	English Progression of Skills						
	F2	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Oracy / Spoken Language	**Physical** ● To speak audibly so they can be heard and understood ● To use gestures to support meaning in play **Linguistic** ● To use talk in play to practice new vocabulary ● To join phrases with words such as	**Physical** ● To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. ● To speak clearly and confidently in a range of contexts **Linguistic** ● To use vocabulary	**Physical** ● To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, **Linguistic** ● To adapt how they speak in different situations according to audience.	**Physical** ● Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. ● Consider position and posture when	**Physical** ● To consider movement when addressing an audience. ● To use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. **Linguistic** ● To carefully	**Physical** ● To project their voice to a large audience. ● For gestures to become increasingly natural. **Linguistic** ● To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	**Physical** ● to speak fluently in front of an audience ● to have a stage presence ● to consciously adapt tone, pace and volume **Linguistic** ● to vary sentence structures and length for effect

	'if', 'because' 'so' 'could' 'but' **Cognitive** ● To To use 'because' to develop their ideas ● To make relevant contributions and asks questions ● To describe events that have happened to them in detail **Social and emotional** ● To To look at someone who is speaking to them ● To take turns to speak when working in a group	appropriate specific to the topic at hand ● To take opportunities to try out new language, even if not always used correctly. ● To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to…' ● To use conjunctions to organise and sequence ideas e.g. firstly,	● To use sentence stems to signal when they are building on or challenging others' ideas. **Cognitive** ● To ask questions to find out more about a subject. ● To build on others' ideas in discussions. ● To make connections between what has been said and their own and others' experiences.	addressing an audience. **Linguistic** ● To be able to use specialist language to describe their own and others' talk. ● To use specialist vocabulary. ● To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. **Cognitive** ● To offer opinions that aren't their own.	consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. **Cognitive** ● To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. ● To ask probing questions. ● To reflect on their own oracy skills and identify	**Cognitive** ● To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives ● To spontaneousl y respond to increasingly complex questions, citing evidence where appropriate. **Social and emotional** ● Listening for extended periods of time.	when speaking ● to be comfortable using idiom and expressions **Cognitive** ● to construct a detailed argument or complex narrative. ● to spontaneousl y respond to increasingly complex questions **Social & Emotional** ● to use humour effectively ● to be able to read a room or a

		secondly, finally. **Cognitive** ● To offer reasons for their opinions ● To recognise when they haven't understood something and asks a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order.	**Social and emotional** ● To start to develop an awareness of audience e.g. what might interest a certain group. ● To be aware of others who have not spoken and to invite them into discussion. ● Confident delivery ofshort pre-prepared material.	● To reflect on discussions and identify how to improve. ● To be able to summarise a discussion. ● To reach shared agreement in discussions. **Social and emotional** ● To adapt the content of their speech for a specific audience. ● To speak with confidence in front of an audience.	areas of strength and areas to improve. **Social and emotional** ● To use more natural and subtle prompts for turn taking. ● To be able to empathise with an audience. ● To consider the impact of their words on others when giving feedback.	● To speak with flair and passion.	group and take action accordingly ● regulate and articulate emotions ●offer kindness and support to other children

		Social and emotional ● Listens to others and is willing to change their mind based on what they have heard ● To organise group discussions independently of an adult.					
Reading	Hear and say initial sound in words Link sounds to letters, naming and sounding the letters of the alphabet	Become familiar with key stories, fairy stories and traditional tales Retell stories and consider	Listen to, discuss and express views about a wide range of books at a level beyond that which can be read	Read for a range of purposes Use dictionaries to check the meanings of words	Identify themes and conventions Discuss words and phrases that capture the reader's	Make comparisons within and across books Check sense, discuss understanding and explore meaning of	Recommend books to peers Learn poetry by heart Prepare poems and plays for performance

Segment the sounds in simple words and blend them together and know which letters represent some of them

Use phonic knowledge to decode regular words and read them aloud accurately

Use vocabulary and forms of speech that are increasingly influenced by experience of books
Read and understand simple sentences | their particular characteristics

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what has been read

Learn to appreciate | Independently

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done

Ask and answer questions

Predict what might happen on the basis of what has | Explain meaning of words in context

Ask questions to improve understanding of a text

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict from details stated and implied
Identify how language, structure and presentation | interest and imagination

Explain meaning of words in context

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict from details stated and implied
Identify main ideas drawn from more than one paragraph and summarise | words in context

Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Predict what might happen from details stated and implied

Evaluate authors' language choice

Participate in discussion about books | Draw inferences (characters' feelings, thoughts and motives); justify with evidence

Summarise main ideas, identifying key details

Evaluate authors' language choice

Participate in discussion about books

Identify and discuss |

	Read some common irregular words Demonstrate understanding when talking to others about what they have read Continue a rhyming string	rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known	been read so far. Become familiar with and retell a wider range of traditional tales Recognise simple recurring literary language Draw on what is already known and on background information and vocabulary provided by the teacher	contribute to meaning Retrieve and record information from non-fiction Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Participate in discussion about books	Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Read for a range of purposes Use dictionaries to check the meaning of words	Provide reasoned justifications for views Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion Retrieve, record and present information Explain and discuss understanding of reading	themes and conventions Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning

			Read non-fiction books that are structured in different ways				Distinguish between fact and opinion Retrieve, record and present information from non-fiction Participate in discussion about books Provide reasoned justifications for views
Spelling	<td colspan="7" align="center">[Spelling Long-Term & Progression Map]</td>
Handwriting	Can demonstrate large muscle movements.	Maintains a good sitting position. Holds a pencil	Forms lower-case letters of the correct size in some of their writing.	Consistently joins handwriting through independent writing	All handwriting is joined correctly, independentl	Joined handwriting is legible when writing at speed.	Joined handwriting is legible and fluent.

	Can demonstrate small muscle movements. Demonstrates some pencil control.	correctly using a tripod grip. Starting to form lowercase letters with the correct orientation. Beginning to form capital letters. Beginning to form digits 0-9. Separates words with spaces.	Starting to use some of the diagonal and horizontal strokes to join letters. Uses spacing between words that reflects the size of the letters. Forms capital letters and digits of the correct size and orientation.	Letters are consistently sized. Letters are properly spaced.	y and fluently. Clear ascending strokes. Clear descending strokes.	Can choose an un-joined style for certain tasks like labelling or form-filling.	Legibility in joined handwriting is maintained when writing at speed. Can choose the standard of handwriting appropriate for a particular task.
Spaces		Use spaces to separate	Use spaces that reflect the size of	Consolidate learning from previous	Consolidate learning from previous		

		words.	the letters.	years.	years.		
Capital letters		Use capital letters for the start of a sentence, names, personal pronouns.	Use capital letters correctly.	Consolidate learning from previous years.	Consolidate learning from previous years.		
Full stops		Begin to use full stops.	Use full stops to correctly demarcate sentences .	Consolidate learning from previous years.	Consolidate learning from previous years.		
Question marks		Begin to use question marks.	Use question marks to correctly demarcate sentences.	Consolidate learning from previous years.	Consolidate learning from previous years.		
Exclamation marks		Begin to use exclamati	Use exclamati on marks	Consolidate learning from	Consolidate learning from		

		on marks.	to correctly demarcate sentences.	previous years.	previous years.		
Apostrophes		Read words with contractions.	Apostrophes used to mark where letters are missing in spelling. Possessive apostrophes used for singular nouns.	Consolidate learning from previous years.	Apostrophes used to mark plural possession. The grammatical difference between plural and possessive -s.	Consolidate learning from previous years.	Consolidate learning from previous years.
Commas			Use commas to separate items in lists.	Consolidate learning from previous years.	Use a comma after a fronted adverbial.	Commas used to clarify meaning or avoid ambiguity.	Consolidate learning from previous years.

Inverted commas				Introduce inverted commas and other punctuation to indicate direct speech.	Use inverted commas and other punctuation to indicate direct speech.	Choose the position of the reporting clause (e.g. before or after the spoken words).	Consolidate learning from previous years.
Parenthesis						Brackets, dashes or commas used to mark parenthesis.	Consolidate learning from previous years.
Semi-colons, colons and dashes							Semi-colons, colons and dashes used to mark boundaries between

							clauses. Colons used to introduce a list.
Bullet points							Bullet points used to list informat ion.
Hyphens							Hyphen s used to avoid ambigu ity
Nouns		Introduce the term noun. Regular plural noun suffixes -s or -es	Distinguish between common and proper nouns. Formatio n of nouns using	Formation of nouns using a range of prefixes (super-, anti-, auto-).	Introduce collective nouns (e.g. flock of sheep, herd of cows).	Understan d the difference between concrete nouns and abstract nouns.	Consolidat e learning from previous years.

