

## Reading Skills Progression

### Word Reading

Phonics and Decoding						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Enjoy rhyming and rhythmic activities.</li> <li>• Shows an awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Continues a rhyming string.</li> <li>• Hear and say the initial sound in words.</li> <li>• Segments the sounds in simple words and blends them together and know which letter represents some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses phonic knowledge to decode regular words and read them aloud accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies phonic knowledge and skills as the route to decode words.</li> <li>• Blends sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>• Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.</li> <li>• Reads words by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Reads words containing taught GPCs and suffixes: –s, –es, –ing, –ed, –er and –est endings</li> <li>• Reads words with contractions, e.g. I'm, I'll and we'll.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• Reads words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Accurately reads most words of two or more syllables.</li> <li>• Reads most words containing common suffixes.*</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• Applies 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. *</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• Applies their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• Applies 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.*</li> </ul>	<ul style="list-style-type: none"> <li>• Reads fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and decodes any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>

Common Exception Words						
<b>EYFS</b> 30 – 50 months 40 – 60 months <b>Early Learning Goals</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Reads some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to read Y3/Y4 exception words.*</li> </ul>	<ul style="list-style-type: none"> <li>• Reads all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>

Fluency						
<b>EYFS</b> 30 – 50 months 40 – 60 months <b>Early Learning Goals</b>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks and handles books independently (holds books the correct way up and turns pages).</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Begins to read words and simple sentences.</li> <li>• Reads and understand simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately reads texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>• Rereads texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Rereads books to build up fluency and confidence in word reading.</li> <li>• Reads words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>			

## Reading Comprehension

Understanding and Correcting Inaccuracies						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Checks that a text makes sense to them as they read and begins to self- correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checks that the text makes sense to them as they read and corrects inaccurate reading.</li> </ul>				

Comparing, Contrasting and Commenting						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Anticipates key events and phrases in rhymes and stories.</li> <li>• Begins to be aware of the way stories are structured.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Enjoys an increasing range of books.</li> <li>• Follows a story without pictures or props.</li> <li>• Listens to stories, accurately anticipates key events and responds</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>• Links what they have read or have read to them to their own experiences.</li> <li>• Retells familiar stories in increasing detail.</li> <li>• Joins in with discussions about a text, taking turns and listening to what others say.</li> <li>• Discusses the significance of titles and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates 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.</li> <li>• Becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• Discusses the sequence of events in books and how items</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises, listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Uses appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses and compares texts from a wide variety of genres and writers.</li> <li>• Reads for a range of purposes.</li> <li>• Identifies themes and conventions in a wide range of books.</li> <li>• Refers 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).</li> </ul>	<ul style="list-style-type: none"> <li>• Reads 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.</li> <li>• Participates 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.</li> <li>• Identifies main ideas drawn from more than one paragraph and to summarises these.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads 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.</li> <li>• Recognises more complex themes in what they read (such as loss or heroism).</li> <li>• Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</li> </ul>

<p>to what they hear with relevant comments, questions or actions.</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding when talking with others about what they have read.</li> </ul>		<p>of information are related.</p> <ul style="list-style-type: none"> <li>• Recognises simple recurring literary language in stories and poetry.</li> <li>• Asks and answers questions about a text.</li> <li>• Makes links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>		<ul style="list-style-type: none"> <li>• Identifies how language, structure and presentation contribute to meaning.</li> <li>• Identifies main ideas drawn from more than one paragraph and summarises these.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend texts to peers based on personal choice.</li> </ul>	<p>the topic and using notes where necessary.</p> <ul style="list-style-type: none"> <li>• Listens to guidance and feedback on the quality of their explanations and contributions to discussions and to makes improvements when participating in discussions.</li> <li>• Draws out key information and summarises the main ideas in a text.</li> <li>• Distinguishes independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>• Compares characters, settings and themes within a text and across more than one text.</li> </ul>
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**Words in Context and Authorial Choice**

<p><b>EYFS</b> 30 – 50 months 40 – 60 months Early Learning Goals</p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<ul style="list-style-type: none"> <li>• Building up vocabulary that reflects the breadth of their experiences.</li> <li>• Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses word meaning and link new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discusses their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Discusses authors' choice of words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses vocabulary used to capture readers' interest and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses vocabulary used by the author to create effect including figurative language.</li> <li>• Evaluates the use of authors' language and explains how it has created an impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and evaluates 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.</li> </ul>

