

Brentry Primary  
English Whole School Progression of Skills

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
READING	<b>Word reading – linked to Twinkl Phonics</b>  See Phonics Progression of Skills for full breakdown	Phonics intervention in place for pupils identified as working below expectations.			Codebreakers (Twinkl Phonics for KS2) interventions in place for pupils identified as working below expectations.		Sight-reading and exposure-based interventions in place for pupils who have not responded to phonics-based intervention.	
		<ul style="list-style-type: none"><li>- Apply phonic knowledge and skills to decode words.</li><li>- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li><li>- Read accurately by blending sounds in unfamiliar words.</li><li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>- Read words containing 's, es, ing, ed, er, est' endings.</li><li>- Read other words of more than one syllable.</li><li>- Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</li><li>- Read aloud phonically-decodable texts.</li></ul>	<ul style="list-style-type: none"><li>- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li><li>- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li><li>- Read accurately most words of two or more syllables.</li><li>- Read most words containing common suffixes.</li><li>- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>- Read words in age-appropriate books accurately and fluently, without overt sounding and blending</li><li>- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li></ul>	<ul style="list-style-type: none"><li>- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words he/she meets.</li><li>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>	<ul style="list-style-type: none"><li>- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous.</li><li>- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul>	<ul style="list-style-type: none"><li>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li><li>- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</li></ul>	<ul style="list-style-type: none"><li>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li><li>- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.</li></ul>	
	<b>Comprehension – linked to VIPERS</b>	<b>Vocabulary</b>	<ul style="list-style-type: none"><li>- Draw upon knowledge of vocabulary in order to understand the text</li><li>- Discuss word meanings, linking new meaning to those already known</li><li>- Discuss his/her favourite words and phrases</li></ul>	<ul style="list-style-type: none"><li>- Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li><li>- Draw on what they already know, on background information or known vocabulary to discuss a topic</li><li>- Pupil can recognise some simple recurring literary language in stories and poetry</li></ul>	<ul style="list-style-type: none"><li>- Identify and discuss the meaning of words in context.</li><li>- Identify words and phrases that capture the reader's interest and contribute to the meaning of the text.</li></ul>	<ul style="list-style-type: none"><li>- Identify the language conventions of non-fiction in relation to the text type.</li><li>- Explain the meaning of new words in context.</li><li>- Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text.</li><li>- Use age appropriate dictionaries to check the meanings of words.</li></ul>	<ul style="list-style-type: none"><li>- Explore the meaning of words in a given context within fiction and non-fiction.</li><li>- Evaluate how authors use language to impact the reader.</li><li>- Use age appropriate dictionaries and thesauri to check the meanings of words.</li></ul>	<ul style="list-style-type: none"><li>- Explore the meaning of words in different contexts within fiction and non-fiction.</li><li>- Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader.</li><li>- Use age appropriate dictionaries and thesauri to check the meanings of words.</li></ul>
		<b>Inference</b>	<ul style="list-style-type: none"><li>- Discuss the link between events and the text title.</li><li>- Demonstrate simple inference from the text based on what is said and done</li></ul>	<ul style="list-style-type: none"><li>- Make inferences on the basis of what is said and done in a book he/she is reading independently.</li><li>- Modify their inferences by answering and asking questions.</li></ul>	<ul style="list-style-type: none"><li>- Draw inferences about characters' thoughts and actions.</li><li>- Justify inferences with a single piece of evidence from the text to support one specific point.</li></ul>	<ul style="list-style-type: none"><li>- Draw inferences about characters' feelings and motives.</li><li>- Justify inferences with several pieces of evidence from the text to support one specific point.</li></ul>	<ul style="list-style-type: none"><li>- Draw inferences from within the text about themes and characters' and authors' viewpoints.</li><li>- Justify inferences and views with a variety of references from across the text.</li></ul>	<ul style="list-style-type: none"><li>- Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes.</li><li>- Justify their inferences and views with a variety of inferences and views from across texts and by comparing sources and considering the reliability of information.</li></ul>