		including the effects of these suffixes on the meaning of the noun.	suffixes such as -ness, -er and compounding.				
Noun phrases			Use expanded noun phrases for description and specification.	Consolidate learning from previous years.	Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Noun phrases expanded by non-finite clauses (e.g. vanilla ice-cream drizzled in raspberry sauce).	Use expanded noun phrases to convey complicated information concisely.
Adjectives		Introduce the term adjective. Add '-er' and	Use adjectives to create descripti	Begin to choose appropriate adjectives.	Consolidate learning from previous years.	Consolidate learning from previous years.	Consolidate learning from previous years.

			'-est' to adjectives where no change is needed to the root word.	on, including in expanded noun phrases. Formation of adjectives using suffixes -ful, -less. Use of the **suffixes** -er and -est to create comparative and superlative adjectives.			
Determiners				Introduce the term determine	Forms a and an according	Use and recognise a range of	Consolidate learning from	Consolidate learning from

			r, for example when talking about expanded noun phrases.	to whether the next word begins with a consonant or a vowel.	determiners (e.g. articles, demonstratives, quantifiers, possessives).	previous years.	previous years.
Verbs		Introduce the term verb explaining that many verbs are doing words.	Talk about verbs as doing and being words.	Establish that verbs can be doing, being and having words.	Consolidate learning from previous years.	Indicate degrees of possibility with modal verbs. Use prefixes for verbs: 'dis-', 'de-', 'mis-', 'over-', 're-'. Convert nouns and adjectives into verbs using	Use of the passive voice to affect the presentation of information in a sentence [e.g., I broke the window in the green house versus: The window in the

							suffixes: '-ate', '-ise', '-ify'.	greenhou se was broken (by me)].
Tense			Simple past tense '-ed'. Using -ed where no change is needed in the spelling of root words.	Correct and consistent use of past and present tense. Progressive form of verbs in the past and present tense.	Use the present perfect form of verbs instead of the simple past.	Recognise that the subject of a sentence can be in the first, second or third person. Check that subjects and verbs agree, and that use of tense is consistent.	Use the perfect form of verbs to mark relationshi ps of time and cause (to include the past perfect form of verbs).	Consolidat e learning from previous years.
Adverbs and adverbials			Suffix '-ly' added in Standar d English	Establish that not all adverbs end -ly (e.g. always,	Fronted adverbials. Comma after fronted	Indicate degrees of possibility with adverbs.	Consolidat e learning from previous years.

			to turn adjectives into adverbs.	well, nevertheless). Express time, place and cause using adverbs [for example, then, next, soon, therefore].	adverbial.	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]	
Sentences		How words can combine to make sentences. Sequencin	How the grammatical patterns in a sentence indicate	Consolidate learning from previous years.	Consolidate learning from previous years.	Relative clauses beginning with who, which, where, why,	Consolidate learning from previous years.

		g sentences to form short narratives.	its function as a statement, question, exclamation or command.			whose, that, or an omitted relative pronoun.	
Conjunctions		Join words and clauses using and.	Subordination (when, if, that, because). Coordination (or, and, but).	Expressing time, place and cause using conjunctions [e.g., when, so, before, after, while, because].	Use a wider range of conjunctions.	Consolidate learning from previous years.	Consolidate learning from previous years.
Prepositions				Expressing time, place and cause using prepositions (for example, before,			

				after, during, in, because of).			
Paragraphs				Introduction to paragraphs as a way to group related material. Use headings and sub headings to aid presentation.	Use of paragraphs to organise ideas around a theme.		
Cohesion					Appropriate choice of pronoun or noun across sentences	Devices to build cohesion with a paragraph [e.g.,	Linking ideas across paragraphs using a wider range of

					to aid cohesion and avoid repetition.	then, after that, this, firstly].	cohesive devices: repetition of a word or phrase, grammatic al connecti ons, the use of adverbia ls, and ellipses.
Levels of formality					Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or		The differenc e between vocabul ary typical of informal speech and vocabular y appropriat

					I did instead of I done]		e for formal speech and writing [e.g., find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech

							and writing [e.g., the use of question tags e.g. *He's your friend, isn't he?* Or the use of the subjunctive forms such as <u>If I were</u> or <u>Were they to come</u> in some very formal writing and speech]