**English Curriculum Progression.**

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|  | **Progression in Grammar** |
|  | **Year 1**  | **Year 2** | **Year 3 and 4** | **Year 5 & 6** |
| **Writing –** **vocabulary, grammar and punctuation**  | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: ● leaving spaces between words ● joining words and joining clauses using *and* ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ● learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.  | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: ● learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: ● sentences with different forms: statement, question, exclamation, command ● expanded noun phrases to describe and specify [for example, the blue butterfly] ● the present and past tenses correctly and consistently including the progressive form ● subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ● the grammar for year 2 in English Appendix 2 ● some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.  | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: ● extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ● using the present perfect form of verbs in contrast to the past tense ● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● using conjunctions, adverbs and prepositions to express time and cause ● using fronted adverbials ● learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: ● using commas after fronted adverbials ● indicating possession by using the possessive apostrophe with plural nouns ● using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately  | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: ● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ● using passive verbs to affect the presentation of information in a sentence ● using the perfect form of verbs to mark relationships of time and cause ● using expanded noun phrases to convey complicated information concisely ● using modal verbs or adverbs to indicate degrees of possibility ● using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: ● using commas to clarify meaning or avoid ambiguity in writing ● using hyphens to avoid ambiguity ● using brackets, dashes or commas to indicate parenthesis ● using semi-colons, colons or dashes to mark boundaries between independent clauses ● using a colon to introduce a list ● punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.  |

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| **Appendix 2** |
|  | **Year 1**  | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Word |

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| Regular **plural noun suffixes** –*s* or –*es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]  |

 | Formation of **nouns** using **suffixes** such as –*ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**  | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]  | The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]  | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]  | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].  |
| Sentence | How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*  | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command  | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]  | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]  | **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]  | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]  |
| Text |

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| Sequencing **sentences** to form short narratives  |

 | Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]  | Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]  | Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition  | Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]  | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]  |
| Punctuation | Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*  | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl’s name*]  | Introduction to inverted commas to **punctuate** direct speech  | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*] **Apostrophes** to mark **plural** possession [for example, *the girl’s name*, *the girls’ names*] Use of commas after **fronted adverbials**  | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity  | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]  |
| Terminology for pupils | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark  | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verbtense (past, present) apostrophe, comma  | preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)  | determiner pronoun, possessive pronoun adverbial  | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity  | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points  |

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils’ understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

From introduction to Appendix

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| **Progression in Writing Composition** |
|  | **Year 1**  | **Year 2** | **Year 3 and 4** | **Year 5 & 6** |
| **Purpose**  | Write sentences by: ● sequencing sentences to form short narratives  | Develop positive attitudes towards and stamina for writing by: ● writing narratives about personal experiences and those of others (real and fictional) ● writing about real events ● writing poetry ● writing for different purposes **Non-statutory guidance and overviews** Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.  | See below **Non-statutory guidance and overviews** Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.  | See below **Non-statutory guidance and overviews** By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.  |
| **Planning Writing** |  |  |

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| 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 ● discussing and recording ideas **Non-statutory guidance and overviews** Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.  |

 | 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 ● noting and developing initial ideas, drawing on reading and research where necessary ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Non-statutory guidance and overviews** Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.  |
| **Draft and write** | Write sentences by: ● saying out loud what they are going to write about ● composing a sentence orally before writing it ● re-reading what they have written to check that it makes sense **Non-statutory guidance and overviews** At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.  | Consider what they are going to write before beginning by: ● planning or saying out loud what they are going to write about ● writing down ideas and/or key words, including new vocabulary ● encapsulating what they want to say, sentence by sentence **Non-statutory guidance and overviews** In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.  | 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 (English Appendix 2) ● organising paragraphs around a theme ● in narratives, creating settings, characters and plot ● in non-narrative material, using simple organisational devices [for example, headings and sub-headings] **Non-statutory guidance and overviews** Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.  | Draft and write by: ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] **Non-statutory guidance and overviews** Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.  |
| **Evaluate and Edit** | Discuss what they have written with the teacher or other pupils **Non-statutory guidance and overviews** Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

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 | Make simple additions, revisions and corrections to their own writing by: ● evaluating their writing with the teacher and other pupils ● 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 ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] **Non-statutory guidance and overviews** Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of. | Evaluate and edit by: ● assessing the effectiveness of their own and others’ writing and suggesting improvements ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors  | Evaluate and edit by: ● assessing the effectiveness of their own and others’ writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors  |
| **Reading Writing** | Read aloud their writing clearly enough to be heard by their peers and the teacher.  | 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 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.  |