<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>						
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Inference and Prediction						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Suggests how a story might end.</li> <li>• Begins to understand 'why' and 'how' questions.</li> <li>• Answers 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to make simple inferences.</li> <li>• Predicts what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inferences on the basis of what is being said and done.</li> <li>• Predicts what might happen on the basis of what has been read so far in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answers questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• Justifies predictions using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>• Justifies predictions from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences from characters' feelings, thoughts and motives.</li> <li>• Makes predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Considers different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>• Discusses how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>

Poetry and Performance						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Listens to and join in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains in rhymes and stories.</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Develops preference for forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Recites simple poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and performs poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>• Begins to use appropriate intonation and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and discusses some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• Prepares and performs poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Continually shows an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently performs texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>

<ul style="list-style-type: none"> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>• Expresses themselves effectively, showing awareness of listeners' needs.</li> </ul>						
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Non-Fiction						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Knows that information can be relayed in the form of print.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognises that non-fiction books are often structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieves and records information from non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> <li>• Uses dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieves, records and presents information from non-fiction texts.</li> <li>• Uses non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where they are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul>

### Speaking and Listening Skills Progression

Listening Skills						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when a conversation interests them.</li> <li>• Focuses attention – still listens or does, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintains attention, concentrate and sits quietly during appropriate activity.</li> <li>• Has two-channelled attention – can listen and do for short span.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Follows a story without pictures or props.</li> <li>• Listens attentively in a range of situations.</li> <li>• Gives their attention to what others say and responds appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others in a range of situations and usually responds appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully and responds with increasing appropriateness to what has been said, e.g. makes a helpful contribution when speaking in a small reading group.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully in a range of different contexts and usually responds appropriately to both adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully in a range of different contexts and usually responds appropriately to both adults and their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully, making timely contributions and asks 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes improvements based on constructive feedback on their listening skills.</li> </ul>
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Following Instructions						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to</li> </ul>	<ul style="list-style-type: none"> <li>• Understands instructions with more</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understands instructions with more than one point in many</li> </ul>	<ul style="list-style-type: none"> <li>• Follows instructions in a range of unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows complex directions/multi-step instructions without the need for repetition.</li> </ul>		

<p>get or put away an object.</p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Follows instructions involving several ideas or actions.</li> </ul>	<p>than one point in many situations.</p>	<p>situations and independently seeks clarification when a message is not clear.</p> <ul style="list-style-type: none"> <li>• Attempts to follow instructions before seeking assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises when it is needed and asks for specific additional information to clarify instructions.</li> </ul>	
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Asking and Answering Questions						
<b>EYFS</b> 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• To begin to understand ‘why’ and ‘how’ questions.</li> <li>• To question why things happen and give explanations. Asks who, what, when and how.</li> <li>• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• To ask appropriate questions of others.</li> <li>• To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to ask questions that are linked to the topic being discussed.</li> <li>• Answers questions on a wider range of topics (sometimes may only be one-word answers).</li> </ul>	<ul style="list-style-type: none"> <li>• Shows that they are following a conversation by asking relevant and timely questions.</li> <li>• Answers questions using clear sentences.</li> <li>• Begins to give reasoning behind their answers when prompted to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions that relate to what has been heard or what was presented to them.</li> <li>• Begins to offer support for their answers to questions with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Generates relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>• Regularly offers answers that are supported with justifiable reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions which deepen conversations and/or further their knowledge.</li> <li>• Understands how to answer questions that require more detailed answers and justification.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly asks relevant questions to extend their understanding and knowledge.</li> <li>• Articulates and justifies answers with confidence in a range of situations.</li> </ul>

Drama, Performance and Confidence						
<b>EYFS</b> 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<ul style="list-style-type: none"> <li>• <b>Uses intonation, rhythm and phrasing to make the meaning clear to others.</b></li> <li>• <b>Talks confidently with other children when playing, and will communicate freely about own home and community.</b></li> <li>• <b>Confidently speaks to others about own needs, wants, interests and opinions.</b></li> <li>• <b>Expresses themselves effectively, showing awareness of listeners' needs.</b></li> <li>• <b>Speaks confidently in a familiar group, will talk about their ideas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly in a way that is easy to understand.</li> <li>• Speaks in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>• Knows when it is their turn to speak in a small group presentation or play performance.</li> <li>• Takes part in a simple role play of a known story.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks confidently within a group of peers so that their message is clear.</li> <li>• Practises and rehearses reading sentences and stories aloud.</li> <li>• Takes on a different role in a drama or role play and discusses the character's feelings.</li> <li>• Recognises that sometimes speakers talk differently and discusses reasons why this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearses reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>• Speaks regularly in front of large and small audiences.</li> <li>• Participates in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses intonation when reading aloud to emphasise punctuation.</li> <li>• Practises and rehearses sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>• Takes on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>• Discusses the language choices of other speakers and how this may vary in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrates stories with intonation and expression to add detail and excitement for the listener.</li> <li>• Uses feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>• Combines vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>• Gains, maintains and monitors the interest of the listener(s).</li> <li>• Selects and uses appropriate registers for effective communication.</li> </ul>
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### Vocabulary Building and Standard English

