# Steps in Progression Document
## Grammar

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Grammar: Word** | Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun | The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun | Use of the forms a or an according to whether the next word begins with a consonant or a vowel | The grammatical difference between plural and possessive –s | Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn] | Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated] |
| **Grammar: Suffixes** | How the prefix un– changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]<br><br>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) | Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman]<br>to turn adjectives into adverbs<br><br>Formation of adjectives using suffixes such as –ful, –less<br>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English | Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–] | Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble] | Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify]<br><br>Verb prefixes [e.g. dis–, de–, mis–, over– and re–] | How words are related by meaning as synonyms and antonyms [e.g. big, large, little] |
| **Grammar: Noun phrases** | Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car] | Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon] | Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] | (See relative clauses in Conjunctions)<br><br>Use of noun phrases to convey complicated information concisely | Use the full range of noun phrases to create descriptions in fiction and non-fiction |
| **Grammar: Adverbial phrases** | Use simple adverbs to sequence writing | Use adverbs and simple adverbials to express time, place and manner | Use adverbial phrases to identify place, time, manner and frequency | Fronted adverbials [e.g. Later that day, I heard the bad news.] | Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs | Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs |

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# Steps in Progression Document
## Grammar

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Grammar: Tense** | Use of the simple past tense (–ed), present tense and present progressive (–ing) where there is no change to the root word | Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] | Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] | Use of the simple future tense [e.g. we will learn about Vikings] | Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]<br><br>Use of the future tense using a range of modal verbs | Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.] |
| **Grammar: Sentence** | How words can combine to make sentences<br><br>Using and to join single clause sentences | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command<br><br>Creating multi-clause sentences using subordination and co-ordination | Create a range of multi-clause sentences using a wide range of conjunctions<br><br>Beginning a sentence with a subordinate clause | Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]<br><br>Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window] | Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose] | Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up] |
| **Grammar: Sentence conjunctions** | Join words and joining clauses using and | Subordination (using when, if, that, because) and co-ordination (using or, and, but) | Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] | Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs<br><br>Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however] | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun | Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes |

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# Steps in Progression Document
## Grammar

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Grammar: Punctuation** | Separate words with spaces<br><br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences<br><br>Capital letters for names and for the personal pronoun I | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br><br>Commas to separate items in a list<br><br>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name] | Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]<br><br>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] | Apostrophes to mark plural possession [e.g. the girl's name, the girls' names]<br><br>Use of commas after fronted adverbials | Brackets, dashes or commas to indicate parenthesis<br><br>Use of commas to clarify meaning or avoid ambiguity | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]<br><br>Use of the colon to introduce a list and use of semi-colons within lists<br><br>Punctuation of bullet points to list information<br><br>How hyphens can be used to avoid ambiguity |
| **Grammar: Speech** | Read, explore and identify speech punctuation in books and modelled writing<br><br>Use of some speech in writing but might not use inverted commas | Introduction to inverted commas to punctuate direct speech | Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] | Use reporting clauses including relative clauses for description and specification<br><br>Use inverted commas to punctuate quotes in non-fiction writing | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action | In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation |
| **Grammar: Levels of formality and changes in register** | Introduction to simple contracted forms using 'not' [e.g. can't, haven't and don't] | Contracted forms, e.g.<br>[Let's get you an ice pack... They wouldn't have...if they hadn't... They've taken the sheep!] | Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will...<br>Are you nervous about the London trip?<br>When we arrived at school we...] | Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair]<br><br>Vernacular (everyday) language, including idioms [e.g.<br>...do your bit for the war.<br>...the words are stuck in my throat.]<br><br>Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done] | Some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]<br><br>The personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.]<br><br>Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]<br><br>Multi-word vs precise verbs [find out – discover; ask for – request; go in – enter] | Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]<br><br>The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]<br><br>Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech] |

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# Steps in Progression Document
## Grammar

