas correctly sometimes</p>

	<p>Participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>		<p>books, including fairy stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> <li>identifying themes and conventions in a wide range of books</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>recognising some different forms of poetry</li> </ul> <p>Understand what they read, in books they can read</p>	<p>adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>1B - Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>1B - Statutory Spelling Challenge Words</p> <p><b>Spring 1:</b></p> <p>2A - Words with short /i/ sound spelt with 'y'</p> <p>2A - Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>2A - Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>2A - Creating negative meanings using</p>		<p>characters and plots.</p> <p>I can draft and write material such as instructions, using headings and subheadings to organise my work.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</p> <p><b>Evaluate and edit by:</b></p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I:</p> <p>use conjunctions such as when, before, after, while;</p> <p>use adverbs such as then, next and soon;</p>	<p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>
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			<p>independently, by:</p> <ul style="list-style-type: none"> <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>• identifying main ideas drawn from more than 1 paragraph and</li> </ul>	<p>prefix mis- 2A - Creating negative meanings using prefix dis- 2A - Words with a /k/ sound spelt with 'ch'</p> <p><b>Spring 2:</b> 2B - Homophones &amp; Near Homophones 2B - Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') 2B - Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' 2B - Words with a /sh/ sound spelt with 'ch' 2B - Statutory Spellings Challenge Words</p> <p><b>Summer 1:</b> 3A - Words ending in -ary 3A - Words with a short /u/ sound spelt with 'o' 3A - Words with a short /u/ sound spelt with 'ou'</p>		<p>use prepositions such as before, after, during, in and because.</p> <p>I can re-read my work to improve it for my audience.</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting.</p> <p>I can proof read my work by reading aloud and putting in capital letters and full stops. I can also add commas, question marks, Exclamation marks and apostrophes where needed.</p>	
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			<p>summarising these</p> <ul style="list-style-type: none"><li>• identifying how language, structure, and presentation contribute to meaning</li></ul> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>3A - Word families based on common words, showing how words are related in form and meaning.</p> <p><b>Summer 2:</b> 3B - Words ending in the suffix -al 3B - Words ending with an /zhuh/ sound spelt with 'sure' 3B - Words ending with a /chuh/ sound spelt with 'ture' 3B - Silent Letters Revision</p>			
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Y4	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a 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>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of</li> </ul>	<p><b>Autumn 1:</b>            1A - Words with /aw/ spelt with augh and au            1A - Adding the prefix in- (meaning 'not' or 'into')            1A - Adding the prefix im- (before a root word starting with 'm' or 'p')            1A - Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')            1A - Homophones &amp; near homophones            1A - Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p><b>Autumn 2:</b>            1B - Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</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.</p>	<p><b>Plan their writing by:</b>            I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.</p> <p><b>Draft and write by:</b>            I can rewrite my work making improvements by saying the work out loud, using the best words I know</p>	<p>I can explain the difference between the plural and possessive -s</p> <p>I can use the correct form of the verb inflection e.g. we were instead of we was.</p> <p>I can make my writing interesting by using adjectives and other descriptive methods.</p> <p>I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news.</p> <p>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</p> <p>I can use inverted commas and</p>

	<p>Participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>		<p>books, including fairy stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> <li>identifying themes and conventions in a wide range of books</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>recognising some different forms of poetry</li> </ul> <p>Understand what they read, in books they can read</p>	<p>1B - Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>1B - Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>1B - Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>1B - Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>1B - Statutory Spellings Challenge Words</p> <p><b>Spring 1:</b></p> <p>2A - Homophones &amp; Near Homophones</p> <p>2A - Nouns ending in the suffix -ation</p> <p>2A - Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>2A - Plural Possessive Apostrophes with plural words</p>		<p>and the best sentence structures I can.</p> <p>I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.</p> <p>I can organise my non narrative writing so that it has headings and subheadings.</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.</p> <p><b>Evaluate and edit by:</b></p> <p>I can assess my work and that of others and suggest improvements.</p> <p>I can edit my work by changing the grammar to</p>	<p>other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.</p> <p>I can understand and use the following terms: determiner; pronoun, possessive pronoun; and adverbial.</p>