<b>EYFS</b> <b>30 – 50 months</b> <b>40 – 60 months</b> <b>Early Learning Goals</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>• <b>To begin to use more complex sentences to link thoughts (e.g. using and, because).</b></li> <li>• <b>To use a range of tenses (e.g. play, playing, will play, played).</b></li> <li>• <b>To use vocabulary focused on objects and people that are of particular importance to them.</b></li> <li>• <b>To build up vocabulary that reflects the breadth of their experiences.</b></li> <li>• <b>To use past, present and future forms accurately when talking about events</b></li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate vocabulary to describe their immediate world and feelings.</li> <li>• Thinks of alternatives for simple vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to use subject-specific vocabulary to explain, describe and add detail.</li> <li>• Suggests words or phrases appropriate to the topic being discussed.</li> <li>• Starts to vary language according to the situation between formal and informal.</li> <li>• Usually speaks in grammatically correct sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary that is appropriate to the topic and/or the audience.</li> <li>• Recognises powerful vocabulary in stories/ texts that they read or listen to and begins to try to use these words and phrases in their own talk.</li> <li>• Discusses topics that are unfamiliar to their own direct experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly uses interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>• Knows and uses language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• Recognises powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly uses interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>• Knows and uses language that is acceptable in formal and informal situations with increasing confidence.</li> <li>• Recognises powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant strategies to build their vocabulary.</li> <li>• Uses adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>• Speaks audibly, fluently and with a full command of Standard English in all situations.</li> <li>• Uses a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>• Confidently explains the meaning of words and offer alternative synonyms.</li> </ul>

that have happened or are to happen in the future.						
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Speaking for a Range of Purposes						
<b>EYFS</b> 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Retells a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Talks to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Talks about why things happen and how things work.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and stick to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Organises their thoughts into sentences before expressing them.</li> <li>• Is able to describe their immediate world and environment.</li> <li>• Retells simple stories and recounts aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about themselves clearly and confidently.</li> <li>• Verbally recounts experiences with some added interesting details.</li> <li>• Offers ideas based on what has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Organises what they want to say so that it has a clear purpose.</li> <li>• Begins to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>• Debates issues and makes their opinions on topics clear.</li> <li>• Adapts their ideas in response to new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and presents information clearly with ambitious added detail and description for the listener.</li> <li>• Participates in debates/arguments and uses relevant details to support their opinions and adding humour where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates confidently across a range of contexts and to a range of audiences.</li> <li>• Articulates and justifies arguments and opinions with confidence.</li> <li>• Gives well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>• Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Makes reference to back their original thoughts when their opinions have changed and gives reasons for their change of focus.</li> </ul>

<ul style="list-style-type: none"> <li>Explains own knowledge and understanding.</li> <li>Develops their own narratives and explanations by connecting ideas or events.</li> </ul>						
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Participating in Discussion						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises when it is their turn to speak in a discussion.</li> <li>Recognises that different people will have different responses and that these are as valuable as their own opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Gives enough detail to hold the interest of other participant(s) in a discussion.</li> <li>Engages in meaningful discussions that relate to different topic areas.</li> <li>Remains focused on a discussion when not directly involved and is able to recall the main points when questioned.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>Takes account of the viewpoints of others when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>Begins to challenge opinions with respect.</li> <li>Engages in meaningful discussions in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Develops, agrees to and evaluates rules for effective discussion; follow their own rules in small groups and whole-class conversations.</li> <li>Engages in longer and sustained discussions about a range of topics. Asks questions, offers suggestions, challenges ideas and gives opinions in order to take an active part in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>Considers and evaluates different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>Offers an alternative explanation when other participant(s) do not understand.</li> </ul>

