

Curriculum Skills and Progression Map

English

Reading - Writing – Speaking and Listening



READING

Reception	Year 1	Year 2	Year 3 & 4	Year 5	Year 6
<p>Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter/sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><i>Development Matters – Children in Reception</i></p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words containing GPCs. Read aloud accurately books that are consistent with their developing phonic knowledge. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. With support, predict what might happen on the basis of what has been read (or images seen). Check that the text makes sense to them as they read and correct inaccurate reading. With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know. Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories. With help, asking and answering appropriate questions related to text.</p>	<p>Read accurately most words of two or more syllables. Read most words containing common suffixes. Read most common exception words.</p> <p>In age-appropriate books, the pupil can: Read words accurately and fluently without overt sounding and blending. Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them. Discuss and explain their understanding of the meaning of vocabulary in the context of the text. Answer questions and make some inferences on the basis of what is being said and done. Asking and answering appropriate questions related to text.</p>	<p>Pupils read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Pupils are able to: Retrieve and record information. Make predictions based on details stated and implied. Draw on contextual evidence to make sense of what is read. Explain and discuss their understanding of what they have read and words they have encountered. Ask questions to enhance understanding of the text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Explain and justify their personal opinions about the text. Make basic comparisons within and across different texts. Identify main ideas drawn from more than one paragraph and summarise these. Ask and answer appropriate questions related to text.</p>	<p>Pupils read aloud and understand the meaning of new words.</p> <p>Pupils are able to: Retrieve and record information. Make predictions based on details stated and implied. Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identify themes and conventions through discussion and comment. Discuss and explain their understanding of the meaning of vocabulary in context. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Express views formed through independent reading and books that are read to them, explaining personal opinions. Are able to make comparisons within and across different texts. Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph.</p>	<p>The pupil can: Read age-appropriate books with confidence and fluency (including whole novels). Retrieve and record information. Predict what might happen from details stated and implied. Read aloud with intonation that shows understanding. Work out the meaning of words from the context. Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. Make comparisons within and across books. Summarise main ideas, identifying key details and using quotations for illustration. Ask and answer appropriate questions relating to text.</p>

WRITING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.</p> <p><i>Development Matters – Children in Reception</i></p>	<p>The pupil can, after discussion with the teacher: Sequence sentences to form short narratives. Punctuate sentences using a capital letter and a full stop mostly correctly. Use conjunctions to join clauses e.g. 'and'. Leave spaces between words. Use a capital letter for the personal pronoun 'I'. Use a capital letter for names of people, places, the days of the week mostly correctly. Spell words containing each of the 40+ phonemes already taught mostly accurately. Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>The pupil can, after discussion with the teacher: Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Spell many common exception words. Form 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 letters.</p>	<p>Write effectively for a range of purposes and audiences, using appropriate language. In narratives, develop settings, characters and plot. Include dialogue in narrative, punctuated with inverted commas. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. Use adverbs and prepositions to express time and cause. In non-narrative writing, use simple organisational devices (e.g. headings and sub-headings). Begin to use accurate verb tenses and subject-verb agreement in pieces of writing. Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession. Accurately spell the majority of words on KS1 spelling list and some words on the Y3/4 spelling list. Apply the Y3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones. Use legible, joined handwriting.</p>	<p>Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader. In narratives, describe settings and characters, using a range of descriptive devices. Include correctly punctuated dialogue in narrative. Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma. Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices. Choose nouns or pronouns appropriately for clarity and cohesion. Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession. Accurately spell of the majority of the words on the Y3/4 spelling list and apply the Y3/4 spelling rules mostly consistently. Use legible, joined handwriting.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures. Include dialogue within narratives to develop characters. Use the grammatical structures taught in Y5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun. Begin to manipulate sentence structure for effect. Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place. Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing. Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists. Accurately spell of the majority of words from Y3/4 spelling list and apply spelling rules from Y3/4 curriculum. Accurately spell of some words from Y5/6 spelling list and apply the spelling rules from Y5/6 curriculum that have been taught. Use a dictionary to check the spelling of more uncommon or ambitious vocabulary. Maintain legible, joined handwriting.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tenses consistently and correctly throughout their writing. Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Maintain legibility in joined handwriting when writing at speed.</p>

SPEAKING AND LISTENING

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary through the day and in different contexts.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Talking to and with others:</p> <p>Develop ideas and feelings through sustained speaking turns.</p> <p>Organise talk to help the listener, with overall structure evident.</p> <p>Adapt language and non-verbal features to suit content and audience.</p> <p>Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions.</p> <p>Attempt different roles and responsibilities in pairs or groups.</p> <p>Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios.</p>	<p>Talking to and with others</p> <p>Recount experiences and imagine possibilities.</p> <p>Often connecting ideas vary talk in simple ways to gain and hold attention of the listener.</p> <p>Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners in some contexts.</p> <p>Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups.</p> <p>Talking about talk</p> <p>Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.</p> <p>Show awareness of ways in which speakers vary talk, and why.</p>	<p>Talking to and with others</p> <p>Express feelings and ideas when speaking about matters of immediate interest.</p> <p>Talk in ways that are audible and intelligible to familiar others.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features in some contexts.</p> <p>Understand and engage with the speaker, demonstrating attentive listening.</p> <p>Engage with others through taking turns in pairs and small groups.</p> <p>Talking about Talk</p> <p>Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement.</p> <p>Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning.</p>	<p>Talking to and with others</p> <p>Speak in extended turns to express straightforward ideas and feelings, with some relevant detail.</p> <p>Structure talk in ways which support meaning and show attention to the listener.</p> <p>Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</p> <p>Talking within role play and drama</p> <p>Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas.</p> <p>Take on straightforward roles and responsibilities in pairs and groups.</p> <p>Talking about talk</p> <p>Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios.</p> <p>Show understanding of how and why language choices vary in their own and others' talk in different situations.</p>	<p>Talking to and with others</p> <p>Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit.</p> <p>Shape talk in deliberate ways for clarity and effect to engage the listener.</p> <p>Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context.</p> <p>Recognise significant details and implicit meanings, developing the speaker's ideas in different ways.</p> <p>Talking within role play and drama</p> <p>Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions.</p> <p>Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</p> <p>Talking about talk</p> <p>Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</p>	<p>Talking to and with others</p> <p>Explore complex ideas and feelings in a range of ways, both succinct and extended.</p> <p>Maintain generally controlled and effective organisation of talk to guide the listener.</p> <p>Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands.</p> <p>Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings.</p> <p>Talking within role play and drama</p> <p>Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</p> <p>Talking about talk</p> <p>Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues.</p> <p>Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language.</p>