



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	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	Listen when someone is talking without interrupting them.		Listen when someone is talking so that they might comment on what has been said.		Listen and respond appropriately to adults and their peers.	
	Use full sentences to talk to one person about their life and ideas.	Speak in simple sentences when stating opinions or answering questions.		Speak in complex sentences when stating opinions or answering questions.		Ask relevant questions to extend their understanding and knowledge.	
	Make comments about what they have heard and ask some questions to clarify their understanding	Ask relevant questions.		Ask relevant questions to help extend their understanding and knowledge.		Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions.	
	Talk within a small group about their ideas and talk to the class	Give reasons for their answers and opinions, using appropriate coordinating conjunctions (because, so, and, but, or, yet)		Give reasons for their answers and opinions, using appropriate subordinating conjunctions (although, as, as if, as long as, because, before, despite, even if, even though, if, in order that)		Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
	Use past, present and future tenses and conjunctions.	Experiment with new vocabulary by saying it out loud.		Experiment with new vocabulary by using it in spoken sentences.		Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	Express how they are feeling by using relevant feeling words.		Join in with conversations involving more than two people and respond to comments with relevance.		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
	Talk about why things might happen and use new vocabulary from stories	Join in with conversations and stay on topic.		Select and use appropriate registers depending on the content, purpose and audience.		Speak audibly and fluently with an increasing command of Standard English.	
		Speak audibly so others can understand.		Participate in presentations, performances and role play, making themselves understood and engaging the audience.		Participate in discussions, presentations, performances, role play, improvisations and debates.	
		Participate in performances and role plays, making themselves understood.				Gain, maintain and monitor the interest of the listener(s).	
						Consider and evaluate different viewpoints Attend to and build on the contributions of others select and use appropriate registers for effective communication.	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See Phonics Progression Document	Apply phonic knowledge to decode words	Secure phonic decoding until reading is fluent	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	



Word Reading		Speedily read all 40+ letters/groups for 40+ phonemes	Read accurately by blending, including alternative sounds for graphemes	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	
		Read accurately by blending taught GPCs	Read words containing common suffixes				
		Read common exception words	Read exception words, noting unusual correspondences between spelling and sound				
		Read common suffixes (-s, -es, -ing, -ed, etc.)	Read most words quickly and accurately without overt sounding and blending				
		Read multisyllable words containing taught GPCs					
		Read contractions e.g. I'm, I'll, we'll and understand the use of an apostrophe to represent the missing letter(s)					
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing reading for pleasure	Choose their own pleasure reading book to take home every week Secret storyteller every week Daily story time with the teacher reading aloud Bring books from home to share with the class relating to learning topics	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books 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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		



		<p>particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>language in stories and poetry</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>				
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading comprehension skills	<p>Answer questions about stories I have heard</p> <p>Join in with familiar phrases</p> <p>Sequence stories</p> <p>Answer some simple inference questions about familiar stories</p> <p>Predict what might happen next in discussion with the teacher</p> <p>Tell their own stories based on what they've read or had read to them</p>	<p>Discuss word meanings, link new meanings to those already known</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on</p>	<p>Discuss and clarify the meanings of words, link new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Summarise the main idea drawn from more than one paragraph, identify key details that support the main idea</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their</p>	



		<p>the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask related questions</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen from details stated and implied</p>	<p>actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Retrieve, record and present information from nonfiction</p> <p>Distinguish between statements of fact and opinion</p>		
	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing handwriting	<p>Show preference for a dominant hand</p> <p>Consistently hold a pencil correctly (using the tripod grip)</p> <p>Form recognisable letters independently</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>		



			between words that reflects the size of the letters				
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Spelling	<p>Spell some tricky words</p> <p>Spell CVC, CVCC and CCVC words</p> <p>Spell using taught sounds (Set 1 and Set 2)</p>		Year 2 Spelling - Little Wandle Letters and Sounds (See Little Wandle Progression Overview)	See Spelling Shed Documents			
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Outcomes	<p>Writing for a purpose in role play using phonetically plausible attempts at words</p> <p>Stories (with some tricky words that are spelt correctly, full stops, capital letters and finger spaces)</p> <p>Character descriptions</p> <p>Rhyming words</p> <p>Daily opportunities to write within continuous provision</p>	<p>Write at least one extended piece per half term and cover the following purposes during the year:</p> <p>Inform</p> <p>Entertain</p> <p>Persuade</p> <p>Discuss</p> <p>(See Year Group Long Term Planning Documents)</p>					
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Composition	<p>Representing name and initial letter sounds</p> <p>Write CVC words</p> <p>Caption writing and tricky words</p> <p>Write simple sentences and phrases that can be read by others</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and</p>	<p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Assess the effectiveness of their own and others' writing</p>		



		Read their writing aloud clearly enough to be heard by their peers and the teacher	that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear	Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Vocabulary, Grammar and Punctuation		<p>Leave spaces between words</p> <p>Join words and joining clauses using "and"</p> <p>Regular plural noun suffixes (-s, -es)</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Un- prefix to change meaning of adjectives/adverbs</p> <p>To combine words to make sentences, including using and sequencing sentences to form short narratives</p>	<p>Expanded noun phrases to describe and specify</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Use and punctuate direct speech (i.e. Inverted commas)</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>• using commas to clarify meaning or avoid ambiguity in writing</p> <p>• using brackets, dashes or commas to indicate parenthesis</p> <p>• using relative clauses beginning with who, which, where, when, whose, that or with an</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>



		<p>Separation of words with spaces</p> <p>Sentence demarcation (. ! ?)</p> <p>Capital letters for names and pronoun 'I')</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Suffixes to form new words (-ful, -er, -ness)</p> <p>Sentence demarcation</p> <p>Commas in lists</p> <p>Apostrophes for omission and singular possession</p> <p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Form nouns using prefixes (super-, anti-)</p> <p>Use the correct form of 'a' or 'an'</p> <p>Word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>possessive apostrophe with singular and plural nouns</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p> <p>Use fronted adverbials</p> <p>The difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>Extended noun phrases, including with prepositions</p> <p>Appropriate choice of pronoun or noun to create cohesion</p>	<p>implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>The differences in informal and formal language</p> <p>Synonyms & Antonyms</p> <p>Further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis</p>
	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	<p>Sentence</p> <p>Letter</p> <p>Capital letter</p> <p>Full stop</p> <p>Word</p>	<p>Question mark</p> <p>Exclamation mark</p> <p>Sentence</p> <p>Word</p> <p>Letter</p> <p>Capital letter</p> <p>Full stop</p> <p>Singular</p> <p>Plural</p>	<p>Comma</p> <p>Tense (past/present)</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p> <p>Noun</p> <p>Verb</p> <p>Adjective</p>	<p>Adverb</p> <p>Preposition</p> <p>Conjunction Word</p> <p>family</p> <p>Prefix</p> <p>Clause</p> <p>Subordinate clause</p> <p>Direct speech</p>	<p>Determiner</p> <p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p>	<p>Modal verb</p> <p>Relative pronoun</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p>



			Suffixes Noun phrase Compound Apostrophe Adverb Suffixes	Consonant Consonant letter Vowel Vowel letter Inverted commas (or 'speech marks')			Semi-colon Bullet points
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