## Writing Skills Progression

### Spelling

Phonics and Spelling Rules						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> </ul>	<ul style="list-style-type: none"> <li>Knows all letters of the alphabet and the sounds</li> </ul>	<ul style="list-style-type: none"> <li>Segments spoken words into phonemes and represents these with</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with the /ex/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein,</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with /shuhn/ endings spelt with 'sion' (if the root</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with endings that sound like /shuhs/ spelt with -cious</li> </ul>	<ul style="list-style-type: none"> <li>Spells words ending in -able and -ably (e.g. adorable/ adorably,</li> </ul>

<ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Segments the sounds in simple words and blends them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses their phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>	<p>which they most commonly represent.</p> <ul style="list-style-type: none"> <li>• Recognises consonant digraphs which have been taught and the sounds which they represent.</li> <li>• Recognises vowel digraphs which have been taught and the sounds which they represent.</li> <li>• Recognises words with adjacent consonants.</li> <li>• Accurately spells most words containing the 40+ previously taught phonemes and GPCs.</li> <li>• Spells some words in a phonically plausible way, even if sometimes incorrect.</li> <li>• Applies Y1 spelling rules and guidance*, which includes: <ul style="list-style-type: none"> <li>○ the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</li> <li>○ the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>○ dividing words into syllables (e.g. rabbit, carrot);</li> <li>○ the /tʃ/ sound is usually spelt as 'ch' and exceptions;</li> <li>○ the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>○ adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>○ adding the endings -ing, -ed and -er to verbs where no</li> </ul> </li> </ul>	<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <ul style="list-style-type: none"> <li>• Recognises new ways of spelling phonemes for which one or more spellings are already known and learns some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</li> <li>• Applies further Y2 spelling rules and guidance*, which includes: <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); the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>○ 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);</li> <li>○ the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>○ adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>○ adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> </ul> </li> </ul>	<p>weigh, eight, neighbour, they, obey).</p> <ul style="list-style-type: none"> <li>• Spells words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</li> <li>• Spells words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</li> <li>• Spells words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</li> <li>• Spells words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</li> <li>• Spells words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</li> <li>• Spells words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</li> <li>• Spells words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</li> </ul>	<p>word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <ul style="list-style-type: none"> <li>• Spells words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>• Spells 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).</li> <li>• Spells words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</li> <li>• Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</li> </ul>	<p>(e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <ul style="list-style-type: none"> <li>• Spells words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</li> <li>• Spells words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</li> <li>• Spells 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).</li> </ul>	<p>applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <ul style="list-style-type: none"> <li>• Spells words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>• Spells 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).</li> <li>• Spells words with endings which sound like /shuh/ after a vowel letter using 'cial' (e.g. official, special, artificial).</li> <li>• Spells words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> </ul>
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	<p>change is needed to the root word (e.g. buzzer, jumping);</p> <ul style="list-style-type: none"> <li>○ adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>○ spelling words with the vowel digraphs and trigraphs: ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil);</li> <li>○ ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);</li> <li>○ a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);</li> <li>○ ‘ar’ (e.g. car, park);</li> <li>○ ‘ee’ (e.g. green, week);</li> <li>○ ‘ea’ (e.g. sea, dream);</li> <li>○ ‘ea’ (e.g. meant, bread);</li> <li>○ ‘er’ stressed sound (e.g. her, person);</li> <li>○ ‘er’ unstressed schwa sound (e.g. better, under);</li> <li>○ ‘ir’ (e.g. girl, first, third);</li> <li>○ ‘ur’ (e.g. turn, church);</li> <li>○ ‘oo’ (e.g. food, soon);</li> <li>○ ‘oo’ (e.g. book, good);</li> <li>○ ‘oa’ (e.g. road, coach);</li> <li>○ ‘oe’ (e.g. toe, goes);</li> <li>○ ‘ou’ (e.g. loud, sound);</li> <li>○ ‘ow’ (e.g. brown, down);</li> <li>○ ‘ow’ (e.g. own, show);</li> <li>○ ‘ue’ (e.g. true, rescue, Tuesday);</li> <li>○ ‘ew’ (e.g. new, threw);</li> <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> </ul>	<ul style="list-style-type: none"> <li>○ adding the endings</li> <li>○ –ing, –ed, –er, –est and –y to words ending in –e with</li> <li>○ a consonant before (including exceptions);</li> <li>○ adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>○ the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);</li> <li>○ the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);</li> <li>○ the /i:/ sound spelt</li> <li>○ –ey: the plural forms of these words are made by the addition of –s (e.g. donkeys, monkeys);</li> <li>○ the /b/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)</li> <li>○ the /z:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</li> <li>○ the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</li> <li>○ the /ʒ/ sound spelt ‘s’ (e.g. television, usual).</li> </ul>				
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	<ul style="list-style-type: none"> <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>					
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Common Exception Words						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Writes some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells all Y1 common exception words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells most Y1 and Y2 common exception words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells many of the Y3 and Y4 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells all of the Y3 and Y4 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells many of the Y5 and Y6 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells all of the Y5 and Y6 statutory spelling words correctly.</li> </ul>

