English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Spoken Language	• I can enjoy listening to longer stories and can remember much of what happens • I am trying hard to pay attention to more than one thing at a time • I can use a wider range of vocabulary • I understand a question or instruction that has two parts • I understand 'why' questions • I sing a large repertoire of songs • I know many rhymes, can talk about familiar books and be able to tell a long story • I develop communication, but may continue to have problems with irregular tenses and plurals • I may have problems saying some sounds • I use longer sentences of four to six words • I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions •I can start a conversation with an adult or a friend and continue it for many turns • I can use talk to organise myself and my play	• I understand how to listen carefully and why listening is important • I learn new vocabulary • I use new vocabulary through the day • I ask questions to find out more and to check my understanding of what has been said to me • I can articulate ideas and thoughts in well-formed sentences • I can connect one idea or action to another using a range of conjunctions • I can describe events in some detail • I use talk to help work out problems and organise thinking and activities • I can explain how things work and why they might happen. • I can use social phrases • I can engage in story time •I can listen to and talk about stories to build familiarity and understanding • I can listen carefully to and learn rhymes and songs, paying attention to how they sound. • I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. •I make comments about what I have heard and ask questions to clarify their understanding. •I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers • I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. •I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher	• I respond differently to adults and children, showing an awareness that people use different kinds of speech in different circumstances. • I explain simple things and express feelings. • I provide descriptions and tell a simple narrative. • I speak before a group of 30, gaining the interest of listeners. • I express an opinion and substantiate it with one reason (speaking in simple and compound sentences). • I actively listen and respond to others in discussions: i.e. join in conversations; ask and answer questions; share opinions. • I maintain concentration in discussions for reasonable periods of time. • I listen attentively for reasonable periods of time (e.g. during assembly). • I enact simple characters in role play - using appropriate language. • I recite some rhymes and poems by heart.	• I speak audibly and fluently & begin to use Standard English • I read aloud with appropriate intonation to make the meaning clear. • I provide appropriate descriptions; communicate feelings appropriately; provide a simple explanation. • I am increasingly aware that people use different kinds of speech in different circumstances. • I can gain the interest of the listener; sometimes able to monitor the listener's response. • I know that different people have different ideas, I listen to these and contribute. • I use spoken language to explore ideas and learn, independently in small groups: to imagine, make guesses and predict. • I participate in discussion about books and poems read to them and those they can read for themselves, taking turns and listening to what others say. • I use drama and role-play to develop understanding of characters and events and order ideas for writing. • I recite some poems by heart, with appropriate intonation to make the meaning clear.	• I speak audibly and fluently with an increasing command of Standard English. • I am starting to be able to select and use appropriate registers (tone and volume). • I read aloud my own writing, controlling the tone and volume so that the meaning is clear; rehearse poems for presentation and performance. • I give appropriate descriptions, explanations and narratives for different purposes; express feelings appropriately. • I maintain relevant topic in collaborative talk. • I listen to and participate in discussion about books and texts, taking turns and listening to what others say. • I can advance knowledge and understanding of a subject independently through small group discussion, and discuss learning. • I work independently and collaboratively in small teams to produce and evaluate ideas. • I prepare play scripts to read aloud and to perform effectively (with some understanding of tone, volume, intonation and action). • I speak clearly and audibly before an audience outside of the classroom	• I continue to speak audibly and fluently with an increasing command of Standard English. • I am familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through formal presentation. • I am growing in the ability to monitor the listener's response and adjust accordingly. • I prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • I understand there are different arguments and viewpoints, responding appropriately. • I articulate answers and opinions, being able to justify their response. • I begin to understand the process of debate. • I develop, agree on, and evaluate rules for effective discussion, showing the ability to evaluate their own contribution to a discussion and to change how they contribute in future as a result • I perform confidently, showing an understanding of tone, intonation, volume and action before an audience outside of the classroom • I perform improvised dialogue/event to others.	• I give extended descriptions, explanations and narratives for different purpose; express feelings appropriately. • I explain their understanding of what they have read, including through formal presentation, maintaining a focus on the topic. • I gain, maintain and monitor the interest of the listener. • I collaborate in a group to prepare a presentation. • I debate with increasing understanding Collaborate in a group to discuss and deepen understanding of what I am learning. • I use small group or whole class discussions to speculate, hypothesise, imagine and explore ideas without behavioural support from teacher. • I participate in discussions effectively and I can challenge views politely. • I make use of opportunities to devise and script drama for one another and a range of audiences. • I adopt, create and sustain a range of roles in drama and improvisation.	• I am confident to select and use appropriate registers (tone and volume) for effective communication, including a command of Standard English. • I demonstrate a degree of confidence and mastery of language when describing or explaining before the class. • I prepare poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience. • I express feelings appropriately, selecting the appropriate audience. • I understand and use the conventions for discussion and debate. • I develop own and others' knowledge, understanding and ideas in different ways through unsupervised group discussion. • I can effectively shape the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings. • I ask and respond to questions to demonstrate a secure understanding of topics under discussion. • I can rehearse, refine and perform drama and theatre performances. • I can respond thoughtfully to drama and theatre performances.