		<b>Prediction</b>	<ul style="list-style-type: none"><li>- Predict what might happen with responses linked to the story characters and plot.</li></ul>	<ul style="list-style-type: none"><li>- Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li></ul>	<ul style="list-style-type: none"><li>- Predict what may happen based on both what has been stated (obvious) and implied (less obvious).</li></ul>	<ul style="list-style-type: none"><li>- Predict what may happen based on what has been implied.</li></ul>	<ul style="list-style-type: none"><li>- Predict what may happen based on their understanding of the content and the themes within the text.</li></ul>	<ul style="list-style-type: none"><li>- Predict what may happen based on their wider understanding of content and themes.</li></ul>
		<b>Explain</b>	<ul style="list-style-type: none"><li>- Explain clearly their understanding of what is read to them.</li><li>- Express views about events or characters.</li></ul>	<ul style="list-style-type: none"><li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>	<ul style="list-style-type: none"><li>- Identify the language conventions of non-fiction in relation to the text type.</li><li>- Identify the overarching theme of a text.</li><li>- Identify the structural conventions of non-fiction in relation to the text type.</li><li>- Identify how the structure and presentation of texts contributes to the meaning.</li></ul>	<ul style="list-style-type: none"><li>- Identify the author's message about the theme.</li><li>- Identify the structural conventions of non-fiction in relation to the text type.</li><li>- Identify how the structure and presentation of texts contributes to the meaning.</li></ul>	<ul style="list-style-type: none"><li>- Identify an author's treatment of the same theme across one or several of their books/poems.</li><li>- Explain their thinking through making reference to key details.</li><li>- Identify the structural conventions of non-fiction in relation to the text type.</li><li>- Identify how the structure and presentation of texts contributes to the meaning.</li><li>- Distinguish between fact and opinion.</li></ul>	<ul style="list-style-type: none"><li>- Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives.</li><li>- Explain their thinking through making reference to key details and comparisons.</li><li>- Identify the structural conventions of non-fiction in relation to the text type.</li><li>- Identify how the structure and presentation of texts contributes to the meaning.</li><li>- Distinguish between fact, opinion and bias.</li></ul>
<b>Retrieval</b>	<ul style="list-style-type: none"><li>- Ask and answer 'how' and 'why' questions about what they have read and know where to look for information.</li><li>- Check that the text makes sense to them as they read and go back to self-correct inaccurate reading.</li><li>- Contribute ideas and thoughts to discussion, remembering significant events/key information.</li></ul>	<ul style="list-style-type: none"><li>- Monitor their reading, checking that words they have decoded make sense and fit in with what they have already read.</li><li>- Identify key features in a non-fiction text and use these to help them find information.</li><li>- Remember significant events/key information from a text that has been read to them or that they have read independently.</li></ul>	<ul style="list-style-type: none"><li>- Use contents and subheadings to locate relevant information.</li><li>- Identify a main topic to research, independently and through shared reading.</li></ul>	<ul style="list-style-type: none"><li>- Use contents, indexes, glossaries and subheadings to locate specific information.</li><li>- Use skimming and scanning to locate main ideas in the text.</li><li>- Independently identify key questions to research about a topic.</li></ul>	<ul style="list-style-type: none"><li>- Use skimming and scanning to locate information efficiently across a range of sources.</li></ul>	<ul style="list-style-type: none"><li>- Use skimming and scanning to locate information selectively and precisely across a range of sources.</li><li>- Independently devise key questions and identify themes to research.</li></ul>		