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Grammar: Text** | Sequence sentences to form short narratives | Correct choice and consistent use of present and past tenses including progressive forms throughout writing<br><br>Write simple, coherent narratives about personal experiences and those of others (real or fictional) | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]<br><br>Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before] | Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis<br><br>Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] |
| **Grammar: Terminology** | letter<br>capital letter<br>word<br>singular<br>plural<br>sentence<br>punctuation<br>full stop<br>question mark<br>exclamation mark | noun<br>noun phrase<br>statement<br>question<br>exclamation<br>command<br>compound<br>suffix<br>adjective<br>adverb<br>verb<br>tense (past, present)<br>apostrophe<br>comma | preposition<br>conjunction<br>word family<br>prefix<br>clause<br>subordinate clause<br>direct speech<br>consonant<br>consonant letter<br>vowel<br>vowel letter<br>inverted commas (or ‘speech marks’) | determiner<br>pronoun<br>possessive pronoun<br>adverbial | modal verb<br>relative pronoun<br>relative clause<br>parenthesis<br>bracket<br>dash<br>cohesion<br>ambiguity | subject<br>object<br>active<br>passive<br>synonym<br>antonym<br>ellipsis<br>hyphen<br>colon<br>semi-colon<br>bullet points |

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# Steps in Progression Document
## Composition

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Composition: Plan** | Write about real events | Write narratives about personal experiences and those of others (real and fictional)<br><br>Write poetry<br><br>Write for different purposes | Discuss and recording ideas | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Note and develop initial ideas, drawing on reading and research where necessary<br>In writing narratives, consider how authors have developed characters and settings |
| **Composition: Draft & write** | Say out loud what they are going to write about<br><br>Write down ideas<br><br>Orally rehearse sentences | Plan what they are going to write about<br><br>Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence | Compose and rehearse sentences orally (including dialogue)<br><br>In narratives, creating settings, characters and plot | Progressively build a varied and rich vocabulary and an increasing range of sentence structures<br><br>Organise paragraphs around a theme<br><br>In non-narrative material, using simple organisational devices [e.g. headings and sub-headings] | Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader<br><br>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action<br><br>Précis longer passages<br><br>Use a wide range of devices to build cohesion within and across paragraphs<br><br>Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining] |

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# Steps in Progression Document
## Composition

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Composition: Evaluate & edit** | Re-reading to check that their writing makes sense | Evaluate their writing with the teacher and other pupils<br><br>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br><br>Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] | Suggest improvements to their own and others' writing<br><br>Propose changes to grammar and vocabulary to improve consistency, e.g. word choice | Assess the effectiveness of their own and others' writing and suggesting improvements<br><br>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | Assess the effectiveness of their own and others' writing<br><br>Propose changes to vocabulary, grammar and punctuation<br><br>Ensure the consistent or correct use of tense throughout a piece of writing<br><br>Distinguish between the language of speech and writing and identify the level of formality required | Assess the effectiveness of their own and others' writing<br><br>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br><br>Ensure the consistent or correct use of tense throughout a piece of writing<br><br>Ensure correct subject and verb agreement when using singular and plural<br><br>Distinguish between the language of speech and writing and choose the appropriate register |
| **Composition: Perform & publish** | Read aloud what they have written | Read aloud what they have written with appropriate intonation to make the meaning clear | Read aloud their own writing, to a group or the whole class, using appropriate intonation | Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience |

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# Steps in Progression Document

## Word reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Reading**<br><br>**Word reading: Fluency** | Re-read books to build up their fluency and confidence in word reading<br><br>Read aloud accurately books consistent with their developing phonic knowledge | Read most familiar words quickly and accurately, without overt blending<br><br>Re-read familiar books to build up their fluency and confidence in word reading | Continue to build up their fluency, stamina and confidence in word reading | Continue to build up their fluency, stamina and confidence in reading increasingly longer texts | Develop fluency, stamina and confidence in reading a wider range of longer texts | Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres |
| **Reading**<br><br>**Word reading: Phonics, etymology and morphology**<br><br>Refer to PoS Appendix 1 for detailed information | Apply phonic knowledge and skills as the route to decode words<br><br>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds<br><br>Read accurately by blending sounds in unfamiliar words containing taught GPCs<br><br>Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes<br><br>Compound words | Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent<br><br>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes<br><br>Read words containing common suffixes<br><br>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet |

