Hapton CE Methodist Primary School – English Progression Steps

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| Skills - | **EYFS** | **KS1** | | **KS2** | | | |
| **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Phonics and Spelling Rules**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) **– Red Rose Phonics Scheme** | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  Spell words by identifying the sounds and then writing the sound with the letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. | To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To know all letters of the alphabet and the sounds which they most commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect.  To apply Y1 spelling rules and guidance\*, which includes:   * the sounds /f/, /l/,   /s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and | To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).  To apply further Y2 spelling rules and guidance, which includes:   * the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust); * the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); | To spell words with the / eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey).  To spell words with the  /ɪ/ sound spelt ‘y’ in a position other than at the end of words (e.g. mystery, gym).  To spell words with a  /k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character).  To spell words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ (e.g. league, tongue, antique, unique).  To spell words with a / sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure).  To spell words with a short /u/ sound spelt with ‘ou’ (e.g. young, touch, double, trouble, country).  To spell words ending with the /zher/ sound | To spell words with / shuhn/ endings spelt with ‘sion’ (if the root word ends in ‘se’, ‘de’ or ‘d’, e.g. division, invasion, confusion, decision, collision, television).  To spell words with a / shuhn/ sound spelt with ‘ssion’ (if the root word ends in ‘ss’ or ‘mit’, e.g. expression, discussion, confession, permission, admission).  To spell words with a / shuhn/ sound spelt with ‘tion’ (if the root word ends in ‘te’ or ‘t’ or has no definite root, e.g.  invention, injection, action, hesitation, completion).  To spell words with a / shuhn/ sound spelt with ‘cian’ (if the root word ends in ‘c’ or ‘cs’,  e.g. musician, electrician, magician, politician,  mathematician).  To spell words with the  /s/ sound spelt with ‘sc’ (e.g. sound spelt with ‘sc’ | To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).  To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).  To spell words with ‘silent’ letters (e.g. doubt, island, lamb, solemn, thistle, knight).  To spell words containing the letter string ‘ough’ (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). | To spell words ending in -able and  -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).  To spell words ending in -ible and -ibly (e.g. possible/possibly,  horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).  To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ (e.g. deceive, conceive,  receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).  To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ (e.g.  official, special, artificial).  To spell words with endings which sound like /shuhl/ after a vowel letter using ‘tial’ (e.g. partial, confidential, essential). |

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|  |  | ‘ck’ and exceptions;   * the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think); * dividing words into syllables (e.g. rabbit, carrot); * the /tʃ/ sound is usually spelt as ‘tch’ and exceptions; * the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live); * 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 wood (e.g. buzzer, jumping);   * adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); * spelling words with the vowel digraphs and trigraphs:   - ‘ai’ and ‘oi’ (e.g. rain,  wait, train, point, soil); | * the /r/ sound spelt ‘wr’ (e.g. write, written); * the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); * the /aɪ/ sound spelt   –y (e.g. cry, fly, July);   * adding –es to nouns and verbs ending in   –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);   * adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; * adding the endings   –ing, –ed, –er, –est and –y to words ending in –e with  a consonant before (including exceptions);   * adding –ing, –ed,   –er, –est and –y to words of one syllable ending in a single consonant letter after asingle vowel letter (including | spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure).  To spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure). | (e.g. science, scene, discipline, fascinate, crescent). |  |  |

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|  |  | * ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); * a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); * ‘ar’ (e.g. car, park); * ‘ee’ (e.g. green, week); * ‘ea’ (e.g. sea, dream); * ‘ea’ (e.g. meant, bread); * ‘er’ stressed sound (e.g. her, person); * ‘er’ unstressed schwa sound (e.g. better, under); * ‘ir’ (e.g. girl, first, third); * ‘ur’ (e.g. turn, church); * ‘oo’ (e.g. food, soon); * ‘oo’ (e.g. book, good); * ‘oa’ (e.g. road, coach); * ‘oe’ (e.g. toe, goes); * ‘ou’ (e.g. loud, sound); * ‘ow’ (e.g. brown, down); * ‘ow’ (e.g. own, show); * ‘ue’ (e.g. true, rescue, Tuesday); * ‘ew’ (e.g. new, threw); | exceptions);   * the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always); * the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); * the /i:/ sound spelt   –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);   * the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) * the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); * the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); * the /ʒ/ sound spelt ‘s’ (e.g. television, usual). |  |  |  |  |

