

Cuddington and Dinton CE School – English Knowledge and Skills Progression Document

EYFS	<ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning; the names of the different parts of a book; print can have different purposes; page sequencing; read English text from left to right and from top to bottom • Develop phonological awareness • Engage in extended conversations about stories, learning new vocabulary • Use print and letter knowledge in early writing • Write some or all of their name • Write some letters accurately • Read individual letters by saying the sounds for them • Blend sounds into words to 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 a few common exception words • Read simple phrases and sentences made up of words with known letter-sound correspondences • Re-read books to build up confidence in word reading, fluency, understanding and enjoyment • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop • Re-read writing to check that it makes sense. 		<ul style="list-style-type: none"> • Enjoy listening to longer stories • Use a wider range of vocabulary • Understand a question or two-part instruction • Understand ‘why’ questions • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop communication and use longer sentences of four to six words • Express a point of view using words as well as actions • Use talk to organise themselves and play • Understand how to listen carefully and why listening is important • Learn new vocabulary and use through the day • Ask questions to find out more and to check understanding • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking • Develop social phrases • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell a familiar story • Use new vocabulary in different contexts • Listen carefully to and learn rhymes and songs • Engage in non-fiction books 		
Year 1	Reading - decoding	Reading - comprehension	Writing - transcription	Writing - composition	Vocabulary, Grammar and Punctuation
	Apply phonic knowledge and skills to decode words and read books aloud. Respond with the correct sound to graphemes for all 40+	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 independent reading level. Become familiar with fairy stories and traditional tales, retelling them and	Spell words containing each of the 40+ phonemes already taught, common exception words, days of the week.	Write sentences by composing orally before writing. Sequence sentences to form short narratives. Re-read writing to check that it makes sense.	Plural noun suffixes -s or -es Adding suffixes that do not make a change to the root word.

	<p>phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs.</p> <p>Read common exception words noting unusual correspondences between spelling and sound.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>considering their particular characteristics.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to previously learned words.</p> <p>As they read, check that the text makes sense and self-correct.</p> <p>Discuss the significance of the title and events, making inferences based on what is being said and done.</p> <p>Make predictions as to what might happen because of what has been read so far.</p> <p>Participate in discussion about texts, taking turns and listening to what others say.</p>	<p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es, the prefix un- and use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Discuss what has been written with a teacher and other pupils.</p> <p>Read writing aloud in a clear voice using appropriate intonation.</p>	<p>How a prefix changes the meaning of verbs and adjectives eg: un (negation)</p> <p>Clauses joined with ‘and’</p> <p>Separation of writing with finger spaces</p> <p>Punctuation to demarcate sentences: capital letters, full stops, question marks, exclamation marks</p> <p>Capital letters for names and ‘I’</p> <p><u>Handwriting</u></p> <p>Sit properly at a table and hold a pencil correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p>
Year 2	<p>Apply increasing phonic knowledge and skills to decode words so that automatic decoding becomes embedded and reading is fluent.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level</p>	<p>Segment spoken words into phonemes and represent these by graphemes,</p>	<p>Develop stamina for writing.</p> <p>Write narratives about personal experiences and those of others (real and</p>	<p>Formation of nouns with suffixes -ness, -ful, -ly, -er, -est, -less.</p>

	<p>Read accurately by blending sounds in words that contain learned graphemes. Recognise alternative sounds for graphemes. Accurately read words of two or more syllables that contain learned graphemes. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most frequently encountered words quickly and accurately, without overt sounding and blending. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading.</p>	<p>beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and able to recount a wider range of stories, fairy stories and traditional tales. Introduce to non-fiction books that are structured in different ways. Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss favourite words and phrases Build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear. Understand texts by using prior knowledge and vocabulary provided by the teacher. Make inferences based on what is being said and done in the text. Ask and answer questions about the text and make predictions based on what has been read so far. Participate in discussion about books, poems and other works that are read and heard, taking turns and listening to what others say.</p>	<p>spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Learn to spell more words with contracted forms. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words.</p>	<p>fictional). Write about real events. Write poetry. Write for different purposes (to entertain and to inform). Plan writing by speaking sentences and phrases out loud, noting down ideas and/or key words, including new vocabulary. Make simple additions, revisions, and corrections to writing by evaluating work with the teacher and peers. Re-read writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation. Read writing aloud with appropriate intonation to make the meaning clear.</p>	<p>Formation of compound nouns eg: sunhat. Subordinating (when, if, that, because) and coordinating conjunctions (and, but). Functions of a sentence: statement, question, exclamation, command Present and Past tense Commas in a list Apostrophes for contraction (won't) and singular possession (the girl's hat) Expanded noun phrases eg: the stormy sea</p> <p><u>Handwriting</u> 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</p>
--	--	--	---	--	--

