

# Reading: Whole-School Curriculum Progression Map

	EYFS	KS1		KS2			
Reading – Word Reading	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and,</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.*</p> <p>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.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p>	<p>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.</p>

	<p>where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>					
<b>Common Exception Words</b>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	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 sound and where 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.
<b>Fluency</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> </ul>	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	<p><i>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.</i></p>		

	<ul style="list-style-type: none"><li>we read English text from left to right and from top to bottom</li></ul> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
Reading – Comprehension	EYFS Three and Four-Year-Olds	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Reception Early Learning Goals						
Understanding and Correcting Inaccuracies	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>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</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p>	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	At this age, teaching comprehension skills and understanding of vocabulary takes precedence over self-correcting inaccurate reading. Any focus on self-correcting inaccuracies should support the development of vocabulary.			

	vocabulary.						
<p><b>Comparing, Contrasting and Commenting</b></p>	<p>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.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things</p>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and</p>

	<p>might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		they are reading and other texts they have read (in texts that they can read independently).				<p>feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<p><b>Words in Context and Authorial Choice</b></p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p>	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.

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.						
<b>Inference and Prediction</b>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	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.	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.	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.
<b>Poetry and Performance</b>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories</p>	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	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.



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.

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

reading aloud.

	<p>to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
<b>Non-Fiction</b>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</p>	<p>To know that information can be retrieved from non-fiction books.</p> <p>To name some features of non-fiction books such as contents, index</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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</p>

	and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						information leaflets before a gallery or museum visit or reading a theatre programme or review).
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*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

Writing: Transcription Spelling**	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	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.	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and</li> </ul>	<p>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.</p> <p>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).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>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);</li> <li>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> </ul>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound</p>	<p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>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).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>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).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>						

'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 'ch' 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 word (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 a single 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).

• 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);	exceptions);
• a—e, e—e, i—e, o—e and u—e (e.g. made, theme, ride, woke, tune);	- the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);
• 'ar' (e.g. car, park);	- the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
• 'ee' (e.g. green, week);	- the /i:/ sound spelt -ey: the plural forms of
• 'ea' (e.g. sea, dream);	these words are made by the addition of -s (e.g. donkeys, monkeys);
• 'ea' (e.g. meant, bread);	- the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
• 'er' stressed sound (e.g. her, person);	- the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
• 'er' unstressed schwa sound (e.g. better, under);	- the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
• 'ir' (e.g. girl, first, third);	- the /ɜ/ sound spelt 's' (e.g. television, usual).
• '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);

		<ul style="list-style-type: none"> <li>• 'ie' (e.g. lie, dried);</li> <li>• 'ie' (e.g. chief, field);</li> <li>• 'igh' (e.g. bright, right);</li> <li>• 'or' (e.g. short, morning);</li> <li>• 'ore' (e.g. before, shore);</li> <li>• 'aw' (e.g. yawn, crawl);</li> <li>• 'au' (e.g. author, haunt);</li> <li>• 'air' (e.g. hair, chair);</li> <li>• 'ear' (e.g. beard, near, year);</li> <li>• 'ear' (e.g. bear, pear, wear);</li> <li>• 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>					
Common Exception Words	To write some irregular common words.	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	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.



Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>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).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>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.</p> <p>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).</p> <p>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).</p>	<p>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).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>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).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>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).</p> <p>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).</p> <p>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).</p>
Further		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>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).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>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).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge</p>