English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Handwriting	• I use large-muscle movements to wave flags and streamers, paint and make marks • I can use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand • I can write some letters accurately	• I can develop my fine motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing • I can use my core muscle strength to achieve a good posture when sitting at a table • I can develop the foundations of a handwriting style which is fast, accurate and efficient. •I can write recognisable letters, most of which are correctly formed	• I sit correctly at a table, holding a pencil comfortably and correctly • I form the digits 0-9 correctly • I form lower case letters in the correct direction, starting and finishing in the right place • I name letters of the alphabet in order I form capital letters	• I use some of the diagonal and horizontal strokes needed to join letters • I understand which letters are best left unjoined • I write capital letters of the correct size/ orientation to one another • I use spacing between words that reflects the size of the letters • I form lower case letters of the correct size relative to one another	• I increase the legibility, consistency and quality of my handwriting • I understand which letters are best left unjoined • I use some of the diagonal and horizontal strokes needed to join letters	• I use some of the diagonal and horizontal strokes needed to join letters • I understand which letters are best left unjoined • I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistance; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	• I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters • I choose the writing implement that is best suited for a task	• I produce legible joined handwriting and develop my own personal fluent joined handwriting style

English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Spelling	• I can spot and suggest rhymes. • I can count or clap syllables in a word • I recognise words with the same initial sound, such as money and mother	• I can spell words by identifying sounds in them and represent the sounds with a letter or letters	• I spell unknown words using my sounds (phonetically plausible) • I use suffixes ing, ed,er and est where no change is needed in the spelling of the root word • I write from memory simple dictated sentences including words taught so far • I use letter names to show alternative spellings of the same phonemes • I spell words that use suffixes for plurals or third person	• I segment spoken words into sounds and record these as graphemes • I spell longer words using suffixes such as ment, ness, ful, less, ly • I spell common exception words • I use apostrophes for the most common contracted words • I spell words with different spellings • I identify and apply my knowledge of homophones/ near homophones	• I use the first two or three letters of a word to check spelling in a dictionary • I spell words with additional prefixes and suffixes and understand how to add them to root words • I spell correctly word families based on common words • I identify root words in longer words • I recognise and spell additional homophones • I make comparisons from a word already known to apply to an unfamiliar word • I spell some identified commonly misspelt words from the year 3/4 list	• I use the first two or three letters of a word to check spelling in a dictionary • I spell words with additional prefixes and suffixes and understand how to add them to root words • I use plural 's' and possessive 's' correctly • I recognise and spell additional homophones • I spell identified commonly misspelt words from the year 3/4 list	• I form verbs with prefixes • I use the first three or four letters of a word to check spelling or meaning in a dictionary • I begin to proof read my work for spelling and punctuation errors • I spell some words with silent letters • I convert nouns and adjectives into verbs by adding a suffix • I distinguish between homophones which are often confused • I can spell words from the Year5/6 list	• I use a range of spelling strategies not just phonics • I use a dictionary to check spelling/ meaning • I proof read and edit my work to check for spelling and punctuation errors • I ensure I use the correct homophone • I spell most words with silent letters • I change verbs into nouns by adding suffixes (tion/ sion/ ment) • I make sure that I can spell the vast majority of words that appear in the Year5/6 list

English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Composition	• Write some or all my name • I use some of my print and letter knowledge in my early writing	• I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • I can re-read what I have written to check that it makes sense • I can write simple phrases and sentences that can be read by others	• I say a sentence out loud before I write it down. • I plan my writing by saying what I am going to be writing about • I read my own writing aloud so it can be heard by others and checked for sense • I sequence sentences to form short narratives • I use a sequence of sentences in chronological order to recount an event/ experience	• I develop stamina for writing by writing for different purposes • I plan and discuss the content of my writing • I evaluate my writing independently and with my teacher by making simple additions and corrections • I write, from memory, simple dictated sentences • I proof read to check for errors in spelling, grammar and punctation • I make changes using pink pen, sometimes independently and sometimes with discussions with an adult, to improve the effect and impact of my writing (Summer term)	• I write a non-narrative using simple organisational devices such as headings and sub-headings • In narrative writing, I develop resolutions and endings • I make improvements by proposing changes to grammar and vocabulary to improve consistency • I look at and discuss different models for writing, taking account of purpose and audience • I plan my writing by discussing and recording ideas • I write a narrative with a clear structure, setting, character and plot • I suggest improvements through assessing my writing with peers and through self-assessment • I identify structure, grammatical features and use of vocabulary for effect in texts • I compose sentences using a wide range of structures linked to the grammar objectives • I begin to organise paragraphs around a theme	• I write, from memory, simple dictated sentences that include words and punctuation taught • My narrative writing is organised into clear sequences with more than a basic beginning, middle and end • I write a narrative with a clear structure, setting, character and plot • I include key vocabulary and grammar choices that link to the style of writing • I begin to open paragraphs with topic sentences and organise them around a theme • My endings are developed and close the narrative appropriately relating to the beginning or a change in a character	• I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade • I organise writing into paragraphs to show different information or events • I link ideas within paragraphs • I develop characters through action, description and dialogue • I add well-chosen detail to interest the reader • My settings are used to not only create atmosphere, but also to indicate a change • Models from my reading are often used or integrated into my writing • I manage shifts in time and place effectively and guide the reader through my text	• I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms • I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event • I adapt the grammar and vocabulary used to suit the audience and purpose • I create atmosphere and describe settings • I describe and integrate dialogue to convey character and advance the action • I add detail to my writing by using expanded noun phrases to add precision, detail and qualification • My pink pen editing shows evaluative and reflective thinking evidenced by thoughtful and effective changes • My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy

