

PROGRESSION DOCUMENT FOR ENGLISH CURRICULUM (EYFS – Y6)

| Year | READING - WORD READING & PHONICS | READING - COMPREHENSION | WRITING - TRANSCRIPTION (Spelling & Handwriting) | WRITING - COMPOSITION | WRITING - VOCABULARY, GRAMMAR & PUNCTUATION | SPOKEN LANGUAGE & ORACY |
|---------------|---|--|---|---|--|---|
| EYFS | <p>Phase 2-4 Phonics:</p> <ul style="list-style-type: none"> ● Read individual letters by saying sounds ● Blend sounds into words ● Read simple phrases and sentences ● Read some common exception words <p>Key words: sound, letter, blend, segment, CVC words</p> | <p>Early Comprehension:</p> <ul style="list-style-type: none"> ● Understand simple texts ● Demonstrate understanding through discussion ● Anticipate key events in stories ● Answer simple questions <p>Key words: story, character, setting, beginning, middle, end</p> | <p>Early Writing:</p> <ul style="list-style-type: none"> ● Write some letters accurately ● Spell simple words by identifying sounds ● Write simple phrases and sentences <p>Key words: letter formation, capital letter, full stop, finger space</p> | <p>Early Composition:</p> <ul style="list-style-type: none"> ● Write simple phrases and sentences ● Compose sentences orally before writing ● Sequence sentences to form short narratives ● Re-read to check writing makes sense <p>Key words: sentence, capital letter, full stop, finger space, story</p> | <p>Early Grammar:</p> <ul style="list-style-type: none"> ● Use capital letters and full stops ● Use finger spaces between words ● Begin to use capital letters for names <p>Key words: capital letter, full stop, finger space, word, sentence</p> | <p>Early Oracy:</p> <ul style="list-style-type: none"> ● Turn-taking ● Listening and attention ● Vocabulary acquisition ● Retelling stories orally ● Speaking in sentences ● Faces speaker ● Speaks audibly ● Begins to use gesture and expression |
| Year 1 | <p>Phase 5 Phonics:</p> <ul style="list-style-type: none"> ● Apply phonic knowledge to decode words ● Blend sounds in unfamiliar words ● Read common exception words ● Read aloud accurately | <p>Developing Comprehension:</p> <ul style="list-style-type: none"> ● Understand texts by drawing on background knowledge ● Link reading to own experiences ● Make inferences on basis of what is said and done | <p>Spelling:</p> <ul style="list-style-type: none"> ● Spell words containing 40+ learned phonemes ● Spell common exception words ● Spell days of week ● Use -s and -es plurals ● Add prefixes and suffixes (-ing, -ed, -er, -est, un-) <p>Handwriting:</p> | <p>Developing Composition:</p> <ul style="list-style-type: none"> ● Write sentences by composing orally ● Sequence sentences to form short narratives ● Re-read to check writing makes sense ● Discuss what has been written with teacher or pupils ● Read aloud writing clearly | <p>Developing Grammar:</p> <ul style="list-style-type: none"> ● Use capital letters, full stops, question marks, exclamation marks ● Use capital letters for names and 'I' ● Use 'and' to join words and clauses ● Begin to use expanded noun phrases | <p>Developing Oracy:</p> <ul style="list-style-type: none"> ● Building confidence in paired talk ● Speaking in full sentences ● Sequencing ideas orally ● Speaks clearly to partner/group ● Begins eye contact |