Prefixes and Suffixes						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Spells days of the week correctly.</li> <li>• Uses -s and -es to form regular plurals correctly.</li> <li>• Uses the prefix 'un-' accurately.</li> <li>• Successfully adds the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root</li> </ul>	<ul style="list-style-type: none"> <li>• Adds suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</li> <li>• Spells 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly spells 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).</li> <li>• Forms nouns with the suffix -ation (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Converts nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</li> <li>• Converts nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</li> <li>• Converts nouns or adjectives into verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>• Uses their knowledge of adjectives ending in -ent to spell nouns</li> </ul>

	words (e.g. helped, quickest).		<ul style="list-style-type: none"> <li>Spells 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).</li> <li>Spells 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).</li> </ul>	<p>information, adoration, sensation, preparation, admiration).</p> <ul style="list-style-type: none"> <li>Spells 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).</li> </ul>	<p>using the suffix -ify (e.g. signify, falsify, glorify).</p> <ul style="list-style-type: none"> <li>Converts nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</li> </ul>	<p>ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <ul style="list-style-type: none"> <li>Spells words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, transference).</li> </ul>
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### Further Spelling Conventions

EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>Spells simple compound words (e.g. dustbin, football).</li> <li>Reads words that they have spelt.</li> <li>Takes part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Spells more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</li> <li>Learns the possessive singular apostrophe (e.g. the girl's book).</li> <li>Writes, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>Segments spoken words into phonemes and to then represents all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</li> <li>Self-corrects misspellings of words that they have been</li> </ul>	<ul style="list-style-type: none"> <li>Spells some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</li> <li>Uses the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Spells words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>Uses their spelling knowledge to use a dictionary more efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>Spells complex homophones and near-homophones, including who's/whose and stationary/stationery.</li> <li>Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Spells 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).</li> <li>Spells words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</li> <li>Uses a knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically.</li> <li>Uses dictionaries and thesauruses to check the spelling and meaning of words and confidently finds synonyms and antonyms.</li> </ul>

		taught to spell (this may require support to recognise misspellings).				
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## Handwriting

### Letter, Formation, Placement and Positioning

EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint and realises tools can be used for a purpose.</li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• Holds a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Holds a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>• Copies some letters, e.g. letters from their name.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes lower case and capital letters in the correct direction, starting with a lead in and finishing with a lead out in the right place with a good level of consistency.</li> <li>• Sits correctly at a table, holding a pencil</li> <li>• comfortably and correctly.</li> <li>• Forms digits 0-9.</li> <li>• Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Forms lower case letters of the correct size, relative to one another with lead ins and lead outs.</li> <li>• Uses spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a neat, joined handwriting style with increasing accuracy and speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Increases 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].</li> </ul>	<ul style="list-style-type: none"> <li>• Increases 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.</li> <li>• Are clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly, fluently and with increasing speed by:               <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> </li> </ul>



<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• Shows good control and co-ordination in large and small movements.</li> <li>• Moves confidently in a range of ways, safely negotiating space.</li> <li>• Handles equipment and tools effectively, including pencils for writing.</li> <li>• Writes simple sentences which can be read by themselves and others.</li> </ul>						
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Joining Letters						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Begins to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to join more letters using the diagonal and horizontal strokes needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently uses diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently uses diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises 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).</li> </ul>

			another, are best left unjoined.		
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## Composition

