



# Westfield Primary School - English Skills Progression.



Skills	EYFS
Reading- Word	<p>Has some favourite stories, rhymes, songs, poems or jingles.  Repeats words or phrases from familiar stories.  Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.  Recognises familiar words and signs such as own name and advertising logos.  Looks at books independently  Handles books carefully.  Knows information can be relayed in the form of print.  Continues a rhyming string.  Hears and says the initial sound in words.  Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Links sounds to letters, naming and sounding the letters of the alphabet.  Begins to read words and simple sentences.  Knows that information can be retrieved from books and computers.</p> <p><u>Early Learning Goal</u>  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
Reading- Comprehension	<p><i>COMMUNICATION AND LANGUAGE</i></p> <p><b><u>UNDERSTANDING</u></b>  Understands use of objects (e.g. "What do we use to cut things?")  Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  Responds to simple instructions, e.g. to get or put away an object.  Beginning to understand 'why' and 'how' questions.  Responds to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Early Learning Goal</u>  Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>SPEAKING</u></b>  Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.  Holds a conversation, jumping from topic to topic.  Learns new words very rapidly and is able to use them in communicating.  Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p>



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	<p>Uses a variety of questions (e.g. <i>what, where, who</i>).</p> <p>Uses simple sentences (e.g. ' <i>Mummy gonna work.</i>')</p> <p>Beginning to use word endings (e.g. <i>going, cats</i>).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down, slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. ' <i>This box is my castle.</i>'</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p><u>Early Learning Goal</u></p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p><i>Read and understand simple sentences.</i></p>
Writing-transcription	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><u>Early Learning Goal</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><i>Uses phonic knowledge to write simple words.</i></p>



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<b>Writing-handwriting</b>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
<b>Writing-composition</b>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<b>Writing-Vocabulary, grammar and punctuation</b>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<b>Spelling</b>	Phonics



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The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 1 and 2 all pupils should be able to:

• read easily, fluently and with good understanding.
• develop the habit of reading widely and often, for both pleasure and information
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
• appreciate our rich and varied literary heritage
• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	<b>Year 1</b>	<b>Year 2</b>
<b>Topics studied</b>	<b>Fiction</b> Traditional tales Stories from other cultures <b>Non fiction</b> Instructions Leaflets <b>Poetry</b> Shape poems	<b>Fiction</b> Traditional tales Stories from other cultures  <b>Non fiction</b> Instructions Explanations Non chronological reports <b>Poetry</b> Acrostic poems



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<b>Reading - Word Reading</b>	<ul style="list-style-type: none"><li>•Apply phonic knowledge to decode words</li><li>•Speedily read all 40+ letters/groups for 40+ phonemes</li><li>•Read accurately by blending taught GPC</li><li>•Read common exception words</li><li>•Read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>•Read multisyllable words containing taught GPCs</li><li>•Read contractions and understanding use of apostrophe</li><li>•Read exception words, noting unusual correspondences</li><li>•Accurately read aloud books that are consistent with their developing phonic knowledge and that do not require strategies to work out words.</li><li>• Re-read these books to build up their fluency and confidence in word reading</li></ul>	<ul style="list-style-type: none"><li>• Secure phonic decoding until reading is fluent</li><li>• Read accurately by blending, including alternative sounds for graphemes</li><li>• Read multisyllable words containing these graphemes</li><li>• Read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>• Read exception words, noting unusual correspondences</li><li>• Read most words quickly &amp; accurately without overt sounding and blending</li><li>• Read aloud books closely matched to improving knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>• Re-read these books to build up their fluency and confidence in word reading</li></ul>
<b>Reading - Comprehension</b>	<p><b>Develop a pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"><li>•Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>•Being encouraged to link what they read or hear read to their own experiences</li><li>•Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>•Recognising and joining in with predictable phrases</li><li>•Learning to appreciate rhymes and poems, and to recite some by heart</li><li>•Discussing word meanings, linking new meanings to those already known</li></ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen by:</b></p>	<p><b>Develop a pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"><li>•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</li><li>•Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>•Recognising simple recurring literary language in stories and poetry</li><li>•Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>•Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>•Discussing their favourite words and phrases</li><li>•Discussing the sequence of events in books and how items of information are related</li></ul>



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	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing the significance of the title and events</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to the.</li> </ul>	<ul style="list-style-type: none"> <li>• answering and asking questions</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul> <p style="text-align: center;"><b>Understand both the books they can already read accurately and fluently and those they listen by:</b></p> <ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <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>
<p style="text-align: center;"><b>Writing - Transcription</b></p>	<p><b>Children should be taught to spell:</b></p> <ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes taught</li> <li>• Common exception words</li> <li>• The days of the week</li> </ul> <ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order</li> <li>• Using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>• Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix un</li> <li>• Using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• Apply simple spelling rules</li> </ul>	<p><b>Children should be taught to spell:</b></p> <ul style="list-style-type: none"> <li>• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learning to spell common exception words</li> <li>• Distinguishing between homophones and near-homophones</li> <li>• Learning the possessive apostrophe (singular)</li> <li>• Learning to spell more words with contracted forms</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules</li> </ul>



