



Ravenscote Junior School - English Skills Progression.



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

• read easily, fluently and with good understanding.
• develop the habit of reading widely and often, for both pleasure and information
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
• appreciate our rich and varied literary heritage
• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Topics studied	Autumn	Spring	Summer
Year 3	<p>Dogs Don't Do Ballet – transition unit (Fiction – stories, diary writing and character descriptions)</p> <p>Pirates (Non-fiction – Non-chronological reports)</p> <p>Letters (Fiction – Story told through letters)</p> <p>Star in a Jar (Fiction – story writing)</p> <p>Robots (Non-fiction – Instructions)</p>	<p>Egyptians – history link (Non-fiction – Journal writing)</p> <p>Secret life of Black Rock (Fiction – story writing)</p> <p>Street beneath my feet (Non-fiction)</p> <p>Dinosaurs (Non-fiction – Story writing)</p>	<p>Blue umbrella (Fiction – story writing)</p> <p>The incredible book eating boy (Fiction – story writing)</p> <p>Strong minds – transition unit (Fiction)</p> <p>George's marvellous medicine (Varied – Instructions, reports, poems, stories)</p>



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Year 4	<p>Grammar basics – transition unit Stone Age Boy – history link (Fiction – Adventure story) Stone Age – history link (Non-fiction – non-chronological report) How to Train your Dragon (Fiction – Descriptive writing) The Lost Thing (Fiction – Adventure story)</p>	<p>True Story of the Three Little Pigs (Fiction – traditional tales) Aladdin and the Enchanted Lamp (Fiction - Adventure story) Europe – geography link (Non-fiction - non-chronological report) Author visit (Non-fiction – persuasive writing)</p>	<p>Escape from Pompeii – history link (Fiction – historical story) Volcanoes (Fiction - poetry) Flotsam (Fiction – setting descriptions, under the sea stories) Disney’s feast (Fiction – short story)</p>
Year 5	<p>Here we are – transition unit (Varied – Poetry, information leaflets, reflective passages) The Ridge (Varied – poetry, setting description, story writing) Shackleton’s journey (Non-fiction – newspaper articles) The Tin Forest (Fiction – poetry) The Great Kapok Tree – geography link (Varied – newspaper reports, diary entries, persuasive writing/leaflets/posters) Rainforest – geography link (Fiction – poetry)</p>	<p>One small step – science link (Fiction – character descriptions, setting descriptions, story writing) Cosmic – science link (Non-fiction – varied persuasive writing) Superheroes (Fiction – character descriptions, superhero stories)</p>	<p>The Highwayman (Varied – narrative poetry, character descriptions, setting descriptions, recount) Robin Hood (Fiction – legends, character descriptions, setting descriptions) Detective stories (Fiction – character descriptions, setting descriptions, detective stories)</p>



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Year 6	<p>World War Two – history link (Fiction – setting descriptions/figurative language)</p> <p>Letters from the Lighthouse – history link (Fiction – Diary entry)</p> <p>In Flanders Fields (Fiction – poetry)</p> <p>Spooky Stories (Fiction – spooky stories, descriptive writing)</p> <p>Titanic (Non-fiction – recounts, newspaper articles, playscripts)</p>	<p>David Attenborough – geography link? (Non-fiction – non-chronological reports)</p> <p>Deforestation – geography link? (Non-fiction – letters of complaint)</p> <p>The Firework-Maker’s daughter (Fiction – descriptive writing, story writing)</p>	<p>Reading and grammar revision (SATS revision)</p> <p>Treasure (Fiction – creative writing, character development)</p> <p>The Giant’s necklace (Fiction - varied)</p>
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Reading - Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</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>
Reading - Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Using dictionaries to check the meaning of words that they have read. 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and



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- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry (e.g. free verse, narrative poetry).
- Understand what they read.

In books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.



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	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Distinguish between statements of fact and opinion.• Retrieve, record and present information from non-fiction.• 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.• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• Provide reasoned justifications for their views.
Writing - Transcription	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand how to add them.• Spell further homophones.• Spell words that are often misspelt.• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].• Use the first two or three letters of a word to check its spelling in a dictionary.• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them.• Spell some words with 'silent' letters, e.g. knight, psalm, solemn.• Continue to distinguish between homophones and other words which are often confused.• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.• Use dictionaries to check the spelling and meaning of words.• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.