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# Steps in Progression Document
## Word reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Reading**<br><br>**Word reading: Non-rule words** | Read the following common exception words:<br><br>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used<br><br>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | Read further common exception words:<br><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | Read further common exception words:<br><br>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women | Read further common exception words:<br><br>actual(ly), answer, appear, bicycle, breath, busy/business caught, century, circle, consider, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight | Read further common exception words:<br><br>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle | Read further common exception words:<br><br>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht |

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# Steps in Progression Document
## Comprehension

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Reading**<br><br>**Comprehension: Reading for pleasure** | Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences | Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends | Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends | Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Increase familiarity with a wide range of books, including myths, legends and traditional stories<br><br>Recommend books to their peers<br><br>Make comparisons across books | Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks<br><br>Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction<br><br>Recommend books to their peers, giving reasons<br><br>Make comparisons within and across books |
| **Reading**<br><br>**Comprehension: Structure** | Recognise and join in with predictable phrases | Be introduced to non-fiction books structured in different ways | Read books that are structured in different ways | Read a wider range of books that are structured in different ways and read for a range of purposes | Read books that are structured in different ways and read for a range of purposes | Read books that are structured in different ways and read for a range of purposes |
| **Reading**<br><br>**Comprehension: Poetry & rhymes** | Appreciate and recite some rhymes and poems | Recognise simple recurring literary language<br><br>Build a further repertoire of poems learnt by heart, reciting with intonation | Prepare poems and play scripts to read aloud and to perform, using intonation<br><br>Recognise some different forms of poetry [e.g. free verse] | Prepare poems and play scripts to read aloud and perform, using intonation, tone and action<br><br>Recognise some different forms of poetry [e.g. narrative poetry] | Learn a range of poetry by heart<br><br>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume | Learn a wider range of poetry by heart<br><br>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume |
| **Reading**<br><br>**Comprehension: Understanding language** | Discuss word meanings, linking new meanings to those already known | Discuss and clarify the meanings of words and their favourite words and phrases | Discuss words and phrases that capture the reader's interest<br><br>Use dictionaries to check the meaning of words that they have read | Discuss words and phrases that capture the reader's interest and imagination<br><br>Use dictionaries to check the meaning of words that they have read | Discuss and evaluate how authors use language, including figurative language | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |

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# Steps in Progression Document

## Comprehension

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Reading Comprehension: Understand** | Check that the text makes sense to them as they read and correct inaccurate reading | Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity | Check that the text makes sense to them, discuss their understanding and predict the meaning of new words | Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context<br><br>Identify how language, structure and presentation contribute to meaning | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words<br><br>Identify how language, structure and presentation contribute to meaning |
| **Reading Comprehension: Identify & retrieve** | Draw on what they already know [e.g. they are sad] | Draw on what they already know or on background information and vocabulary | Identify how language and structure contribute to meaning<br><br>Retrieve and record information from non-fiction | Identify how language, structure, and presentation contribute to meaning<br><br>Retrieve and record information from non-fiction | Distinguish between statements of fact and opinion<br><br>Provide reasoned justifications for their views | Distinguish between statements of fact, opinion and bias<br><br>Provide reasoned justifications for their views |
| **Reading Comprehension: Inference** | Make simple inferences about characters | Make inferences on the basis of what is being said and done | Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations | Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text |
| **Reading Comprehension: Prediction** | Predict what might happen based on previous experience | Predict what might happen on the basis of what has been read so far | Predict what might happen from details stated | Predict what might happen from details stated and implied | Predict what might happen from details stated and implied and knowledge of other texts | Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons |

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# Steps in Progression Document