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	<ul style="list-style-type: none"><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul>	<ul style="list-style-type: none"><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>
<b>Writing - Handwriting</b>	<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>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' and to practise these</li></ul>	<ul style="list-style-type: none"><li>• Form lower-case letters of the correct size relative to one another</li><li>• 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</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></ul>
<b>Writing - Composition</b>	<ul style="list-style-type: none"><li>• 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 their writing aloud clearly enough to be heard by their peers and the teacher.</li></ul>	<p><b>Develop positive attitudes towards stamina for writing by:</b></p> <ul style="list-style-type: none"><li>• 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></ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"><li>• 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></ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"><li>• Evaluating their writing with the teacher and other pupils</li><li>• Re-reading to check that their writing makes sense and</li></ul>



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		<p>that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> <li>• Proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p><b>Writing Vocabulary, Grammar &amp; Punctuation</b></p>	<p><b>Develop their understanding of the concepts set out in English by:</b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using "and"</li> <li>• Regular plural noun suffixes (-s, -es)• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• Un- prefix to change meaning of adjectives/adverbs</li> <li>• To combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives separation of words with spaces</li> <li>• Sentence demarcation (. ! ?)</li> <li>• Capital letters for names and pronoun 'I')</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Develop their understanding of the concepts set out in English by:</b></p> <ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p><b>Learn how to use:</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• Sentences with different forms: statement, question, exclamation, command</li> <li>• The present and past tenses correctly and consistently including the progressive form</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Some features of written Standard English</li> <li>• Suffixes to form new words (-ful, -er, -ness)</li> <li>• Sentence demarcation</li> <li>• Commas in lists</li> <li>• Apostrophes for omission &amp; singular possession</li> </ul>
<p><b>Spelling</b></p>	<p><b>Revision of Reception work to include:</b></p> <ul style="list-style-type: none"> <li>• All letters of the alphabet and the sounds which they most commonly represent</li> <li>• Consonant diagraphs which have been taught and the sound which they represent</li> <li>• Vowel diagraphs which have been taught and the sounds which they represent</li> </ul>	<p><b>Learn how to use:</b></p> <ul style="list-style-type: none"> <li>• All letters of the alphabet and the sounds which they most commonly represent</li> <li>• Consonant diagraphs which have been taught and the sound which they represent</li> <li>• Vowel diagraphs which have been taught and the sounds which they represent</li> </ul>





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	<ul style="list-style-type: none"> <li>• The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>• Words with adjacent consonants</li> <li>• Guidance and rules which have been taught</li> </ul>	<ul style="list-style-type: none"> <li>• The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>• Words with adjacent consonants</li> <li>• Guidance and rules which have been taught</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Participate in discussions, role play and improvisations</li> <li>• Speak audibly and fluently with an increasing command for Standard English</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> </ul>	

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Topics studied</b>	<p style="text-align: center;"><b>Fiction</b></p> Adventure stories Historical stories Narratives <p style="text-align: center;"><b>Non Fiction</b></p> Non Chronological reports Fact files Biography Recount Letters Diary entry <p style="text-align: center;"><b>Poetry</b></p> Acrostic poems	<p style="text-align: center;"><b>Fiction</b></p> Adventure stories Historical stories Narratives <p style="text-align: center;"><b>Non Fiction</b></p> Non Chronological reports Fact files Biography Recount Letters Diary entry <p style="text-align: center;"><b>Poetry</b></p> Acrostic poems	<p style="text-align: center;"><b>Fiction</b></p> Setting description within a narrative Story writing with speech focus <p style="text-align: center;"><b>Non-fiction</b></p> Non chronological reports Persuasive letters looking at formality <p style="text-align: center;"><b>Poetry</b></p>	<p style="text-align: center;"><b>Fiction</b></p> Adventure stories <p style="text-align: center;"><b>Non Fiction</b></p> Non Chronological reports Fact files <p style="text-align: center;"><b>Poetry</b></p>



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<b>Reading - Word Reading</b>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
<b>Reading - Comprehension</b>	<b>Develop positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"><li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Reading books that are structured in different ways and reading for a range of purposes.</li><li>• Using dictionaries to check the meaning of words that they have read.</li><li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books.</li><li>• Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li><li>• Discussing words and phrases that capture the reader's interest and imagination.</li></ul>	<b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"><li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Reading books that are structured in different ways and reading for a range of purposes.</li><li>• 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.</li><li>• Recommending books that they have read to their peers, giving reasons for their choices.</li><li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li><li>• Making comparisons within and across books.</li><li>• Learning a wider range of poetry by heart.</li></ul>



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- Recognising some different forms of poetry (e.g. free verse, narrative poetry).
- 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.
- Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation
- Contribute to meaning.
- Retrieve and record information from non-fiction.
- 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.

- 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.

### **Understand what they read by:**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- 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.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- 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.