Spelling Conventions		phonemes.	<p>that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>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.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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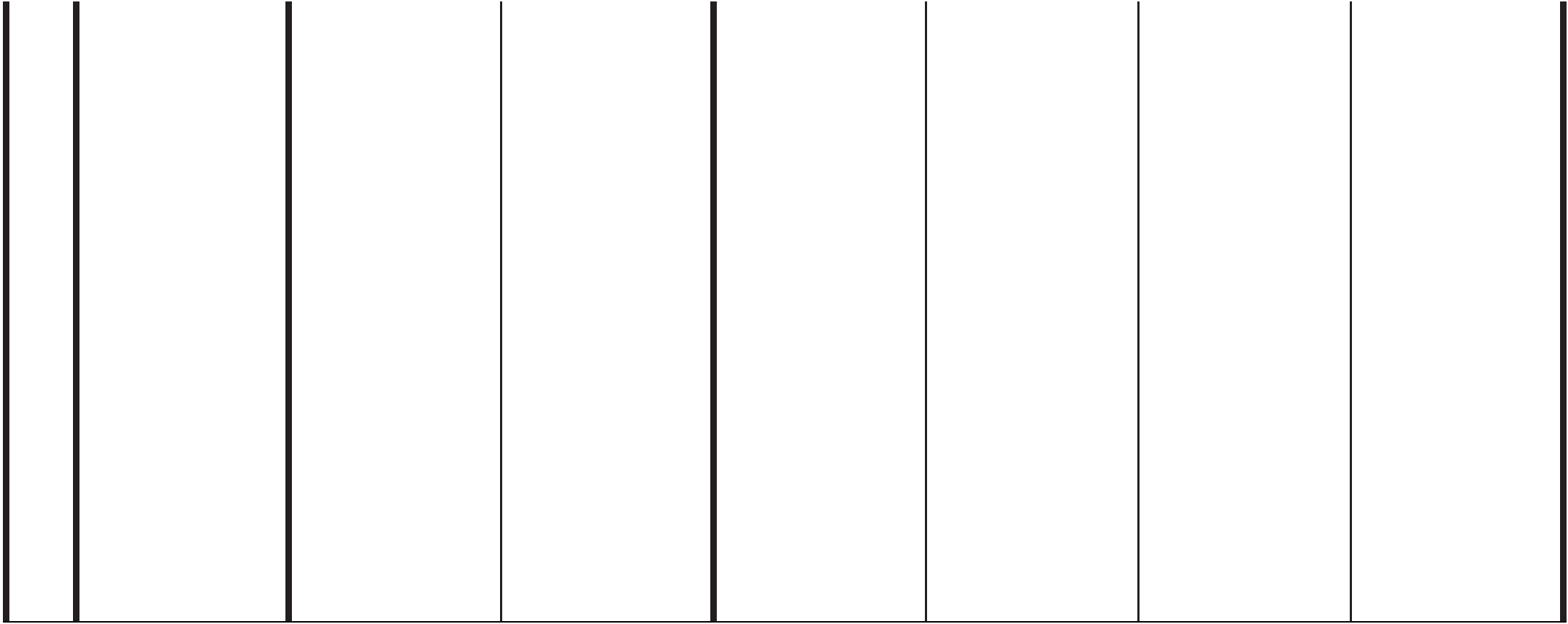
Writing: Transcription Handwriting	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>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].</p>	<p>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.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>

	<p>in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>						
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Joining Letters		To form all of the letters of the alphabet correctly in a cursive style.	To begin to use the horizontal and diagonal cursive letter joins to join letters in their handwriting which are an appropriate size to each other .	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).

Writing: composition	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
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	<p>rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
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## Purpose and Structure

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).

Writing: Vocabulary, Grammar and Punctuation	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	Three and Four-Year- Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>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.</p>

	tenses and making use of conjunctions with modelling and support from the teacher.						
Use of Phrases	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>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.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p>

and Clauses			specify (e.g. the blue butterfly).	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	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 relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scruffle, who was a famous inventor, had made a new discovery.	To use question tags in informal writing.
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>-capital letters, full stops, question marks and exclamation marks;</li> <li>• commas to separate lists;</li> <li>• apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>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.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>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.</p>
Use of Terminology		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.

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Speaking and Listening - Whole-School Curriculum Progression Map

Spoken Language*	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music,</p>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.

	<p>expressing their feelings and response.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>						
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Following Instruction	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>		

Asking & Answering Questions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Ask questions to find out more and check they understand what has been said to them.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>
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## Drama, Performance & Confidence

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.

Show more confidence in new social situations.

Develop appropriate ways of being assertive.

Create their own songs, or improvise a song around one they know.

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.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasing matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.

Sings a range of well-known nursery rhymes and songs.

To speak clearly in a way that is easy to understand.

To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.

To know when it is their turn to speak in a small group presentation or play performance.

To take part in a simple role play of a known story.

To speak confidently within a group of peers so that their message is clear.

To practise and rehearse reading sentences and stories aloud.

To take on a different role in a drama or role play and discuss the character's feelings.

To recognise that sometimes speakers talk differently and discuss reasons why this might happen.

To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.

To speak regularly in front of large and small audiences.

To participate in role play tasks, showing an understanding of

character by choosing appropriate words and phrases to indicate a person's emotions.

To use intonation when reading aloud to emphasise punctuation.

To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.

To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.

To discuss the language choices of other speakers and how this may vary in different situations.