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		<b>Sequence (KS1) / Summarise (KS2)</b>	<ul style="list-style-type: none"><li>- Recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics.</li></ul>	<ul style="list-style-type: none"><li>- Accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales.</li><li>- Discuss the order of events in books and explain how items of information are related.</li></ul>	<ul style="list-style-type: none"><li>- Summarise the main idea/s within a paragraph or section.</li><li>- Make notes from one source to capture key information about a topic through recording or highlighting sentences / key words.</li></ul>	<ul style="list-style-type: none"><li>- Make notes from one source to answer key questions through: highlighting / recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping.</li><li>- Summarise ideas from across several paragraphs or sections.</li></ul>	<ul style="list-style-type: none"><li>- Summarise ideas, events and information from the text as a whole.</li><li>- Make notes from several sources to gather information.</li><li>- Explore and use their own techniques to make notes.</li></ul>	<ul style="list-style-type: none"><li>- Summarise ideas, events and information from the text as a whole.</li><li>- Make notes from several sources to gather information.</li><li>- Explore and use their own techniques to make notes.</li><li>- Refine notes by disregarding irrelevant information.</li></ul>
WRITING	Transcription	<b>Handwriting – linked to PenPals</b>  See Handwriting overview for full breakdown, including EYFS objectives.	<p><b>Revise EYFS objectives:</b></p> <ul style="list-style-type: none"><li>- Sit correctly at a table, holding a pencil comfortably and correctly.</li><li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li><li>- Encounter capital letters in writing of proper nouns.</li></ul> <p><b>Y1 objectives:</b></p> <ul style="list-style-type: none"><li>- Form digits 0–20.</li><li>- Form capital letters</li><li>- Understand which letters belong to which handwriting ‘families’ and practise these.</li><li>- Form some diagonal joins to small letters and ascenders</li></ul>	<ul style="list-style-type: none"><li>- Form lower-case letters of the correct size relative to one another.</li><li>- Use diagonal and horizontal strokes to join letters.</li><li>- Understand which letters, when adjacent to one another, are best left unjoined (break letters).</li><li>- Form digits 0 – 100.</li><li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li><li>- Use spacing between words that reflects the size of the letters.</li><li>- Increase the legibility of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant).</li></ul>	<ul style="list-style-type: none"><li>- Address common misconceptions in the formation and joining of letters, particularly the letters b and p.</li><li>- Recognise patterns in word formation and spelling.</li><li>- Rehearse words with common prefixes and suffixes to achieve fluency in formation.</li></ul>	<ul style="list-style-type: none"><li>- Show consistency in letter height and shape, when forming double letters (particularly those with double ascenders or descenders).</li><li>- Begin to develop strategies for speed in context, while maintaining size, proportion and spacing.</li></ul>	<ul style="list-style-type: none"><li>- Write legibly and fluently by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li><li>- Develop strategies for speed and endurance when writing at length.</li><li>- Write legibly and fluently by choosing the writing implement that is best suited for a task.</li></ul>	<ul style="list-style-type: none"><li>- Write legibly, fluently and with increasing speed in order to develop a personal style.</li><li>- Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</li><li>- Make thoughtful selections when using fonts and letter sizes to enhance the meaning of a text.</li></ul>
		<b>Spelling – linked to Spelling Frame</b>  See Spelling overview for full breakdown, including EYFS objectives.	<p><b>Spellings linked to the Twinkl Phonics scheme and GPC focus for that week/term</b></p> <p>Revise Phases 2 – 4 as needed.</p> <p><b>Phase Five</b></p> <ul style="list-style-type: none"><li>- Learn sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</li><li>- Learn Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked</li></ul>	<p><b>Spellings linked to the Twinkl Phonics scheme and GPC focus for that week/term</b></p> <p><b>Introduce Y2 spelling rules 1 – 27:</b></p> <ul style="list-style-type: none"><li>- ‘-ge’ and ‘-dge’ at the end of words</li><li>- ‘c’ before ‘e’, ‘i’ and ‘y’</li><li>- ‘kn’ and ‘gn’ at the beginning of words</li><li>- ‘y’ at the end of words</li><li>- ‘-ey’</li><li>- ‘-wr’ at the beginning of words</li><li>- ‘a’ after ‘w’ and ‘qu’</li><li>- ‘-el’ at the end of words</li><li>- ‘-al’ at the end of words</li><li>- ‘-il’ at the end of words</li><li>- ‘a’ before ‘l’ and ‘ll’</li><li>- ‘ar’ after ‘w’</li><li>- ‘or’ after ‘w’</li><li>- Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’</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</li><li>- Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’</li><li>- Adding ‘-es’ to nouns and verbs ending in ‘y’</li><li>- Suffixes ‘-ful’, ‘-less’ ‘-ly’ ‘-ment’, ‘-ness’</li></ul>	<p><b>Spellings linked to Spelling Frame rule sets (taken from the National Curriculum)</b></p> <p><b>Revise Y2 spelling rules 1 – 