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		<ul style="list-style-type: none"><li>• 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.</li><li>• Provide reasoned justifications for their views.</li></ul>
<b>Writing - Transcription</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them.</li><li>• Spell further homophones.</li><li>• Spell words that are often misspelt.</li><li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them.</li><li>• Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li><li>• Continue to distinguish between homophones and other words which are often confused.</li><li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li><li>• Use dictionaries to check the spelling and meaning of words.</li><li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li><li>• Use a thesaurus.</li></ul>
<b>Writing - Handwriting</b>	<ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li><li>• Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li></ul>	<p><b>Write legibly, fluently and with increasing speed by:</b></p> <ul style="list-style-type: none"><li>• Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li><li>• Choosing the writing implement that is best suited for a task.</li></ul>



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<p><b>Writing - Composition</b></p>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>• 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></ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</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></ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>• 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 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>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"><li>• 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 in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li></ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"><li>• 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>• Precising 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></ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>• 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></ul>
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## Westfield Primary School - English Skills Progression.



		<ul style="list-style-type: none"><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><li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul>
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## Westfield Primary School - English Skills Progression.

### **Writing Vocabulary, Grammar & Punctuation**

**Develop their understanding of the concepts set out in the English curriculum by:**

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.
- Using the present perfect form of verbs to mark relationships of time and cause.
- 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 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 as set out in the National Curriculum accurately and appropriately when discussing their writing and reading.

**Develop their understanding of the concepts set out in the English curriculum 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.

**Indicate grammatical and other features by:**

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.



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		<ul style="list-style-type: none"> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between main clauses.</li> <li>• Using a colon to introduce a list ◊ punctuating bullet points.</li> <li>• Consistently use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading</li> </ul>
<p><b>Writing - Spelling</b></p>	<ul style="list-style-type: none"> <li>• The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym.</li> <li>• Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight.</li> <li>• Words containing the /u/ sound spelt 'ou' e.g. double, trouble.</li> <li>• Homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail.</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing').</li> <li>• Words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-.</li> <li>• Words using suffix-es: -ly, -ation, -ous.</li> <li>• Words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian.</li> <li>• Words ending with the schwa sound: measure, creature</li> </ul>	<ul style="list-style-type: none"> <li>• Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough.</li> <li>• Homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed.</li> <li>• Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize.</li> <li>• Words with the ending /shus/ spelt -cious or -tious.</li> <li>• Words with the ending /shul/ spelt -cial or -tial.</li> <li>• Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency.</li> <li>• Words ending in -able and -ible.</li> <li>• Words ending in -ably and -ibly.</li> <li>• Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added.</li> </ul>





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	<ul style="list-style-type: none"><li>• Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist.</li><li>• Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine.</li><li>• Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique.</li><li>• Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene.</li><li>• Possessive apostrophe with plural words e.g. girls' boys' babies' children's.</li></ul>	<p>The 'r' is not doubled if the -fer is no longer stressed).</p> <ul style="list-style-type: none"><li>• Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb.</li><li>• Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.</li></ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"><li>• Respond to a speaker's main ideas, developing them through comments and suggestions.</li><li>• Work in a variety of group situations following appropriate etiquette for group dynamics.</li><li>• Generate questions to ask a specific speaker or audience in response to a conversation.</li><li>• Ask questions in direct response to something heard.</li><li>• To use new vocabulary within the correct context.</li><li>• Can give answers to questions that are supported by justifiable reasons.</li><li>• Develop ideas and feelings through sustained talk.</li><li>• Can organise what they want to say so that it is clear to the listener.</li><li>• Recall event or stories with some added detail to engage the listener.</li></ul>	<ul style="list-style-type: none"><li>• Show a clear understanding of the main points of a conversation / discussion.</li><li>• Be able to articulate and develop the speaker's ideas in different ways.</li><li>• Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group.</li><li>• Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions.</li><li>• Present ideas or opinions coherently, supported with reasons.</li><li>• Talk about feelings, thoughts and ideas with some detail to make meaning explicit.</li><li>• Plan and present information verbally selecting the appropriate format and style to match the purpose.</li></ul>



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	<ul style="list-style-type: none"><li>• Show, through the contributions made and questions asked, that they have followed a conversation.</li><li>• Develop ideas and expand on these building on what others say.</li><li>• Prepare and present information orally.</li><li>• Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions.</li><li>• Adapt language, tone and style to suit the purpose of the listener.</li><li>• Take account of the viewpoints of others when building own arguments and offering responses.</li><li>• Begin to adapt suitable styles of delivery dependent on task / audience.</li><li>• Recognise how language choices vary in different situations.</li></ul>	<ul style="list-style-type: none"><li>• Summarise another person's contribution to a discussion adding their own interpretation or opinion based on what has been heard.</li><li>• Adopt a formal or informal tone as appropriate to the situation.</li><li>• Present information in a variety of ways to a range of audiences.</li><li>• Perform to wider audiences combining words, gestures and movement.</li><li>• Be aware of the listener and adapt talk to maintain the listener's interest.</li><li>• Express and explain relevant ideas with some elaboration to make meaning explicit</li><li>• Maintain control and effective organisation of a talk to guide the listener.</li><li>• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest.</li></ul>
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