					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.
Years 3 & 4	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Develop positive attitudes to reading and understanding what has been read. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and for a range of purposes. Use a dictionary to check the meaning of words. Become familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Identify themes and conventions in a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Discuss understanding of texts and explain the meaning of words in context.	Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far. Place the possessive apostrophe accurately in words with regular plurals. Learn to spell new words correctly and have plenty of practice in spelling them.	Plan writing by reading and discussing model texts and learning from their structure, vocabulary and grammar. Discuss and record ideas. Draft and write by composing and rehearsing sentences orally (including dialogue). Organise paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary	Formation of nouns using a range of prefixes – super, -anti, -auto. Expanded noun phrases with modifying adjectives eg: the ferocious giant with a curly beard. Common word families eg: solve, dissolve, solution, soluble, insoluble. A range of coordinating and subordinating conjunctions (ISAWAWABUB, then next, soon, afterwards, however). Prepositions

		<p>Ask questions to improve understanding of a text, draw inferences about characters' feelings, thoughts and motives from their actions, and justify with evidence from the text.</p> <p>Make predictions about what might happen from details stated and implied. Identify the main ideas of a paragraph and summarise paragraphs, chapters and text.</p> <p>Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.</p> <p>Participate in discussion about books that are read by a teacher and those that are read by the pupils themselves, listening carefully to others' opinions and ideas.</p>	<p>Spell further homophones and words that are commonly misspelt.</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2)</p>	<p>to improve consistency, including the accurate use of pronouns in sentences. Read writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Present Perfect Tense eg: He has left the building.</p> <p>Inverted commas for direct speech (speech marks)</p> <p>Paragraphs to group related material</p> <p>Headings and Sub-headings</p> <p>Fronted adverbials punctuated with a comma</p> <p>Pronouns and possessive pronouns to add cohesion and avoid repetition</p> <p><u>Handwriting</u></p> <p>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. Increase the legibility, consistency and quality of handwriting.</p>
Years 5 & 6	Apply growing knowledge of root words, prefixes and suffixes (morphology	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Spell some words with 'silent' letters [for example,	Plan writing by: Identifying the audience and purpose of the writing, selecting the	Suffixes -ate, -ise, -ify Verb prefixes re-, dis-, de-, mis-, over

	<p>and etymology), both to read aloud and to understand the meaning of new words.</p>	<p>Read books that are structured in different ways and for a range of purposes. Increase 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. Recommend books to their peers, giving reasons for their choices. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. Prepare 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, discussing their understanding and exploring the meaning of words in context. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.</p>	<p>appropriate form and using other similar writing as models. Noting and then developing initial ideas, drawing on reading and research where necessary. In writing narratives, consider how other authors have developed characters and settings. Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précis longer passages of writing Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance</p>	<p>Relative clauses and relative pronouns (who, when, which, where, whose, that) Adverbs and modal verbs to show degree of possibility (might, could have, perhaps) Punctuation for parenthesis – brackets, dashes, commas Commas to clarify meaning and remove ambiguity Time adverbials to link ideas across paragraphs Formal v informal vocabulary and structures Synonyms and Antonyms Passive and active voice Subjunctive form Punctuation: Semi-colons, colons, dashes Colons to introduce a list and semi-colons within lists Hyphens to avoid ambiguity eg: man-eating shark Subject and Object Ellipsis, bullet points</p>
--	---	---	---	---	--

		<p>Distinguish between statements of fact and opinion.</p> <p>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.</p> <p>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.</p> <p>Provide reasoned justification for views.</p>		<p>effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><u>Handwriting</u></p> <p>Write legibly, fluently and with increasing speed.</p> <p>Choose the writing implement that is best suited for a task.</p>
--	--	--	--	--	---