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<p>Writing - Handwriting</p>	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> • Use a thesaurus. <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. • Choosing the writing implement that is best suited for a task.
<p>Writing - Composition</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices (for examples headings and sub-headings). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Precising longer passages.



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	<ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing Vocabulary, Grammar & Punctuation</p>	<p>Develop their understanding of the concepts set out in the English curriculum by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. Using the present perfect form of verbs to mark relationships of time and cause. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<p>Develop their understanding of the concepts set out in the English curriculum by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause.



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	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p>Using fronted adverbials indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between main clauses. Using a colon to introduce a list ◊ punctuating bullet points. Consistently use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading
Writing - Spelling	<ul style="list-style-type: none"> The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym. Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight. Words containing the /u/ sound spelt 'ou' e.g. double, trouble. Homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail. 	<ul style="list-style-type: none"> Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough. Homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed.



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	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing'). • Words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-. • Words using suffix-es: -ly, -ation, -ous. • Words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian. • Words ending with the schwa sound: measure, creature • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist. • Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine. • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique. • Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene. • Possessive apostrophe with plural words e.g. girls' boys' babies' children's. 	<ul style="list-style-type: none"> • Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize. • Words with the ending /shus/ spelt -cious or -tious. • Words with the ending /shul/ spelt -cial or -tial. • Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency. • Words ending in -able and -ible. • Words ending in -ably and -ibly. • Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed). • Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb. • Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.
Speaking and Listening	<ul style="list-style-type: none"> • Respond to a speaker's main ideas, developing them through comments and suggestions. • Work in a variety of group situations following appropriate etiquette for group dynamics. • Generate questions to ask a specific speaker or audience in response to a conversation. 	<ul style="list-style-type: none"> • Show a clear understanding of the main points of a conversation / discussion. • Be able to articulate and develop the speaker's ideas in different ways. • Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.



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| | <ul style="list-style-type: none">• Ask questions in direct response to something heard.• To use new vocabulary within the correct context.• Can give answers to questions that are supported by justifiable reasons.• Develop ideas and feelings through sustained talk.• Can organise what they want to say so that it is clear to the listener.• Recall event or stories with some added detail to engage the listener.• Show, through the contributions made and questions asked, that they have followed a conversation.• Develop ideas and expand on these building on what others say.• Prepare and present information orally.• Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions.• Adapt language, tone and style to suit the purpose of the listener.• Take account of the viewpoints of others when building own arguments and offering responses.• Begin to adapt suitable styles of delivery dependent on task / audience.• Recognise how language choices vary in different situations. | <ul style="list-style-type: none">• Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions.• Present ideas or opinions coherently, supported with reasons.• Talk about feelings, thoughts and ideas with some detail to make meaning explicit.• Plan and present information verbally selecting the appropriate format and style to match the purpose.• Summarise another person's contribution to a discussion adding their own interpretation or opinion based on what has been heard.• Adopt a formal or informal tone as appropriate to the situation.• Present information in a variety of ways to a range of audiences.• Perform to wider audiences combining words, gestures and movement.• Be aware of the listener and adapt talk to maintain the listener's interest.• Express and explain relevant ideas with some elaboration to make meaning explicit• Maintain control and effective organisation of a talk to guide the listener.• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest. |
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Appendix 1 – Year 3 and 4 Writing skill progression maps used by pupils

Writing – LKS2– skills progression map

Transcription /Spelling	
W1	I can create nouns using a range of prefixes (e.g. super-, anti-, auto-)
W2	I can spell homophones
W3	I can spell words that are often misspelt.
W4	I can place the possessive apostrophe accurately in words with plurals
W5	I can use the first two or three letters of a word to check it's spelling in a dictionary
W6	I can write from memory simple sentences, that include words and punctuation taught so far

Handwriting	
W7	I can use the diagonal and horizontal strokes that are needed to join letters
W8	I can join letters in the appropriate places (e.g. o, r, w)
W9	I can write my lower case letters the correct size (compared to other lower case letters)
W10	I can write my capital letters the correct size (relative to lower case)
W11	I can write with appropriate spacing between words
W12	I can write with my letters properly aligned e.g. downstrokes straight and parallel and not sloping