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| | <p>Key words: phoneme, grapheme, digraph, trigraph, split digraph, decode</p> | <ul style="list-style-type: none"> Predict what might happen Discuss word meanings <p>Key words: predict, infer, retrieve, sequence, opinion</p> | <ul style="list-style-type: none"> Sit correctly and hold pencil correctly Form lower case and capital letters correctly Form digits 0-9 Understand which letters belong to which handwriting 'families' <p>Key words: phoneme, grapheme, prefix, suffix, plural, capital letter, ascender, descender</p> | <p>Key words: narrative, recount, poetry, sentence, capital letter, full stop, question mark, exclamation mark</p> | <ul style="list-style-type: none"> Use present and past tense mostly correctly <p>Key words: sentence, capital letter, full stop, question mark, exclamation mark, noun, verb, adjective, conjunction, singular, plural, tense</p> | |
| Year 2 | <p>Securing Phonics:</p> <ul style="list-style-type: none"> Read accurately by blending taught GPCs Read common exception words Read multisyllable words Read aloud with fluency <p>Key words: alternative pronunciations, syllable, fluency, automaticity</p> | <p>Securing Comprehension:</p> <ul style="list-style-type: none"> Understand texts by answering and asking questions Make inferences from what is said and done Predict what might happen Discuss and clarify word meanings Explain understanding of texts <p>Key words: inference,</p> | <p>Spelling:</p> <ul style="list-style-type: none"> Spell by segmenting into phonemes Learn new ways of spelling phonemes Spell common exception words Spell contractions <ul style="list-style-type: none"> Add suffixes (-ment, -ness, -ful, -less, -ly) Use possessive apostrophe <p>Handwriting:</p> <ul style="list-style-type: none"> Form lower case letters correct size relative to one another | <p>Securing Composition:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others Write about real events Write poetry Write for different purposes Plan writing by saying out loud, writing down ideas and key words Make simple additions, revisions and corrections Evaluate writing with teacher and other pupils Re-read to check writing makes sense Proof-read to check for errors Read aloud with appropriate intonation | <p>Securing Grammar:</p> <ul style="list-style-type: none"> Use sentences with different forms (statement, question, exclamation, command) Use expanded noun phrases Use present and past tense correctly and consistently Use subordination (when, if, that, because) and co-ordination (or, and, but) Use commas to separate items in a list Use apostrophes for contraction and singular | <p>Securing Oracy:</p> <ul style="list-style-type: none"> Extending explanations Beginning structured discussion Speaking for different purposes Projects voice Uses expression for meaning |

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| | | deduction, justify, explain, clarify | <ul style="list-style-type: none"> Use spacing between words Begin to use diagonal and horizontal strokes to join letters <p>Key words: contraction, apostrophe, possessive, suffix, homophones, joining, diagonal strokes</p> | <p>Key words: narrative, recount, poetry, non-fiction, plan, edit, revise, proof-read, evaluate</p> | possession | |
| Year 3 | <p>Developing Fluency:</p> <ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes Read further exception words Read range of books fluently and accurately Read at conversational pace <p>Key words: prefix, suffix, root word, etymology</p> | <p>Broadening Comprehension:</p> <ul style="list-style-type: none"> Understand what they read by checking text makes sense Ask questions to improve understanding Retrieve explicitly stated facts Identify themes justify inference with one clue Predict from stated details <p>Key words: retrieve, summarise, theme, main idea, evidence, justify</p> | <p>Spelling:</p> <ul style="list-style-type: none"> Use prefixes (dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-) Use suffixes (-ation, -ly, -ous) Spell homophones Use possessive apostrophe (plural) Spell words from Year 3 word list <p>Handwriting:</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters Understand which letters are best left unjoined Increase legibility, consistency and quality | <p>Broadening Composition:</p> <ul style="list-style-type: none"> Plan writing by discussing structure, vocabulary and grammar Draft and write narratives with clear structure Draft and write non-narrative using simple organisational devices Evaluate and edit by assessing effectiveness Read aloud own writing with appropriate intonation Use organisational devices (headings, sub-headings) <p>Proofreading & Editing</p> <ul style="list-style-type: none"> reread aloud to check meaning identify missing capital letters/full stops | <p>Broadening Grammar:</p> <ul style="list-style-type: none"> Use present perfect form of verbs Use 'a' or 'an' correctly Use conjunctions, adverbs and prepositions to express time and cause Begin to use fronted adverbials Begin to use commas after fronted adverbials Use inverted commas for direct speech Use paragraphs to group related material <p>Key words: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas, consonant,</p> | <p>Broadening Oracy:</p> <ul style="list-style-type: none"> Exploratory talk Reasoning Discussion structures Presentational talk Adjusts pace and volume Uses posture purposefully Uses precise vocabulary Organises spoken ideas Uses persuasive language features Gives reasons with evidence from texts Participates in guided discussion |