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|  |  | * ‘ie’ (e.g. lie, dried); * ‘ie’ (e.g. chief, field); * ‘igh’ (e.g. bright, right); * ‘or’ (e.g. short, morning); * ‘ore’ (e.g. before, shore); * ‘aw’ (e.g. yawn, crawl); * ‘au’ (e.g. author, haunt); * ‘air’ (e.g. hair, chair); * ‘ear’ (e.g. beard, near, year); * ‘ear’ (e.g. bear, pear, wear); * ‘are’ (e.g. bare, dare, scared); * spelling words ending with –y (e.g. funny, party, family); * spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while); * using ‘k’ for the /k/ sound (e.g. sketch, kit, skin). |  |  |  |  |  |
| [**Common Exception**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) **Words** | To write some irregular common words. | To spell all Y1 common exception words correctly.  To spell days of the week correctly. | To spell most Y1 and Y2 common exception words correctly. | To spell many of the Y3 and Y4 statutory spelling words correctly. | To spell all of the Y3 and Y4 statutory spelling words correctly. | To spell many of the Y5 and Y6 statutory spelling words correctly. | To spell all of the Y5 and Y6 statutory spelling words correctly. |

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| [**Prefixes and Suffixes**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To use -s and -es to form regular plurals correctly.  To use the prefix ‘un-’ accurately.  To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | To add suffixes to spell most words correctly in their writing, e.g. –ment,  –ness, –ful, –less, –ly. | To spell most words with the prefixes dis-, mis-,  bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).  To spell most words with the suffix -ly with no change to the root word; root words that end  in ‘le’,‘al’ or ‘ic’ and the exceptions to the rules.  To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with  more than one syllable (unstressed last syllable,  e.g. limiting offering).  To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable,  e.g. forgotten beginning). | To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and  non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).  To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).  To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious,  rigorous, famous, advantageous). | To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).  To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).  To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).  To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). | To use their knowledge of adjectives ending in  -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).  To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency  (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).  To spell words by adding suffixes beginning with vowel letters to words ending in -fer  (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). |
| [**Further**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To spell simple compound words (e.g. dustbin, football).  To read words that they have spelt.  To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those | To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.  To learn the possessive singular apostrophe (e.g. the girl’s book).  To write, from memory, simple sentences dictated by the teacher | To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  To use the first two or three letters of a word to check its spelling in a dictionary. | To spell words that use the possessive apostrophe with plural  words, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s).  To use their spelling knowledge to use a dictionary more efficiently. | To spell complex homophones and near- homophones, including who’s/whose and stationary/stationery.  To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. | To spell homophones and near homophones that include nouns that end in  -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).  To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).  To use a knowledge |

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| [**Spelling Conventions**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | phonemes. | that include words using the GPCs, common exception words and punctuation taught so far.  To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.  To self-correct misspellings of words that pupils have been taught to spell (this may require support to  recognise misspellings). |  |  |  | of morphology and etymology in spelling and understand that the spelling of some  words need to be learnt specifically.  To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |

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| [**Letter Formation, Placement and Positioning**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Shows a preference for a dominant hand.  Write some letters accurately.  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.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop the foundations of a handwriting style which is fast, accurate and efficient. | To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To sit correctly at a table, holding a pencil  comfortably and correctly.  To form digits 0-9.  To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed  in similar ways) and to practise these. | To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters. | To use a neat, joined handwriting style with increasing accuracy and speed. | To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the  downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. | To write legibly, fluently and with increasing speed by:  -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;  - choosing the writing implement that is best suited for a task. |

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|  | Form lower case and capital letters correctly.  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Write recognisable letters, most of which are correctly formed. |  |  |  |  |  |  |
| [**Joining Letters**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  |  | To begin to use the diagonal and horizontal strokes needed to join letters. | To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. | To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)  and capital letters (e.g. for filling in a form). |