## Comprehension

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Reading**<br><br>**Comprehension: Discussion** | Discuss the significance of the title and events<br><br>Participate in discussion about what is read to them, taking turns and listening to what others say | Answer and ask questions<br><br>Participate in discussion about books, poems and other works, taking turns and listening to what others say | Ask questions to improve their understanding of a text<br><br>Participate in discussion about books | Ask questions to improve their understanding of a text<br><br>Participate in discussion about books, taking turns and listening to what others say | Ask questions to improve their understanding<br><br>Participate in discussions about books, building on their own and others' ideas | Ask questions to improve their understanding<br><br>Participate in discussions about books, building on their own and others' ideas and challenging views courteously |
| **Reading**<br><br>**Comprehension: Explanation** | Explain clearly their understanding of what is read to them | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | Explain and discuss their understanding of what they have read through discussion, and written responses | Explain and discuss their understanding of what they have read through discussion, reading journals and written responses | Explain and discuss their understanding of what they have read, including through presentations and debates | Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary |
| **Reading**<br><br>**Comprehension: Summarising** | Be familiar with a wide range of key stories and their characteristics | Discuss the sequence of events in books and how information is related | Identify main ideas and summarise them | Identify main ideas drawn from more than one paragraph and summarise them | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br><br>Retrieve and record information from non-fiction | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas<br><br>Retrieve, record and present information from non-fiction |
| **Reading**<br><br>**Comprehension: Themes** | Discuss the main ideas in stories | Discuss the meaning, main ideas and morals in stories | Identify themes and conventions in some books | Identify themes and conventions in a wide range of books | Identify and discuss themes and conventions in a wider range of books | Identify and discuss themes and conventions across all reading |

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# Steps in Progression Document

## Transcription - Spelling

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Transcription**<br><br>**Spelling: Patterns**<br><br>Refer to PoS Appendix 1 for detailed information | Words containing each of the 40+ phonemes already taught<br>Apply simple spelling rules and guidance<br><br>/f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck<br><br>/ŋ/ spelt n before k<br><br>-tch<br><br>/v/ at the end of words<br><br>ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur, oo (/uː/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/), Words ending –y (/iː/ or /ɪ/)<br><br>New consonant spellings ph and wh<br><br>Using k for the /k/ sound | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly<br><br>Apply spelling rules<br><br>/dʒ/ spelt as ge or dge at the end of words, (or g before e, i and y)<br><br>/n/ spelt kn or gn<br>/r/ spelt wr,<br>at the start of words<br><br>/l/ or /əl/ spelt –le,<br>/l/ or /əl/ spelt –el<br>/l/ or /əl/ spelt –al<br>at the end of words<br><br>words ending –il<br>/aɪ/ spelt –y at the end of words<br>/ɔː/ spelt a before l / ll<br>/s/ spelt c before e/i/y<br><br>/ʌ/ spelt o<br>/iː/ spelt –ey<br>/ɒ/ spelt a after w/qu<br>/ɜː/ spelt or after w<br>/ɔː/ spelt ar after w<br>/ʒ/ sound spelt s | Spell words that are often misspelt<br><br>Apply spelling rules patterns to spell new words<br><br>The /ɪ/ sound spelt y elsewhere than at the end of words<br><br>Words with endings sounding like /ʒə/ or /tʃə/, –sure, –ture | Spell words that are often misspelt<br><br>Apply spelling rules patterns to spell new words<br><br>The /ʌ/ sound spelt ou | Spell some words with ‘silent’ letters [e.g. knight, psalm, solemn]<br><br>Use knowledge of morphology and etymology to spell words<br><br>/k/ spelt ch<br>/ʃ/ spelt ch<br>/g/ spelt –gue<br>/k/ spelt –que<br>/s/ spelt sc<br>/eɪ/ spelt ei, eigh, ey | Spell some words with ‘silent’ letters [e.g. knight, psalm, solemn]<br><br>Use knowledge of morphology and etymology and know some words need to be learnt specifically<br><br>/iː/ spelt ei after c<br>letter-string ough |
| **Transcription**<br><br>**Spelling: Prefixes / suffixes**<br><br>Refer to PoS Appendix 1 for detailed information | Division of words into syllables<br>Use the prefix un–<br><br>Use –ing, –ed, –er and –est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest] | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | Use further prefixes and suffixes and understand how to add them<br><br>Adding suffixes beginning with vowel letters to words of more than one syllable<br><br>un–, in–, re–, sub–, inter–, super–, anti–, auto–,<br>–ation, –ly, –tion, –sion, –ssion, –cian, –ous, –sure, –ture, –ically, –icly | Use further prefixes and suffixes and understand how to add them<br><br>l, in– becomes il<br>m or p, in– becomes im–<br>r, in– becomes ir–<br>–sure, –ture, –ically, –icly | Use further prefixes and suffixes and understand the guidance for adding them<br><br>–able/ –ably, –ible/–ibly, -cious, –tious, –tial, –cial | Use further prefixes and suffixes and understand the guidance for adding them<br><br>–spelt, –tion, –sion, –ssion, –cian, –ant, –ance/–ancy, –ent, –ence/–ency, –fer |