27:</b></p> <ul style="list-style-type: none"><li>- ‘-ge’ and ‘-dge’ at the end of words</li><li>- ‘c’ before ‘e’, ‘i’ and ‘y’</li><li>- ‘kn’ and ‘gn’ at the beginning of words</li><li>- ‘y’ at the end of words</li><li>- ‘-ey’</li><li>- ‘-wr’ at the beginning of words</li><li>- ‘a’ after ‘w’ and ‘qu’</li><li>- ‘-el’ at the end of words</li><li>- ‘-al’ at the end of words</li><li>- ‘-il’ at the end of words</li><li>- ‘a’ before ‘l’ and ‘ll’</li><li>- ‘ar’ after ‘w’</li><li>- ‘or’ after ‘w’</li><li>- Adding endings ‘-ing-, ‘-ed’, ‘-er’, ‘-est’, ‘-y’</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</li><li>- Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘y’</li><li>- Adding ‘-es’ to nouns and verbs ending in ‘y’</li><li>- Suffixes ‘-ful’, ‘-less’ ‘-ly’ ‘-ment’, ‘-ness’</li></ul> <p><b>Introduce Y3/4 spelling rules 1 – 18:</b></p> <ul style="list-style-type: none"><li>-The /eɪ/ sound spelt ‘ei’, ‘eigh’, ‘ey’</li><li>- The /ɪ/ sound spelt ‘y’</li><li>- Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’</li><li>- The /ʃ/ sound spelt ‘ch’</li><li>- The /k/ sound spelt ‘ch’</li><li>- The /t/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>)</li><li>- The /ʌ/ sound spelt ‘ou’ (<i>young, touch</i>)</li><li>- Words ending in ‘-tion’, ‘-sion’, ‘-cian’</li><li>- Words ending in ‘ous’</li><li>- Words with the /s/ sound spelt ‘sc’</li></ul>	<p><b>Spellings linked to Spelling Frame rule sets (taken from the National Curriculum)</b></p> <p><b>Revise Y3/4 spelling rules 1 – 18:</b></p> <ul style="list-style-type: none"><li>-The /eɪ/ sound spelt ‘ei’, ‘eigh’, ‘ey’</li><li>- The /ɪ/ sound spelt ‘y’</li><li>- Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’</li><li>- The /ʃ/ sound spelt ‘ch’</li><li>- The /k/ sound spelt ‘ch’</li><li>- The /t/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>)</li><li>- The /ʌ/ sound spelt ‘ou’ (<i>young, touch</i>)</li><li>- Words ending in ‘-tion’, ‘-sion’, ‘-cian’</li><li>- Words ending in ‘ous’</li><li>- Words with the /s/ sound spelt ‘sc’</li></ul> <p><b>Introduce Y3/4 spelling rules 19 – 35:</b></p> <ul style="list-style-type: none"><li>- Revise contractions from Year 2 and plural apostrophe rules.</li><li>- Possessive apostrophe with singular proper nouns.</li><li>- Learn to identify, distinguish between and spell common homophones</li><li>- Define and spell the Y3/4 statutory spelling list</li></ul>	<p><b>Spellings linked to Spelling Frame rule sets (taken from the National Curriculum)</b></p> <p><b>Revise Y3/4 spelling rules 19 – 35:</b></p> <ul style="list-style-type: none"><li>- Revise contractions from Year 2 and plural apostrophe rules.</li><li>- Possessive apostrophe with singular proper nouns.</li><li>- Learn to identify, distinguish between and spell common homophones</li><li>- Define and spell the Y3/4 statutory spelling list</li></ul> <p><b>Introduce Y5/6 spelling rules 37 – 52:</b></p> <ul style="list-style-type: none"><li>- Words with ‘silent’ letters</li><li>- Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>)</li><li>- Words with the letter string ‘ough’</li><li>- Words ending in ‘-able’ and ‘-ible’</li><li>- Words ending in ‘-ably’ and ‘-ibly’</li><li>- Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</li><li>- The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</li><li>- Words ending in ‘-ant’, ‘-ance’/’-ancy’, ‘-ent’, ‘-ence’/’-ency’</li><li>- Use of the hyphen (<i>co-ordinate, co-operate</i>)</li><li>- Learn to identify, distinguish between and spell homophones</li></ul>	<p><b>Spellings linked to Spelling Frame rule sets (taken from the National Curriculum)</b></p> <p><b>Regularly check retention of all statutory spelling lists from Y1 – Y6.</b></p> <p><b>Revise Y5/6 spelling rules 37 – 52:</b></p> <ul style="list-style-type: none"><li>- Words with ‘silent’ letters</li><li>- Words with the /i:/ sound spelt ‘ei’ after ‘c’ (<i>receive, ceiling</i>)</li><li>- Words with the letter string ‘ough’</li><li>- Words ending in ‘-able’ and ‘-ible’</li><li>- Words ending in ‘-ably’ and ‘-ibly’</li><li>- Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</li><li>- The /ʃəl/ sound, words ending ‘tial’ and ‘cial’ (<i>official, special, artificial, partial, confidential, essential</i>)</li><li>- Words ending in ‘-ant’, ‘-ance’/’-ancy’, ‘-ent’, ‘-ence’/’-ency’</li><li>- Use of the hyphen (<i>co-ordinate, co-operate</i>)</li><li>- Learn to identify, distinguish between and spell homophones</li></ul> <p><b>Revise Y5/6 spelling rules 53 – 61:</b></p> <ul style="list-style-type: none"><li>- 53 Y5/6 a – av</li><li>- 54 Y5/6 aw – cont</li><li>- 55 Y5/6 conv – en</li><li>- 56 Y5/6 eq – f</li><li>- 57 Y5/6 g – le</li><li>- 58 Y5/6 li – pe</li><li>- 59 Y5/6 ph – res</li><li>- 60 Y5/6 rh – suf</li><li>- 61 Y5/6 sug - y</li></ul> <p>Explore word etymology and morphology to recognise patterns in unfamiliar and polysyllabic words to support decoding of meaning and retention of spelling.</p>