Planning, Writing and Editing						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Speaks to retell a simple past event in correct order (e.g. went down slide, hurt finger).</b></li> <li>• <b>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recalls and relives past experiences.</b></li> <li>• <b>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</b></li> <li>• <b>Engages in imaginative role play based on own first-hand experiences.</b></li> <li>• <b>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</b></li> <li>• <b>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</b></li> <li>• <b>Links statements and sticks to a main theme or intention.</b></li> <li>• <b>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Composes a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Rereads their writing to check that it makes sense and independently begins to make changes.</li> <li>• Reads their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Uses adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes narratives about personal experiences and those of others (real and fictional).</li> <li>• Writes about real events. Writes simple poetry.</li> <li>• Plans what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• Encapsulates what they want to say, sentence by sentence.</li> <li>• Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• Rereads to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• Proofreads to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use ideas from their own reading and modelled examples to plan their writing.</li> <li>• Proofreads their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• Begins to organise their writing into paragraphs around a theme.</li> <li>• Composes and rehearses sentences orally (including dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>• Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Consistently organises their writing into paragraphs around a theme to add cohesion and aid the reader.</li> <li>• Proofreads consistently and amends their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans 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.</li> <li>• Considers, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• Proofreads work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>• Consistently links ideas across paragraphs.</li> <li>• Proofreads their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes down and develops initial ideas, drawing on reading and research where necessary.</li> <li>• Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• Uses a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Habitually proofreads for spelling and punctuation errors.</li> <li>• Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Recognises how words are related by meaning as synonyms and antonyms and uses this knowledge to make improvements to their writing.</li> </ul>

<ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> <li>• Develops their own narratives and explanations by connecting ideas or events.</li> <li>• Writes simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>						
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Awareness of Audience, Purpose and Structure						
<b>EYFS</b> 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• Starts to engage readers by using adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• Uses new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>• Reads aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates 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.</li> <li>• Begins to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>• Makes deliberate ambitious word choices to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• Writes a range of narratives that are well-structured and well-paced.</li> <li>• Creates detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>• Begins to read aloud their own writing, to a group</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently produces 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.</li> <li>• Describes settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes 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.).</li> <li>• Distinguishes between the language of speech and writing and to choose the appropriate level of formality.</li> </ul>

<p><b>roles and experiences in play situations.</b></p> <ul style="list-style-type: none"> <li>Expresses themselves effectively, showing awareness of listeners' needs.</li> </ul>			<ul style="list-style-type: none"> <li>Begins to create settings, characters and plot in narratives.</li> </ul>	<p>or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>Regularly uses dialogue to convey a character and to advance the action.</li> <li>Performs their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Selects 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).</li> </ul>
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### Vocabulary, Grammar and Punctuation

Sentence Structure and Tense						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Begins to understand 'why' and 'how' questions.</li> <li>Questions why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>Uses a range of tenses in speech (e.g. play, playing, will play, played).</li> <li>Answers 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>Uses past, present and future forms accurately when talking about events.</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the present tense and the past tense mostly correctly and consistently.</li> <li>Forms sentences with different forms: statement, question, exclamation, command.</li> <li>Uses some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Tries to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>Uses 'a' or 'an' correctly throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Always maintains an accurate tense throughout a piece of writing.</li> <li>Always uses Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>Ensures the consistent and correct use of tense throughout all pieces of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> </ul>

Uses of Phrases and Clauses						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> <li>• <b>Begins to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</b></li> </ul>	<ul style="list-style-type: none"> <li>• Uses the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>• Begins to form simple compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses co-ordination (or/and/but).</li> <li>• Uses some subordination (when/if/that/because).</li> <li>• Uses expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 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.</li> <li>• Uses a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 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.</li> <li>• Expands noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>• Consistently chooses nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 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).</li> <li>• Uses relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the subjunctive form in formal writing.</li> <li>• Uses the perfect form of verbs to mark relationships of time and cause.</li> <li>• Uses the passive voice.</li> <li>• Uses question tags in informal writing.</li> </ul>
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Punctuation						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>• Uses capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• Uses finger spaces.</li> <li>• Uses full stops to end sentences.</li> <li>• Begins to use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the full range of punctuation from previous year groups.</li> <li>• Punctuates direct speech accurately, including the use of inverted commas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>• Consistently uses apostrophes for singular and plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses commas consistently to clarify meaning or to avoid ambiguity.</li> <li>• Uses brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses 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.</li> </ul>

Terminology						
EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• <b>Shows+ an understanding of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and uses the terms letter, capital letter,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and use the terms noun, noun phrase,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and use the terms preposition,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and use the terms determiner,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and uses the terms modal verb, relative</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises and uses the terms subject, object,</li> </ul>

<p>prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>pronoun, possessive pronoun and adverbial.</p>	<p>pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
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