Composition and FANTASTICS (in bold)	
W13	I can plan my writing, discussing and recording ideas.
W14	I can draft and write by composing and rehearsing sentences orally (including dialogue).
W15	I can write using increasingly varied and rich vocabulary.
W16	I can write using an increasing range of sentence structures.
W17	I can draft and write narratives, creating settings, characters and plot.
W18	I can write descriptive pieces including appropriate use of the 5 senses. (Noticing, touching, tasting, smelling and hearing)
W19	I can include characters' thoughts and feelings in my writing.
W20	I can draft and write non-narrative material

Editing	
W21	I can identify less effective areas of my writing and make improvements.
W22	I can identify weaker vocabulary choices and incorrect grammar and make improvements. E.g. using pronouns to avoid unnecessary repetition
W23	I can proof-read for spelling and punctuation errors.
W24	I can use a thesaurus to up-level my vocabulary choices

Figurative language (BOOMTASTICS)	
W25	 I can use onomatopoeias appropriately.
W26	 I can include alliterative words and phrases in my writing for a specific effect.
W27	 I can include rhyme where appropriate into my writing.
W28	 I can include repetition for effect in my writing.
W29	 I can include a simile in my writing to compare the qualities of one thing to another.
W30	 I can use metaphors in my writing and can differentiate them from similes.
W31	 I can use pathetic fallacy to add to my descriptions of mood and emotions.
W32	 I can create and use puns in my writing to create a specific comic effect.
W33	 I can use personification to add character to my descriptive writing.

Performance	
W34	I can read aloud my own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Appendix 2 – Year 5 and 6 Writing skill progression maps used by pupils

Writing – UKS2– skills progression map

Transcription / Spelling	
W1	I can convert nouns or adjectives into verbs using prefixes (e.g. dis-, de-, mis-, over- and re-)
W2	I can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
W3	I can spell some words with 'silent' letters [for example, knight, psalm, solemn].
W4	I can distinguish between homophones and other words which are often confused.
W5	I can use knowledge of morphology and etymology in spelling
W6	I can use dictionaries to check the spelling and meaning of words.
W7	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
W8	I can use a thesaurus.

Handwriting	
W9	I can write legibly, fluently and with increasing speed.
W10	Choose which shape of a letter to use, and decide whether or not to join specific letters.
W11	I can choose the writing implement that is best suited for a task.

Composition and FANTASTICS (in bold)	
W12	I can plan my writing by drawing on reading and research where necessary.
W13	I can plan my own writing by learning from the characters and settings of other writers.
W14	I can draft and write by carefully selecting grammar and vocabulary appropriate for the TAP.
W15	I can draft and write narratives which: - describe settings and characters - create an appropriate atmosphere - includes appropriate dialogue to convey character and advance the action
W16	I can write descriptive pieces including appropriate use of the 5 senses. (Noticing, touching, tasting, smelling and hearing)
W17	I can include characters' thoughts and feelings in my writing.
W18	I can draft and write by precise longer passages.
W19	I can evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.

Editing	
W20	I can identify less effective areas of my writing and make improvements.
W21	I can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
W22	I can check I have used consistent and correct tense throughout a piece of writing.
W23	I can proof-read for spelling and punctuation errors.
W24	I can use a thesaurus to up-level my vocabulary choices

Figurative language (BOOMTASTICS)	
W25	 I can use onomatopoeias appropriately.
W26	 I can include alliterative words and phrases in my writing for a specific effect.
W27	 I can include rhyme where appropriate into my writing.
W28	 I can include repetition for effect in my writing.
W29	 I can include a simile in my writing to compare the qualities of one thing to another.
W30	 I can use metaphors in my writing and can differentiate them from similes.
W31	 I can use pathetic fallacy to add to my descriptions of mood and emotions.
W32	 I can create and use puns in my writing to create a specific comic effect.
W33	 I can use personification to add character to my descriptive writing.