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| **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Planning, Writing and Editing**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Engage in extended conversations about stories, learning new vocabulary.  Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately.  Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.  Learn new vocabulary.  Articulate their ideas and thoughts in well-formed sentences.  Describe events in some detail. | To say out loud what they are going to write about.  To compose a sentence orally before writing it.  To sequence sentences to form short narratives.  To discuss what they have written with the teacher or other pupils.  To reread their writing to check that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher.  To use adjectives to describe. | To write narratives about personal experiences and those of others (real and fictional).  To write about real events. To write simple poetry.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling,  grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). | To begin to use ideas from their own reading and modelled examples to plan their writing.  To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme.  To compose and rehearse sentences orally (including dialogue). | To compose and rehearse sentences orally (including dialogue), progressively building a varied and  rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  To proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. | To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.  To consistently link ideas across paragraphs.  To proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. | To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  To use a wide range of devices to build cohesion within and across paragraphs.  To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |

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|  | Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.  Listen to and talk about stories to build familiarity and understanding  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.  Re-read what they have written to check it makes sense.  Develop storylines in their pretend play.  Write simple phrases and sentences that can be read by others.  Invent, adapt and recount narratives and stories with peers and teachers. |  |  |  |  |  |  |
| **Awareness of Audience, Purpose and Structure** | Use a wider range of vocabulary.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver.”  Learn new vocabulary.  Use new vocabulary throughout the day.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.  Develop social phrases.  Use new vocabulary in different contexts.  Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. | To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe. | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with  appropriate intonation to make the meaning clear. | To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).  To make deliberate ambitious word choices to add detail.  To begin to create settings, characters and plot in narratives. | To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).  To write a range of narratives that are well- structured and well-paced.  To create detailed settings, characters and plot in narratives to  engage the reader and to add atmosphere.  To begin to read aloud their own writing, to a group or the whole  class, using appropriate intonation and to control the tone and volume so that the meaning is clear. | To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.  To regularly use dialogue to convey a character and to advance the action.  To perform their own compositions confidently using appropriate intonation, volume  and movement so that meaning is clear. | To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their  own writing (including literary language, characterisation, structure, etc.).  To distinguish between the language of speech and writing and to choose the appropriate level of formality.  To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). |

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|  | 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. |  |  |  |  |  |  |

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| Skills - | **EYFS** | **KS1** | | **KS2** | | | |
| **Reception Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Phonics and Decoding**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Develop their phonological awareness, so that they can:   * spot and suggest rhymes * count or clap syllables in words * recognise words with the same initial sound, such as money and mother   Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending. | To apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing,  -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic  decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the graphemes taught so far,  especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes. | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).  To apply their growing knowledge of root words and prefixes, including  in-, im-, il-, ir-, dis-, mis-,  un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.  To apply their growing knowledge of root words and suffixes/word endings, including -ation,  -ly, -ous, -ture, -sure, -sion,  -tion, -ssion and -cian, to begin to read aloud. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.  To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.  To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including  -sion, -tion, -cial, -tial,  -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,  suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |

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|  | Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |  |  |  |  |  |  |
| [**Common Exception Words**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Read a few common exception words matched to the school’s phonic programme.  To read some common irregular words. | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words\*, noting unusual correspondences  between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words. | To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words,  discussing the unusual correspondences between spelling and sound and where these occur in the word. |  |
| [**Fluency**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Understand the five key concepts about print:  print has meaning   * the names of different parts of a book * print can have different purposes * page sequencing * we read English text from left to right and from top to bottom   Blend sounds into words, so that they can read short words made up of letter-sound correspondences.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading. | To read aloud books (closely matched to their improving phonic  knowledge), sounding out unfamiliar  words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and  confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. | | | |

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| [**Comparing, Contrasting and Commenting**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.  Compare and contrast characters from stories, including figures from the past.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  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.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Anticipate (where appropriate) key events in stories. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To link what they have read or have read to them to their own experiences.  To retell familiar stories in increasing detail.  To join in with discussions about a text, taking turns and listening to what others say.  To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them  (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and how items of information are related. | To use appropriate terminology when discussing texts (plot, character, setting).  To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and  reference books or textbooks. | To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  To refer to authorial style, overall themes (e.g. triumph of good over evil) and  features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.  To 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.  To identify main ideas drawn from more than one paragraph and to | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).  To explain and discuss their understanding of what they have read, including through formal presentations and debates |