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| | | | <p>Key words: prefix, suffix, root word, homophones, possessive apostrophe, legibility, consistency, joined handwriting</p> | <ul style="list-style-type: none"> ● check spellings from statutory lists ● correct simple tense errors ● spot missing words ● improve adjectives and verbs ● add detail to expand sentences <p>Key words: plan, draft, edit, evaluate, proof-read, paragraph, heading, sub-heading, narrative structure, non-fiction features</p> | vowel, adverb, paragraph | |
| Year 4 | <p>Secure Fluency:</p> <ul style="list-style-type: none"> ● Apply knowledge of morphology to read accurately ● Read exception words ● Read wide range of books with fluency and accuracy ● Phrase meaningfully using punctuation <p>Key words: morphology, etymology, fluent reader</p> | <p>Deepening Comprehension:</p> <ul style="list-style-type: none"> ● Understand texts through discussion and exploring meaning ● Retrieve and record information ● Compare characters and settings ● Infer motives ● Summarise paragraphs ● Predict from stated and implied details <p>Key</p> | <p>Spelling:</p> <ul style="list-style-type: none"> ● Use prefixes (in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-) ● Use suffixes (-ation, -ous, -ly, -ture, -sure, -sion, -tion, -ssion, -cian) ● Spell homophones ● Use possessive apostrophe with plural words ● Spell words from Year 4 word list <p>Handwriting:</p> <ul style="list-style-type: none"> ● Use joined handwriting throughout independent writing ● Increase legibility, consistency and quality | <p>Deepening Composition:</p> <ul style="list-style-type: none"> ● Plan writing by discussing and recording ideas ● and write narratives with appropriate structure ● Draft and write non-narrative using organisational and presentational devices ● Read aloud own writing with appropriate intonation and volume ● Use organisational and presentational devices <p>Proofreading & Editing</p> <ul style="list-style-type: none"> ● correct punctuation errors independently ● identify incorrect verb forms ● edit spelling errors using known strategies | <p>Deepening Grammar:</p> <ul style="list-style-type: none"> ● Use fronted adverbials ● Use commas after fronted adverbials ● Use inverted commas and other punctuation for direct speech ● Use apostrophes for plural possession ● Use standard English forms for verb inflections ● Use noun phrases expanded by modifying adjectives, nouns and preposition phrases ● Use paragraphs to organise ideas around a theme | <p>Deepening Oracy:</p> <ul style="list-style-type: none"> ● Exploratory talk ● Reasoning ● Discussion structures ● Presentational talk ● Adjusts pace and volume ● Uses posture purposefully ● Gives evidence for opinions ● Summarises discussions ● Considers alternatives ● Sustains discussion independently ● Adapts language to audience |

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| | | <p>words: theme, convention, non-fiction features, retrieve, record, summarise</p> | <ul style="list-style-type: none"> Increase speed of writing <p>Key words: prefix, suffix, root word, etymology, homophones, possessive apostrophe, fluency, legibility</p> | <ul style="list-style-type: none"> replace weak vocabulary with precise choices vary sentence starters edit for audience and purpose improve dialogue punctuation <p>Key words: plan, draft, edit, evaluate, proof-read, paragraph, organisational devices, presentational devices, narrative structure</p> | <p>Key words: determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, standard English, apostrophe, inverted commas, paragraph</p> | |
| Year 5 | <p>Automatic Fluency:</p> <ul style="list-style-type: none"> Apply knowledge of morphology and etymology to read accurately Read wide range of texts fluently Read aloud with intonation and expression Adjust pace and expression <p>Key words: etymology, automatic decoding, fluent reading</p> | <p>Advanced Comprehension:</p> <ul style="list-style-type: none"> Understand texts through discussion and exploration Track viewpoint across text Evaluate language choices Compare accounts Summarise main ideas from multiple paragraphs Distinguish between fact and opinion <p>Key words: fact, opinion, author's</p> | <p>Spelling:</p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) Understand verb prefixes (dis-, de-, mis-, over-, re-) Spell words with silent letters Spell homophones and near-homophones Use knowledge of morphology and etymology Spell words from Year 5 word list <p>Handwriting:</p> | <p>Advanced Composition:</p> <ul style="list-style-type: none"> Plan writing by identifying audience and purpose Note and develop initial ideas Draft and write by selecting appropriate grammar and vocabulary Use further organisational and presentational devices Perform own compositions using appropriate intonation, volume and movement <p>Proofreading & Editing</p> <ul style="list-style-type: none"> identify spelling patterns / errors independently correct punctuation within complex sentences edit modal verbs and tense consistency | <p>Advanced Grammar:</p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use modal verbs or adverbs to indicate degrees of possibility Use devices to build cohesion within a paragraph Use adverbials of time, place and number for cohesion Use expanded noun phrases to convey | <p>Advanced Oracy:</p> <ul style="list-style-type: none"> Formal presentation Debate Critical thinking Leadership in discussion Uses gesture intentionally Speaks confidently to larger audiences Uses ambitious vocabulary naturally Shifts between formal/informal register Structures arguments clearly Builds coherent arguments |