Performance	
W34	I can perform my own compositions, using appropriate intonation, volume and movement



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Appendix 3 – Year 3 and 4 Reading skill progression maps used by pupils

Word reading			
Number	Objective	Lens	RAG rating
R63	I can read and understand new words using my knowledge of root words, prefixes and suffixes.	Accessing Phonics & Grammar 	
R64	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Accessing Phonics & Grammar 	
Comprehension			
Number	Objective	Lens	RAG rating
R65	I listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Genres 	
R66	I can read books that are structured in different ways and reading for a range of purposes.	Text Layout/Structure 	
R67	I use dictionaries to check the meaning of words that I have read to improve my understanding of the text.		
R68	I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Genres 	
R69	I can identify themes and conventions in a wide range of books.	Themes 	
R70	I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		



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R71	I can discuss words and phrases that capture the reader's interest and imagination.	Language	Impact
R72	I can recognise some different forms of poetry [for example, free verse and narrative poetry].		
R73	I can understand what I read. In books I can read independently, by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.		
R74	I can ask questions to improve my understanding of a text.	Asking	
R75	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. I can justify inferences with evidence.	Feeling	Trawling for Evidence
R76	I can predict what might happen from details stated and implied.	Stating Predictions	Inferring/ Deducing
R77	I can identify main ideas drawn from more than one paragraph and summarise these.	Themes	
R78	I can retrieve and record information from non-fiction.	Trawling for Evidence	
R79	I can participate in discussion about both books that are read to me and those that I can read for myself, taking turns and listening to what others say.	Personal Opinions	



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Appendix 4 – Year 5 and 6 Reading skill progression maps used by pupils

Word reading				
Number	Objective	Lens		RAG rating
R104	I can read and understand new words using my knowledge of root words, prefixes and suffixes.	Accessing Phonics & Grammar 		
Comprehension				
Number	Objective	Lens		RAG rating
R105	I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Text/Layout/Structure 	Navigating Genres 	
R106	I read books that are structured in different ways and reading for a range of purposes.	Text Layout/Structure 		
R107	I am increasing my familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Navigating Genres 		
R108	I can recommend books that I have read to my peers, giving reasons for my choices.	Personal opinions 		
R109	I can identify and discuss themes and conventions in and across a wide range of writing.	Themes 		
R110	I can demonstrate positive attitudes to reading and understanding of what I read by making comparisons within and across books.	Author assessment 		
R111	I can learn a wide range of poetry by heart.			
R112	I can prepare poems and plays to read aloud and to perform. I can show understanding through intonation, tone and volume so that the meaning is clear to an audience.			



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R115	I can understand what I read by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions. I can justify inferences with evidence.	Inferring/ deducing 	Feelings 
R116	I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.		
R117	I can ask questions to improve my understanding of a text.	Asking 	
R119	I can predict what might happen from details stated and implied.	Stating Predictions 	Inferring/ Deducing 
R120	I can understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Impact 	
R121	I can understand what I read by identifying how language, structure and presentation contribute to meaning.	Language 	Text Layout/Structure 
R122	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Logical links 	Language 
R123	I can distinguish between statements of fact and opinion.	Interrogating facts and opinions 	
R124	I can retrieve, record and present information from fiction and non-fiction texts. <i>VIPERS link – Retrieval</i>	Trawling for evidence 	
R125	I can participate in discussions about books that are read to me and those that I can read for myself. I can build on my own and others' ideas and challenge views courteously.	Your personal opinions 	
R126	I can explain and discuss my understanding of what I have read, including through formal presentations and debate. I can maintain a focus on the topic and use notes where necessary.	Considering deeper messages 	
R127	I can provide reasoned justifications for my views.	Trawling for evidence 	Considering deeper messages 



Appendix 5 – Years 3-5 Grammar skill progression maps used by pupils

Grammar – Year 3 – skills progression map

Adverbs and adverbial phrases	
Gr1	I can use conjunctions to express time, place and cause.
Gr2	I can use adverbs to express time, place and cause.
Gr3	I can use prepositions to express time, place and cause.

Basics	
Gr4	<i>Year 2 - I can identify different word types (noun, adjective, verb, adverb).</i>
Gr5	I can use the correct form of 'a' or 'an' depending on the starting sound of the next word.
Gr6	I can identify word families based on common root words. E.g. solve, solution, solver.

Dialogue and contracted forms	
Gr7	<i>Year 2 – I can use apostrophes to mark where letters are missing in spellings.</i>
Gr8	I can begin to use inverted commas (or speech marks) to punctuate direct speech.