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		<b>Composition</b>	<ul style="list-style-type: none"><li>- Write sentences by: saying out loud what they are going to write about.</li><li>composing a sentence orally before writing it.</li><li>sequencing sentences to form short narratives.</li><li>re-reading what they have written to check that it makes sense.</li><li>- Discuss what they have written with the teacher or other pupils.</li><li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul>	<ul style="list-style-type: none"><li>- Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</li><li>writing about real events.</li><li>writing poetry.</li><li>writing for different purposes.</li><li>- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</li><li>writing down ideas and/or key words, including new vocabulary.</li><li>encapsulating what they want to say, sentence by sentence.</li><li>- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</li><li>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.</li><li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</li><li>read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>	<ul style="list-style-type: none"><li>- Plan their writing 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>discussing and recording ideas.</li><li>- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</li><li>organising paragraphs around a theme.</li><li>in narratives, creating settings, characters and plot.</li><li>in non-narrative material, using simple organisational devices (for examples headings and sub-headings).</li><li>- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</li><li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li><li>- Proof-read for spelling and punctuation errors.</li><li>- 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.</li></ul>	<ul style="list-style-type: none"><li>- Plan their writing 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>discussing and recording ideas.</li><li>- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</li><li>organising paragraphs around a theme.</li><li>in narratives, creating settings, characters and plot.</li><li>in non-narrative material, using simple organisational devices (for examples headings and sub-headings).</li><li>- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</li><li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li><li>- Proof-read for spelling and punctuation errors.</li><li>- 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.</li></ul>	<ul style="list-style-type: none"><li>- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>noting and developing initial ideas, drawing on reading and research where necessary.</li><li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li><li>- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li><li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li><li>précising longer passages.</li><li>using a wide range of devices to build cohesion within and across paragraphs.</li><li>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li><li>- Evaluate and edit by: assessing the effectiveness of their own and others' writing.</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>- Proof-read for spelling and punctuation errors.</li></ul>	<ul style="list-style-type: none"><li>- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>noting and developing initial ideas, drawing on reading and research where necessary.</li><li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li><li>- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li><li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li><li>précising longer passages.</li><li>using a wide range of devices to build cohesion within and across paragraphs.</li><li>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li><li>- Evaluate and edit by: assessing the effectiveness of their own and others' writing.</li><li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>- Proof-read for spelling and punctuation errors.</li></ul>
						<ul style="list-style-type: none"><li>- Proof-read for spelling and punctuation errors.</li><li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>	<ul style="list-style-type: none"><li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>	
<b>PUNCTU</b>	<b>Punctuation</b>	<ul style="list-style-type: none"><li>- Use capital letters for names and for the personal pronoun 'I'.</li><li>- Use a question mark at the end of a sentence to indicate a question.</li><li>- Use an exclamation mark at the end of a sentence to indicate an exclamation.</li></ul>	<ul style="list-style-type: none"><li>- Revision of previous year group objectives.</li><li>- Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.</li><li>- Use commas to separate items in lists.</li><li>- Use apostrophes for contraction.</li><li>- Use apostrophes to mark singular possession in nouns.</li></ul>	<ul style="list-style-type: none"><li>- Revision of previous year group objectives.</li><li>- Use inverted commas to punctuate direct speech.