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|  | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |  | To recognise simple recurring literary language in stories and poetry.  To ask and answer questions about a text.  To make links between the text they are reading and other texts they have read (in texts that they can read independently). |  | To identify how language, structure and presentation contribute to meaning.  To identify main ideas drawn from more than one paragraph and summarise these. | summarise these.  To recommend texts to peers based on personal choice. | maintaining a focus on the topic and using notes where necessary.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to  make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text. |
| [**Words in Context and Authorial Choice**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Use a wider range of vocabulary.  Engage in extended conversations about stories, learning new vocabulary.  Learn new vocabulary.  Use new vocabulary throughout the day. | To discuss word meaning and link new meanings to those already known. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.  To discuss their favourite words and phrases. | To check that the text makes sense to them, discussing their  understanding and explaining the meaning of words in context.  To discuss authors’ choice of words and phrases for effect. | Discuss vocabulary used to capture readers’ interest and imagination. | To discuss vocabulary used by the author to create effect including figurative language.  To evaluate the use of authors’ language and explain how it has created an impact on  the reader. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |

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|  | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |  |  |  |  |  |  |
| [**Inference and Prediction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Anticipate (where appropriate) key events in stories. | To begin to make simple inferences.  To predict what might happen on the basis of what has been read so far. | To make inferences on the basis of what is being said and done.  To predict what might happen on the basis of what has been read so far in a text. | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.  To justify predictions using evidence from the text. | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.  To justify predictions from details stated and implied. ‘I predict this because…’ | To draw inferences from characters’ feelings, thoughts and motives.  To make predictions based on details stated and implied, justifying them in detail with evidence from the text. ‘Using P.E.E’ | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To discuss how characters change and develop through texts by drawing inferences based on indirect clues – Character development maps. |
| [**Poetry and Performance**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  Remember and sing entire songs.  Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. | To recite simple poems by heart. | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud. | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
|  | Create their own songs, or improvise a song around one they know.  Engage in story times.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Learn rhymes, poems and songs.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop storylines in their pretend play.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Make use of props and materials when role playing characters in narratives and stories.  Invent, adapt and recount narratives and stories with their peers and their teacher.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |  |  |  |  |  |  |

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| [**Non-Fiction**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |  | To recognise that non- fiction books are often structured in different ways. | To retrieve and record information from non- fiction texts. | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read. | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading leaflets about Hothersall Lodge before our residential trip there). |

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| Skills - | **EYFS** | **KS1** | | **KS2** | | | |
| **Reception**  **Early Learning Goals** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Sentence Construction and Tense**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Use longer sentences of four to six words  Use new vocabulary throughout the day.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | To use simple sentence structures. | To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question,  exclamation, command.  To use some features of written Standard English. | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use ‘a’ or ‘an’ correctly throughout a piece of writing. | To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’. | To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces  of writing, including the correct subject and verb agreement when using singular and plural. |
|  | Express 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. |  |  |  |  |  |  |
| [**Use of Phrases**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) [**and Clauses**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | Use longer sentences of four to six words.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Express 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. | To use the joining word (conjunction) ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences. | To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | To use a wide range of linking words/phrases between sentences and paragraphs to build  cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.  Mrs Saville, who is our teacher, had made an interesting lesson. | To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark  relationships of time and cause.  To use the passive voice.  To use question tags  in informal writing. |

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| [**Punctuation**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To use finger spaces.  To use full stops to end sentences.  To begin to use question marks and exclamation marks. | To use the full range of punctuation taught at key stage 1 mostly correctly including:   * capital letters, full stops, question marks and exclamation marks;   + commas to separate lists;   + apostrophes to mark singular possession and contractions. | To use the full range of punctuation from previous year groups.  To punctuate direct speech accurately, including the use of inverted commas. | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession. | To use commas consistently to clarify meaning or to avoid ambiguity.  To use brackets, dashes or commas to indicate parenthesis. | To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |
| [**Use of Terminology**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) |  | To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. | To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. | To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate  clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. | To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen,  colon, semi-colon and bullet points. |

Teachers can use the long term plans and knowledge organisers for more information regarding English and the order we teach the skills at Hapton CE Methodist Primary School.

Red Rose Letters and Sounds document can be used alongside this for Phonics information.

Year 2/3/4/5/6 can use information from ‘No nonsense Spelling and Grammar’ alongside this document.