To narrate stories with intonation and expression to add detail and excitement for the listener.

To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.

To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.

To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).

To gain, maintain and monitor the interest of the listener(s).

To select and use appropriate registers for effective communication.

	Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.						
Vocabulary Building & Standard	<p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>

	<p>throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases. Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
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English							<p>range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>
Speaking for a Range of Purposes	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend, and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>

<p>changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>							
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<p>and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Talk about their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>						
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<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their</p>						
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<p>phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>							
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Participating in Discussion	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>

	recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
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\* The national curriculum statutory requirements, which underpin all aspects of spoken language, are the same for all six years of primary education from Y1 to Y6. The requirements are further reflected and contextualised within the reading and writing domain



	Y1	Y2	Y3	Y4	Y5	Y6
Literature Spine texts – including Literature Works and CLPE resources	Rapunzel Rainbow Fish The Gruffalo Dogger Jack and the Beanstalk The Enormous Turnip Handa's Surprise Gorilla Where the Wild Things are The Tunnel The Tiger who came to tea Oi! Get off our train Whatever Next Avocado Baby Elmer Lost and Found The Elephant and the Bad Baby Cops and Robbers Five Minutes Peace Funnybones Yucky Worms	Man on the Moon The Giraffe, Pelly and Me The Owl who was Afraid of the Dark Katie Morag Mr Majeika Aliens love Underpants Flat Stanley Amazing Grace Dr Xargle's Book of Earthlets Meerkat Mail Not Now Bernard Pumpkin Soup The Flower The Lighthouse Keeper's Lunch 10 things to help save the world The Storm Whale The Secret of Black Rock The Robot and the Bluebird Daisy saves the day	Fantastic Mr Fox The Hodgeheg George's Marvellous Medicine Charlie and the Chocolate Factory Diary of a Killer Cat The Firework-Maker's Daughter The Twits The Ice Palace The Iron Man The Sheep Pig The Abominables Hundred Mile an Hour Dog James and the Giant Peach The Tin Forest The Ice Palace I was a Rat The Wild Robot	Across the Roman Wall Charlotte's Web I was a Rat! Varjak Paw Bill's New Frock Butterfly Lion Voices in the Park Perry Angel's Suitcase Peter Pan	The BFG Street Child Boy in the Girls' Bathroom Gangsta Granny Demon Headmaster Walking with Witches Greek Heroes The Highwayman Wolf Brother Friend or Foe Beowulf and the Monster Midnight Fox The Wolves of Willoughby Chase Tom's Midnight Garden How to Train your Dragon Rose Blanche	Skellig Why the Whales came Goodnight Mister Tom The Midnight Fox Journey to the River Sea Wonder Running Wild Robe of Skulls The Magician's Nephew Clockwork Fireweed The Hobbit River Boy Treasure Island Floodland The Matchbox Diary Highwayman
Read Write Inc Also see progression document below.	By the end of Year 1 most children will <ul style="list-style-type: none"> <li>know all of Set 1,2 and 3 sounds and be able to recall these speedily.</li> </ul>	By the end of the Spring term in Year 2 most children will <ul style="list-style-type: none"> <li>know all of Set 1,2 and 3 sounds and be</li> </ul>	RWInc used as an intervention programme.	RWInc used as an intervention programme.	Fresh Start used as an intervention programme.	Fresh Start used as an intervention programme.

	<ul style="list-style-type: none"> <li>• Read a piece of text from the blue books at 60 - 70 words per minute.</li> <li>• Read with some intonation to show comprehension skills.</li> </ul>	<ul style="list-style-type: none"> <li>• able to recall these speedily.</li> <li>• Read a piece of text from the grey books at 70 - 80 words per minute.</li> <li>• Read with some intonation to show comprehension skills.</li> </ul> <p>Children should exit the Read Write Inc programme in Year 2.</p>				
Trips	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local library</li> <li>• Author visits linked to Literature Works</li> <li>• Trips linked with topics to promote speaking and listening skills</li> </ul>
Library skills	<ul style="list-style-type: none"> <li>• Know the alphabetical order</li> <li>• Begin to use alphabetical order to locate fiction books in the library.</li> </ul>	<ul style="list-style-type: none"> <li>• Use alphabetical order to locate words in a dictionary, thesaurus and fiction books in the library.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main library independently and learn to use junior librarian to scan in and out borrowed books.</li> </ul>	<ul style="list-style-type: none"> <li>• Use junior librarian to search for books</li> <li>• Use the non fiction texts to support their research into</li> </ul>	<ul style="list-style-type: none"> <li>• Use the library confidently and independently for research and to read for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use all aspects of the library confidently and independently for research and reading for pleasure.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to recognise that books by their favourite author will be located in a library together.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the Dewey system for locating non fiction books in the library.</li> <li>• Use the main library regularly in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the non fiction texts to support their research into their topic areas.</li> </ul>	<p>their topic areas with increased skill and supplement with research on the internet.</p> <ul style="list-style-type: none"> <li>• Talk confidently about their favourite authors and read widely from the 100 book list for Y3 &amp; Y4.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more aware of the reliability of different sources of information from books and the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Become more discerning about sources of information.</li> <li>• Talk confidently about their favourite authors and read widely from the 100 book list for Y5 &amp; Y6.</li> </ul>
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# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