Sentence structure	
Gr9	<i>Year 2 – I can create subordinating clauses (using when, if, that, because – subordinating conjunctions).</i>
Gr10	<i>Year 2 – I can create co-ordinating clauses (using or, and, but – co-ordinating conjunctions)</i>
Gr11	<i>Year 2 – I can identify and explain the difference between a statement, question, exclamation and command.</i>
Gr12	<i>Year 2 – I can create expanded noun phrases for further description and specificity. E.g. The blue butterfly, plain flour, the man in the moon.</i>

Purpose	
Gr13	I can begin to identify the text/genre, audience and purpose (TAP) of a piece of writing and apply it to my own writing.

Paragraphs	
Gr14	I can group related material into paragraphs.
Gr15	I can use headings and sub-headings to organise my writing.

Year 2 objectives in italics


Past/present tense	
Gr16	<i>Year 2 – I can consistently use the correct tense (past/present) in my writing.</i>
Gr17	<i>Year 2 – I can use the past and present progressive forms of verbs. E.g. She is drumming, he was shouting.</i>
Gr18	I can use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play vs he went out to play).


Punctuation	
Gr19	<i>Year 2 – I can use capital letters, full stops, question marks and exclamation marks to correctly punctuate sentences.</i>
Gr20	<i>Year 2 – I can use commas to separate items in a list.</i>
Gr21	<i>Year 2 – I can use apostrophes to show singular possession in nouns. E.g. The girl's bag.</i>





Grammar – Year 4 – skills progression


Previous year objectives in italics


 Adverbs and adverbial phrases	
Gr1	<i>Year 3 - I can use conjunctions to express time, place and cause.</i>
Gr2	<i>Year 3 - I can use adverbs to express time, place and cause.</i>
Gr3	<i>Year 3 - I can use prepositions to express time, place and cause.</i>
Gr4	I can use fronted adverbials. E.g. <u>Later that day</u> , I heard bad news.


 Basics	
Gr5	<i>Year 3 - I can use the correct form of 'a' or 'an' depending on the starting sound of the next word.</i>
Gr6	<i>Year 3 - I can identify word families based on common root words. E.g. solve, solution, solver.</i>
Gr7	I can write using Standard English verb forms. E.g. I did rather than I done.
Gr8	I can use appropriate pronouns and nouns to avoid repetition and aid cohesion.


 Purpose	
Gr9	I can confidently identify the text/genre, audience and purpose (TAP) of a piece of writing and apply it to my own writing.

 Dialogue and contracted forms	
Gr10	I can confidently use inverted commas (or speech marks) to punctuate direct speech.
Gr11	I include other correct punctuation in my speech sentences.
	Comma after reporting clause. E.g. The conductor shouted ₂ ...
	Punctuation within speech marks. E.g. ... "Get your feet off the seats!"

 Sentence structure	
Gr12	I can extend my noun phrases further using additional adjectives, nouns and preposition phrases. E.g. The strict maths teacher with curly hair...

 Paragraphs	
Gr13	<i>Year 3 - I can use headings and sub-headings to organise my writing.</i>
Gr14	I can use paragraphs to organise ideas around a theme.


 Past/present tense	
Gr15	<i>Year 2 – I can consistently use the correct tense (past/present) in my writing.</i>
Gr16	<i>Year 2 – I can use the past and present progressive forms of verbs. E.g. She is drumming, he was shouting.</i>
Gr17	<i>Year 3 - I can use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play vs he went out to play).</i>


 Punctuation	
Gr18	<i>Year 2 – I can use capital letters, full stops, question marks and exclamation marks to correctly punctuate sentences.</i>
Gr19	<i>Year 2 – I can use commas to separate items in a list.</i>
Gr20	<i>Year 2 – I can use apostrophes to show singular possession in nouns. E.g. The girl's bag.</i>
Gr21	I can use a comma after a fronted adverbial.
Gr22	I can use apostrophes to mark plural possession. E.g. The girls' names.





Grammar – Year 5 – skills progression


Previous year objectives in italics


 Adverbs and adverbial phrases	
Gr1	I can use adverbs (e.g. perhaps, surely) and modal verbs (might, should, will, must) to indicate the possibility of something happening.