</li></ul>	<ul style="list-style-type: none"><li>- Revision of previous year group objectives.</li><li>- Use commas after or before phrases and clauses.</li><li>- Use the possessive apostrophe for singular and plural nouns.</li></ul>	<ul style="list-style-type: none"><li>- Revision of previous year group objectives.</li><li>- Use commas to clarify meaning or avoid ambiguity.</li><li>- Use brackets, dashes or commas to indicate parenthesis.</li><li>- Use apostrophes for contraction and to show possession of singular and plural nouns.</li><li>- Punctuate dialogue accurately.</li></ul>	<ul style="list-style-type: none"><li>- Use full stops, commas, exclamation marks, inverted commas and question marks to punctuate sentences correctly.</li><li>- Use semi-colons or dashes.</li><li>- Use colons and bullet points to punctuate lists.</li><li>- Use hyphens to avoid ambiguity.</li></ul>	

Brentry Primary  
English Whole School Progression of Skills

	Grammar	<ul style="list-style-type: none"><li>- Use 'and' to join words and clauses.</li><li>- Sequence sentences to form short narratives.</li></ul>	<ul style="list-style-type: none"><li>- Identify adjectives, nouns, verbs and adverbs.</li><li>- Understand how a sentence can function as a statement, question, exclamation or command.</li><li>- Use adjectives to describe nouns.</li><li>- Use adjectival phrases to describe nouns.</li><li>- Recognise and use simple past and present tense.</li><li>- Use conjunctions to join ideas in longer sentences: Co-ordination - using 'and', 'or', 'so' and 'but'; Subordination - using 'when', 'where', 'if' and 'because'.</li></ul>	<ul style="list-style-type: none"><li>- Express time, place and cause using subordinating conjunctions (when, before, after, while, so, because).</li><li>- Express time, place and cause using adverbs (then, next, soon, therefore).</li><li>- Express time, place and cause using prepositions (before, after, during, in, because of).</li><li>- Recognise simple sentences and begin to recognise compound and complex sentences.</li><li>- Use and recognise nouns, adjectives and adjectival phrases.</li><li>- Use powerful verbs for effect.</li><li>- Extend sentences with: Co-ordination: using 'and', 'or' and 'but'. Subordination: using a wider range of subordinating conjunctions.</li></ul>	<ul style="list-style-type: none"><li>- Use adverbs to modify verbs.</li><li>- Use conjunctions to express time or cause.</li><li>- Use prepositions to express time and place.</li><li>- Person – understand that writing can be third or first person.</li><li>- Use adverbs and adverbials (prepositional phrases which act as adverbs) to add detail.</li><li>- Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.</li><li>- Use dialogue in narrative or in drama, emphasising the differences between direct and reported speech.</li><li>- Use fronted adverbials.</li></ul>	<ul style="list-style-type: none"><li>- Use a wide range of conjunctions to create compound and complex sentences.</li><li>- Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.</li><li>- Use adverbials of time, place and number to link ideas across paragraphs.</li><li>- Recognise the difference between direct and reported speech and relate to differences between informal and formal speech structures.</li><li>- Use modal verbs to indicate degrees of possibility.</li></ul>	<ul style="list-style-type: none"><li>- Use a wide range of conjunctions to create compound and complex sentences.</li><li>- Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.</li><li>- Use expanded noun phrases to convey complicated information concisely.</li><li>- Distinguish between informal and formal vocabulary and sentence structures.</li><li>- Use passive voice to present information in an objective way.</li></ul>
SPOKEN LANGUAGE		<ul style="list-style-type: none"><li>- Listen and respond appropriately.</li><li>- Ask relevant questions.</li><li>- Maintain attention and participate.</li></ul>	<ul style="list-style-type: none"><li>- Articulate and justify answers.</li><li>- Initiate and respond to comments.</li><li>- Use spoken language to develop understanding.</li></ul>	<ul style="list-style-type: none"><li>- Give structured descriptions.</li><li>- Participate actively in conversation.</li><li>- Consider and evaluate different viewpoints.</li></ul>	<ul style="list-style-type: none"><li>- Articulate and justify common opinions.</li><li>- Speak audibly in Standard English.</li><li>- Gain, maintain and monitor interest of listeners.</li></ul>	<ul style="list-style-type: none"><li>- Give well-structured explanations.</li><li>- Use Standard English in discussions.</li><li>- Consider and evaluate different viewpoints.</li><li>- Use appropriate register.</li></ul>	<ul style="list-style-type: none"><li>- Use questions to build knowledge.</li><li>- Articulate arguments and opinions.</li><li>- Use spoken language to speculate, hypothesise and explore.</li><li>- Use appropriate register and language.</li></ul>