## **Phonics progression – Bridgewater School**

### **NURSERY**

#### **Autumn Term**

- Listening and attention activities.
- Sound awareness activities.

#### **Spring/Summer Term**

- Letter sounds not names – 4 sounds per week and consolidate on last day.
- Oral blending

### **RECEPTION**

#### **Autumn One – know most of set 1 and begin to blend.**

##### **Children split into two groups – blenders and non-blenders and taught by teacher and EYP.**

- m a s d t 1.1 -> 1.3 word time
- i n p g o 1.1 -> 1.3 word time
- c k u b f 1.1 -> 1.4 word time
- e l h sh r 1.1 -> 1.4 word time
- j v y w th 1.1 -> 1.4 word time
- z ch qu x ng 1.1 -> 1.4 word time
- nk 1.1 -> 1.4 word time
- To read all Set 1 sounds as above.
- To begin to blend 1.1 – 1.4 green words.
- Consolidate
- Assessment

#### **Autumn Two – know all of set 1 sounds and be able to blend.**

##### **Children split into 4 groups across the 2 classes according to ability following Autumn 1 assessments.**

- Read all Set 1 sounds speedily.
- Read 1.1 – 1.5 words using 'Fred out loud.'
- Paper ditty book
- If by start of Autumn 2, pupils who are not blending receive one to one and pinny time each day.
- Assessment

#### **Spring One - know all Set 1 sounds and read 1.1 – 1.7 words.**

- Red RWI books
- Introduce alien words
- Read 1.1 – 1.5 words using 'Fred in head.'

- Read 1.6 – 1.7 words using ‘Fred out loud.’
- Assessment

### **Spring Two – know some set 2 sounds**

- **Green** RWI books
- Read 1.6 – 1.7 words using ‘Fred in head.’
- To read ay ee igh ow oo (long) oo (short) special friends from Set 2 speedily.
- Assessment

### **Summer One – know some set 2 sounds**

- To read ar or air ir ou oy special friends from Set 2.
- **Green** RWI books
- Read 1.1 – 1.7 words using ‘Fred in head.’
- Assessment

### **Summer Two – know all Set 2 sounds**

- Recap ar or air ir ou oy special friends from Set 2.
- **Purple** RWI books
- Assessment

## **Year 1**

### **Autumn One – know most set 2 sounds**

- ay ee igh ow oo (long) oo (short)
- **Purple** RWI books
- Assessment

### **Autumn 2 – recall all Set 2 sounds speedily**

- ar or air ir ou oy
- **Pink** RWI books
- Assessment

### **Spring 1 – know some set 3 sounds**

- a\_e ea i\_e o\_e u\_e oi
- **Orange** RWI books
- Assessment

### **Spring 2 – know some set 3 sounds**

- Consolidate a\_e ea i\_e o\_e u\_e oi

- Learn ai ou oa aw ur er ire ear ure ew are ow
- Yellow RWI books
- Assessment

### **Summer 1 - know all set 3 sounds**

- Yellow RWI books
- Learn additional sounds for phonics screen – ph, ue, kn, ie, e-e, ck, wh, au.
- Assessment

### **Summer 2 - know all set 3 sounds**

- Consolidate all set 3 sounds including additional sounds as listed in Summer 1.
- Blue RWI books
- Assessment (60 – 70 wpm)

## **Year 2**

### **Autumn 1 – Know all Set 2 and Set 3 sounds speedily.**

- Blue RWInc books
- Assessment (60-70 wpm)

### **Autumn 2**

- Grey RWInc books
- Assessment (70 – 80 wpm)
- Exit RWInc programme