 Basics	
Gr2	I can identify and use relative pronouns in my own writing.


 Dialogue and contracted forms	
Gr3	<i>Year 4 - I can confidently use inverted commas (or speech marks) to punctuate direct speech.</i>
Gr4	I can include other correct punctuation in my speech sentences with increasing accuracy. Comma after reporting clause. E.g. The conductor shouted, ... Punctuation within speech marks. E.g. ... "Get your feet off the seats!"

 Sentence structure	
Gr5	I can create relative clauses beginning with who, which, where, when, whose, that.

 Purpose	
Gr6	<i>Year 4 - I can confidently identify the text/genre, audience and purpose (TAP) of a piece of writing.</i>
Gr7	I am aware of the TAP of my own writing and I am beginning to make conscious choices to ensure my writing is appropriate to the TAP.

 Paragraphs	
Gr8	<i>Year 3 - I can use headings and sub-headings to organise my writing.</i>
Gr9	I can link ideas within a paragraph. E.g. using "then", "after", "that", "this", "firstly".
Gr10	I can link ideas across paragraphs using adverbials of: - time (e.g. later) - place (e.g. nearby) - number (e.g. secondly) - tense choices (e.g. he <i>had</i> seen her before)


 Past/present tense	
Gr11	<i>Year 2 – I can consistently use the correct tense (past/present) in my writing.</i>
Gr12	<i>Year 2 – I can use the past and present progressive forms of verbs. E.g. She is drumming, he was shouting.</i>
Gr13	<i>Year 3 - I can use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play vs he went out to play).</i>


 Punctuation	
Gr14	<i>Year 4 - I can use a comma after a fronted adverbial.</i>
Gr15	<i>Year 3 and 4 - I can use apostrophes to show singular possession (e.g. The girl's bag) and plural possession (e.g. the girls' names)</i>
Gr16	I can add extra explanations or afterthoughts (parenthesis) using brackets, dashes or commas.
Gr17	I can use commas to clarify meaning or avoid ambiguity. E.g. Let's eat Grandma vs Let's eat, Grandma.





Grammar – Year 6 – skills progression


Previous year objectives in italics


 Adverbs and adverbial phrases	
Gr1	<i>Year 5 - I can use adverbs (e.g. perhaps, surely) and modal verbs (might, should, will, must) to indicate the possibility of something happening.</i>


 Basics	
Gr2	I can explain how words are connected by being synonyms or antonyms.
Gr3	I can identify the subject and object of a sentence and explain the difference between them.


 Dialogue and contracted forms	
Gr4	<i>Year 4 - I can confidently use inverted commas (or speech marks) to punctuate direct speech.</i>
Gr5	<i>Year 5 - I can include other correct punctuation in my speech sentences with increasing accuracy.</i>


 Sentence structure	
Gr6	I can confidently use a wide range of sentence types and clauses.

 Purpose	
Gr7	I am aware of the TAP of my own writing and regularly make conscious choices to ensure my writing is appropriate to the TAP.
Gr8	I can change my vocabulary choices depending on whether a piece of writing is formal or informal. E.g. find out – discover, ask for – request.
Gr9	I can use the subjunctive form in some very formal writing and speech. E.g. If I were/ Were they to come...

 Paragraphs	
Gr10	I can link ideas across paragraphs using a wide range of cohesive devices such as: - word or phrase repetition - grammatical connections such as adverbials or ellipses
Gr11	I can structure my writing using layout devices such as: - headings - subheadings - columns - bullets - tables

 Past/present tense	
Gr12	I can confidently use a wide range of tenses, including: - past and present progressives - present perfect

 Punctuation	
Gr13	I can use semi-colons, colons and dashes to mark the boundary between independent clauses. E.g. It's raining; I'm fed up.
Gr14	I can use colons to introduce a list and use semi-colons within lists.
Gr15	I can correctly punctuate bullet points to list information.
Gr16	I can use hyphens to clarify and avoid ambiguity. E.g. man eating shark vs man-eating shark.

 Passive and Active voice	
Gr17	I can use the passive voice to change how information is presented in a sentence. E.g. Active: I broke the window Passive: The window was broken by me.