English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Grammar		• I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	• I use the personal pronoun 'I' • I use 'and' to join ideas in a sentence • I may attempt to use other conjunctions • I make sure that word choices are relevant to the context and I use word banks to support this • I begin to use adjectives to add detail to my sentences	• My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing • I use expanded noun phrases to describe, expand and specify • I use subordination • I use sentences with different forms: statements, questions, exclamation and commands • I use co-ordination • I use present and past tenses correctly and consistently including the progressive form • I use adjectives, adverbs and expanded noun phrases to add detail and specify	• I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing • I recognise and use determiners 'a', 'an' and 'the' appropriately • I use the perfect form of verbs instead of simple past • I understand the purpose of adverbs • I use adverbs effectively in my writing • I use conjunctions, adverbs and prepositions to express time and cause • My word choices are adventurous and carefully selected to add detail and to engage the reader • I add detail using expanded noun phrases before and after the noun and with the use of adverbials	• I use a range of sentences with more than one clause through the use of conjunctions • I use a wider range of conjunctions • I use the correct article 'a' or 'an' • My sentences are often opened in different ways to create effects • I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency • I use fronted adverbials of place, time and manner • I use expanded noun phrases with modifying adjectives • I use adverbs and prepositions to express time, place and cause • I build cohesion within paragraphs through controlled use of tense • I use standard English for verb inflictions – instead of spoken forms	• I ensure the correct and consistent use of tense throughout a piece of writing • I start sentences in different ways • I use a thesaurus for alternative word choices • I use stylistic devices to create effects in writing • I use modal verbs or adverbs to indicate degrees of possibility • I use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun • I make improvements to my writing by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • I use the perfect form of verbs to mark relationships of time and cause • I choose words for deliberate effect and I use them thoughtfully and with precision	• I use the correct tense throughout a piece of writing • I use modal verbs appropriately to suggest degrees of possibility • I add precision, detail and qualification using prepositional phrases or adverbs • I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect • I use a range of cohesive devices within and across sentences and paragraphs • I ensure correct subject verb agreement in singular and plural • I use a wide range of clause structures, varying their position within a sentence • I use structures of very formal speech – subjunctive form • I use modal verbs to position an argument • I use a range of verb forms to create subtle meaning • I use passive voice to present information with a different emphasis • My vocabulary choices are imaginative, create impact and enhance meaning

English Progression Map

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Theme	Punctuation		•I can use a capital letter and full stop •I can use a capital letter for the start of my name	• I leave space between words • I use a capital letter for the start of a sentence • I begin to use other punctuation such as exclamation and question marks • I use a full stop accurately • I use capital letters for the names of people, places and days of the week	• I use capital letters and full stops – most are correct • I mostly use exclamation and question marks accurately • I use capital letters for the personal pronoun I and most proper nouns • I begin to use commas to separate items in a list • I sometimes use apostrophes for singular possession	• I begin to use inverted commas for some direct speech • I use apostrophes for possession with increasing accuracy including plural possession • Commas are sometimes used to mark clauses and phrases	• All my sentences are correctly demarcated • I use apostrophes for omission and possession • I secure the use of punctuation in direct speech, including the comma after the reported clause • I almost always use commas for fronted adverbials	• I use commas to clarify meaning or avoid ambiguity • I use colons to introduce a list • I use inverted commas and other punctuation to accurately indicate direct speech • I use brackets, dashes or commas to indicate parenthesis	• I can mostly use commas correctly to mark phrases and clauses • I make some correct use of a further range of punctuation across a range of writing • I can use punctuation for parenthesis mostly correctly
Vocabulary		letter, capital letter	full stop, sentence	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, verb tense (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