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			<p>independently, by:</p> <ul style="list-style-type: none"> <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>• identifying main ideas drawn from more than 1 paragraph and</li> </ul>	<p><b>Spring 2:</b>  2B - Words with the /s/ sound spelt with 'sc'  2B - Words with a 'soft c' spelt with 'ce'  2B - Words with a 'soft c' spelt with 'ci'  2B - Word families based on common words, showing how words are related in form and meaning  2B - Statutory Spellings  Challenge Words</p> <p><b>Summer 1:</b>  3A - Adding the prefix inter- (meaning 'between' or 'among')  3A - Adding the prefix anti- (meaning 'against')  3A - Adding the prefix auto- (meaning 'self' or 'own')  3A - Adding the prefix ex- (meaning 'out')  3A - Adding the prefix non- (meaning 'not')  3A - Words ending</p>	<p>improve the way my work reads.</p> <p>I can proof read my writing for spelling and use of punctuation.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>	
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			<p>summarising these</p> <ul style="list-style-type: none"><li>identifying how language, structure, and presentation contribute to meaning</li></ul>	<p>in -ar and -er</p> <p><b>Summer 2:</b> 3B - Adding the suffix -ous (No change to root word) 3B - Adding the suffix -ous (No definitive root word) 3B - Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') 3B - Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') 3B - Adverbials of frequency and possibility 3B - Adverbials of manner</p>			
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Y5	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of</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 to understand the meaning of new words that they meet.</p>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</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>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</li> </ul>	<p><b>Autumn 1:</b>            1A - Words with endings that sound like /shuhs/ spelt with -cious            1A - Words with endings that sound like /shuhs/ spelt with -tious or -ious            1A - Words with the short vowel sound /i/ spelt with y (e.g. i as in p-i-g and i as in apply)            1A - Homophones &amp; near homophones</p> <p><b>Autumn 2:</b>            1B - Words with 'silent' letters            1B - modal verbs            1B - Words ending in 'ment'            1B - Adverbs of possibility and frequency            1B - Statutory Spelling Challenge Words</p> <p><b>Spring 1:</b>            2A - Creating</p>	<p>I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.</p> <p>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p><b>Plan their writing by:</b>            I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p>	<p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</p> <p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</p> <p>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>I can link 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>Standard English</p> <p>Participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>		<p>fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</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> <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</li> </ul>	<p>nouns using -ity suffix 2A - Creating nouns using -ness suffix 2A - Creating nouns using -ship suffix 2A - Homophones &amp; Near Homophones</p> <p><b>Spring 2:</b> 2B - words with an or sound spelt 'or' 2B - words with an or sound spelt 'au' 2B - convert nouns or adjectives into verbs using the suffix -ate 2B - convert nouns or adjectives into verbs using the suffix -ise 2B - convert nouns or adjectives into verbs using the suffix -ify 2B - convert nouns or adjectives into verbs using the suffix -en</p> <p><b>Summer 1:</b> 3A - Words containing the letter string 'ough' 3A - Adverbials of time</p>		<p><b>Draft and write by:</b> I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) -</p> <p>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</p> <p>I can draft and write by summarising longer passages.</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</p> <p>I can draft and</p>	<p>I can use brackets and can also use dashes or commas for the same purpose.</p> <p>I can use commas to make my writing clear to the reader.</p> <p>To Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>
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			<p>that the meaning is clear to an audience.</p> <p>Understand what they read by:</p> <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>• 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>• summarising the main</li> </ul>	<p>3A - Adverbials of place  3A - Words with an /ear/ sound spelt 'ere'  3A - Statutory Spelling Challenge Words</p> <p><b>Summer 2:</b>  3B - unstressed vowels in polysyllabic words  3B - adding prefixes de- and re-  3B - adding verb prefix -over  3B - convert nouns or verbs into adjectives using suffix -ful  3B - convert nouns or verbs into adjectives using suffix -ive  3B - convert nouns or verbs into adjectives using suffix -al</p>		<p>write by 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>I can set out my work correctly and use headings, bullet points, Underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. I can use different verb forms with consideration for the audience and purpose.</p> <p><b>Evaluate and edit by:</b>  I can give feedback on and improve my own writing and my classmates' writing.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to</p>	
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			<p>ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are</p>			<p>make writing clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</p> <p>I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear.</p>	