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# Steps in Progression Document

## Transcription - Spelling

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Transcription**<br><br>**Spelling: Homophones**<br><br>Refer to PoS Appendix 1 for detailed information | Learn to spell some words that will later be identified as homophones, [e.g. to, of, were, I, your, no, by, here, there, where, one]<br><br>Using letter names to distinguish between alternative spellings of the same sound | Learn some words with alternative graphemes for known phonemes<br><br>Distinguish between homophones and near -homophones<br><br>there/their/they're, here/hear, sun/son, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew,night/knight | Spell further homophones:<br><br>accept/except, ball/bawl, brake/break, grate/great, here/hear, knot/not, mail/male, meat/meet, missed/mist, plain/plane, scene/seen, whose/who's | Spell further homophones:<br><br>affect/effect, berry/bury, fair/fare, groan/grown, heel/heal/he'll, main/mane, medal/meddle, peace/piece, rain/rein/reign, weather/whether | Continue to distinguish between homophones and other words which are often confused<br><br>advice/advise, licence/license, prophecy/prophesy, guessed/guest, led/lead, past/passed | Continue to distinguish between homophones and other words which are often confused<br><br>device/devise, practice/practise, farther/father, heard/herd, morning/mourning, precede/proceed |
| **Transcription**<br><br>**Spelling: Plurals & apostrophes & hyphens** | Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | Learning to spell more words with contracted forms<br><br>Learning the possessive apostrophe (singular) [e.g. the girl's book] | Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] | Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's] | Revise the possessive apostrophe and apostrophes for contraction<br><br>Use of the hyphen to form compound adjectives | Revise the possessive apostrophe and apostrophes for contraction<br><br>Use of the hyphen to avoid awkward repeated vowels in prefixed words |
| **Transcription**<br><br>**Spelling: Dictionaries & thesauruses**<br><br>Refer to PoS Appendix 1 for detailed information | Name the letters of the alphabet:<br><br>Naming the letters of the alphabet in order | Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these | Use the first two letters of a word to check its spelling in a dictionary | Use the first three letters of a word to check its spelling in a dictionary | Use the first three letters of a word to check spelling, meaning or both of these in a dictionary<br><br>Use a thesaurus to identify synonyms | Use the first four letters of a word to check spelling, meaning or both of these in a dictionary<br><br>Use a thesaurus to identify appropriate synonyms and antonyms |

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## Transcription - Spelling

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Transcription**<br><br>**Spelling: Dictation & recall**<br><br>Refer to PoS Appendix 1 for detailed information | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically |
| **Transcription**<br><br>**Spelling: Common exception & spelling words**<br><br>Refer to PoS Appendix 1 for detailed information | The days of the week<br><br>Common exception words:<br><br>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used | Common exception words:<br><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | Learn LKS2 spelling words:<br><br>accident(ally), address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/ although, through, weight | Learn LKS2 spelling words:<br><br>actual(ly), answer, arrive, bicycle, breathe, busy/business. caught, century, circle, consider, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s). grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/ women | Learn UKS2 spelling words:<br><br>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience*, controversy, correspond, definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht | Learn UKS2 spelling words:<br><br>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle |

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## Transcription - Handwriting

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Transcription**<br><br>**Handwriting: Formation & orientation** | Begin to form lower-case letters in the correct direction, starting and finishing in the right place<br><br>Form capital letters<br><br>Form digits 0-9 | Form lower-case letters of the correct size relative to one another<br><br>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency | Write legibly and with increasing speed<br><br>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters | Write legibly, fluently and with increasing speed<br><br>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| **Transcription**<br><br>**Handwriting: Legibility, control & consistency** | Sit correctly at a table, holding a pencil comfortably and correctly<br><br>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters<br><br>Use spacing between words that reflects the size of the letters | Increase the legibility and consistency of their handwriting [e.g. by ensuring that the spacing and size of letters is even] | Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] | Make writing consistent and legible when writing with a range of implements | Choose the writing implement that is best suited for a task |

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