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| | | <p>intent, viewpoint, summarise</p> | <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of letter to use when given choices Decide whether to join specific letters <p>Key words: morphology, etymology, silent letters, verb prefixes, legibility, fluency, speed</p> | <ul style="list-style-type: none"> identify unnecessary repetition reshape sentences for effect improve paragraph structure enhance atmosphere/ tone edit for formality strengthen arguments with evidence refine cohesion across whole texts <p>Key words: audience, purpose, formal, informal, cohesion, organisational devices, subject-verb agreement, evaluate</p> | <p>complicated information concisely</p> <p>Key words: relative clause, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity, modal verb, adverbial</p> | <ul style="list-style-type: none"> Responds spontaneously |
| Year 6 | <p>Read for an audience</p> <ul style="list-style-type: none"> Read aloud for audience impact | <p>Sophisticated Comprehension:</p> <ul style="list-style-type: none"> Understand texts through discussion and exploration Analyse bias Explain authorial intent Synthesise across texts Evaluate evidence Distinguish fact, opinion and implied viewpoints <p>Key words: analyse,</p> | <p>Spelling:</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling Understand that spelling of some words needs to be learned specifically Use dictionaries to check spelling Spell homophones and near-homophones Spell words from Year 6 word list Use hyphens to avoid ambiguity <p>Handwriting:</p> | <p>Sophisticated Composition:</p> <ul style="list-style-type: none"> Plan writing by identifying audience and purpose Select appropriate form Note and develop initial ideas Draft and write by selecting appropriate grammar and vocabulary Use organisational and presentational devices Perform own compositions using appropriate intonation, volume and movement <p>Proofreading & Editing</p> <ul style="list-style-type: none"> proofread independently before publishing | <p>Sophisticated Grammar:</p> <ul style="list-style-type: none"> Use passive voice to affect presentation of information Use subjunctive forms in formal writing Use semi-colons, colons or dashes to mark boundaries between independent clauses Use colon to introduce a list Use semi-colons within lists Use hyphens to avoid ambiguity Use full range of punctuation taught at KS2 correctly | <p>Sophisticated Oracy:</p> <ul style="list-style-type: none"> Formal presentation Debate Critical thinking Leadership in discussion Uses gesture intentionally Speaks confidently to larger audiences Evaluates ideas critically Synthesises viewpoints Uses evidence persuasively Leads discussion independently |

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|------|----------------------------------|--|--|---|--|---|
| | | <p>evaluate, compare, contrast, author's purpose, bias, implicit, explicit</p> | <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose style of handwriting for purpose • Choose best handwriting for task <p>Key words: morphology, etymology, dictionary, homophones, hyphen, legibility, fluency, personal style</p> | <ul style="list-style-type: none"> • identify subtle grammatical inconsistencies • edit punctuation in complex structures • check subject-specific vocabulary accurately • correct spelling using morphology/etymology knowledge • refine vocabulary for nuance • improve balance, pace, and cohesion • edit differently depending on audience • justify editorial decisions <p>Key words: audience, purpose, formal, informal, cohesion, organisational devices, subject-verb agreement, tense consistency, evaluate, perform</p> | <ul style="list-style-type: none"> • Use devices to build cohesion within and across paragraphs • Use ellipsis • Use layout devices (headings, sub-headings, columns, bullets, tables) <p>Key words: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, formal, informal, subjunctive</p> | <ul style="list-style-type: none"> • Uses nuanced reasoning • Adapts tone and register expertly |