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			<p>read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>				
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Y6	Spoken language	Word Reading	Comprehension	Spelling	Handwriting & presentation	Composition	Vocabulary, grammar and punctuation
	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p> <p>Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances,</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 to understand the meaning of new words that they meet.</p>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</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>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and</li> </ul>	<p><b>Autumn 1:</b>            1A - Homophones &amp; Near Homophones:            Nouns that end in -ce/-cy and verbs that end in -se/-sy            1A - Adjectives ending in -ant into nouns ending in -ance/ -ancy            1A - Adjectives ending in -ent into nouns ending in -ence/ -ency            1A - Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel            1A - Hyphens: To join compound adjectives to avoid ambiguity</p> <p><b>Autumn 2:</b>            1B - Words ending in -able            1B - Words ending in -ably            1B - Word families based on common words, showing how words are</p>	<p>I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.</p> <p>I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p><b>Plan their writing by:</b>            I can change my writing to fit the audience and change the language and sentence length for the purpose.</p> <p>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary.</p> <p>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.</p> <p><b>Draft and write by:</b>            I can write</p>	<p>I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing.</p> <p>I can understand how words are related by meaning as synonyms and antonyms.</p> <p>I can use the passive to affect the presentation of information in a sentence.</p> <p>I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>I can link ideas within and across paragraphs using</p>

	<p>roleplay/improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication</p>		<p>books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</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> <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> </ul> <p>Understand what</p>	<p>related in form and meaning</p> <p>1B - Creating diminutives using prefixes micro and mini</p> <p><b>Spring 1:</b></p> <p>2A - Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>2A - Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>2A - Word families based on common words, showing how words are related in form and meaning</p> <p>2A - Statutory Spelling Challenge Words</p> <p><b>Spring 2:</b></p> <p>2B - Words with endings which sound like /shuhl/ after a vowel letter (-cial)</p> <p>2B - Words with endings which sound like /shuhl/ after a consonant letter (-tial)</p>		<p>effectively for a range of purposes and audiences, Independently using ideas from my own reading.</p> <p>I can use grammar and vocabulary which is suited to the purpose of my writing.</p> <p>I can write pieces describing settings, characters and atmosphere.</p> <p>I can include dialogue in my writing to convey character and advance the action.</p> <p>I can draft and write by accurately précising longer passages.</p> <p>I can use different techniques to make my writing flow and link paragraphs.</p> <p>I can set out my work using</p>	<p>a wide range of cohesive devices such as repetition of a word or phrase, the use of adverbials, grammatical connections and ellipsis.</p> <p>I can use layout devices such as headings, subheadings, columns, bullets, or tables, to structure text.</p> <p>I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up.</p> <p>I can use the colon to introduce a list and use semi-colons within lists.</p> <p>I can use bullet points to list information</p> <p>I can use hyphens for clarity e.g. man eating shark or man-eating shark.</p>
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			<p>they read by:</p> <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>• 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>• summarising the main ideas drawn from more than 1 paragraph, identifying key details</li> </ul>	<p>2B - Words with a 'soft c' spelt /ce/  2B - Word families based on common words, showing how words are related in form and meaning  2B - Statutory Spelling Challenge Words</p> <p><b>Summer 1:</b>  3A - Word families based on common words, showing how words are related in form and meaning  3A - words that can be nouns and verbs  3A - words with a long /o/ sound spelt 'ou' or 'ow'  3A - words ending in -ible  3A - words ending in -ibly</p> <p><b>Summer 2:</b>  3B - synonyms and antonyms (continued over</p>		<p>headings, subheadings, columns, tables or bullet points to structure the text and to guide the reader.</p> <p><b>Evaluate and edit by:</b>  I can give reasoned feedback on mine and others' work to improve it.</p> <p>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer.</p> <p>I can mark and edit work to have the correct tense throughout.  I can mark and edit work to have the correct subject and verb agreement.</p> <p>I recognise differences between the</p>	<p>I can understand the following words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>
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			<p>that support the main ideas</p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>	rest of half-term)		<p>language of speech and writing and can choose sensibly.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proofread for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.</p>	
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			<p>ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>				
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