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| **Progression in Reading** |
|  | **Year 1**  | **Year 2** | **Year 3 and 4** | **Year 5 & 6** |
| **Listen to and discuss texts** **Reading for pleasure**  | Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: ● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● being encouraged to link what they read or hear read to their own experiences **Non-statutory guidance and overviews** At the same time [as having practise reading books consistent with their developing phonic knowledge] [pupils] will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.  | Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently **Non-statutory guidance and overviews** Teachers should make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.  | Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks **Non-statutory guidance and overviews** Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.  | Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: ● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks **Non-statutory guidance and overviews** By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. [Pupils] should be reading widely and frequently, outside as well as in school, for pleasure and information. Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.  |
| **Oral retelling**  | ● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● recognising and joining in with predictable phrases  | ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  | ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising simple recurring literary language in stories and poetry  | ● increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions **Non-statutory guidance and overviews** Pupils] should be able to summarise and present a familiar story in their own words.  |
| **Poetry and playscripts** **Reciting by heart** **Performing**  | ● learning to appreciate rhymes and poems, and to recite some by heart  | ● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  | ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action **Non-statutory guidance and overviews** Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.  | ● learning a wider range of poetry by heart ● preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience **Non-statutory guidance and overviews** Pupils] should be able to prepare readings, with appropriate intonation to show their understanding  |
| **Developing vocabulary** **Interest in language**  | ● discussing word meanings, linking new meanings to those already known **Non-statutory guidance and overviews** Pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. Pupils’ vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing | ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● discussing their favourite words and phrases **Non-statutory guidance and overviews** Pupils should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Deliberate steps should be taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.  | ● using dictionaries to check the meaning of words that they have read ● discussing words and phrases that capture the reader’s interest and imagination **Non-statutory guidance and overviews** Pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.  | **Non-statutory guidance and overviews** Pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. Pupils should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Reading – word reading: When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.  |
| **Genres** |

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| **Non-statutory guidance and overviews** By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.  |

 |  | * reading books that are structured in different ways and reading for a range of purposes
* recognising some different forms of poetry [for example, free verse, narrative poetry]

**Non-statutory guidance and overviews** They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).  |

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| * reading books that are structured in different ways and reading for a range of purposes

**Non-statutory guidance and overviews** They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.  |

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| **Themes** |  |  | ● identifying themes and conventions in a wide range of books **Non-statutory guidance and overviews** Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.  | ● identifying and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● recommending books that they have read to their peers, giving reasons for their choices **Non-statutory guidance and overviews** Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.  |
| **Engaging with meaning and thinking about text**  | Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read and correcting inaccurate reading  | Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read and correcting inaccurate reading **Non-statutory guidance and overviews** Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

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 | Pupils should be taught to understand what they read, in books they can read independently, by: ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  | Pupils should be taught to understand what they read by: ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  |
| **Structure and organisation** **Summarising and deduction**  | ● discussing the significance of the title and events  | ● discussing the sequence of events in books and how items of information are related ● being introduced to non-fiction books that are structured in different ways **Non-statutory guidance and overviews** Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character’s behaviour in a story; why certain dates are commemorated annually). ‘Thinking aloud’ when reading to pupils may help them to understand what skilled readers do.  | ● identifying main ideas drawn from more than one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning  | ● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning **Non-statutory guidance and overviews** Pupils should be able to summarise and present a familiar story in their own words.  |
| **Inference, prediction and enquiry**  | ● making inferences on the basis of what is being said and done ● predicting what might happen on the basis of what has been read so far **Non-statutory guidance and overviews** However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.  | ● making inferences on the basis of what is being said and done ● answering and asking questions ● predicting what might happen on the basis of what has been read so far  | ● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● asking questions to improve their understanding of a text ● predicting what might happen from details stated and implied  | ● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● asking questions to improve their understanding of a text ● predicting what might happen from details stated and implied  |
| **Role-play and drama** |

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| **Non-statutory guidance and overviews** Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.  |

 | **Non-statutory guidance and overviews** Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.  | **Non-statutory guidance and overviews** Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.  |  |
| **Rules for discussion** **Explanation**  | ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them **Non-statutory guidance and overviews** Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.  | ● participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves **Non-statutory guidance and overviews** Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.  | ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say **Non-statutory guidance and overviews** Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.  | ● participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously ● explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ● provide reasoned justifications for their views **Non-statutory guidance and overviews** Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.  |
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| **Non-fiction** **Library services** **Selecting books**  |

 | **Non-statutory guidance and overviews** Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.  |  | * retrieve and record information from non-fiction

**Non-statutory guidance and overviews** In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.  | * retrieve, record and present information from non-fiction
* distinguish between statements of fact and opinion

**Non-statutory guidance and overviews** In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.  |
| **Figurative language**  |  |  | **Non-statutory guidance and overviews** They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.  | * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

**Non-statutory guidance and overviews** Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.  |

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| **Progression in Handwriting** |
|  | **Year 1**  | **Year 2** | **Year 3 and 4** | **Year 5 & 6** |
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| Pupils should be taught to: ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● form digits 0-9 ● understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these **Non-statutory notes and guidance** Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.  |

 | Pupils should be taught to: ● form lower-case letters of the correct size relative to one another ● 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 ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters **Non-statutory notes and guidance** Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.  |  Pupils should be taught to: ● 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 ● increase the legibility, consistency and quality of their handwriting [for example, 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] **Non-statutory notes and guidance** Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. | Pupils should be taught to: ● write legibly, fluently and with increasing speed by: ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task. **Non-statutory notes and guidance** Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.  |