

# Skills and Progression Map

## English

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*

### Nebula Spirituality Statement



## Harnser Schools – English Curriculum Statement of Intent

To ensure we have a broad English curriculum across the Harnser schools, our English teaching is thorough and encompasses a variety of elements of the curriculum in our independent English and Literacy lessons, as well as across the school day through writing opportunities and inquiry learning.

### Power of Reading

In each class we have a daily English lesson. Our English curriculum has been designed around the CLPE's Literacy Programme – The Power of Reading. Each term we use at least one Power of Reading book as the basis for our English work. The Power of Reading is about teaching Literacy through high quality texts and a variety of teaching approaches. The approach engages and motivates children, while enabling a deeper understanding of the texts we share and giving the children's writing context. One text will last several weeks and incorporate a variety of text and writing styles across a unit.

### Let's Think in English (Separate Skills and Progression document with subject-specific plan per school)

Let's Think in English (LTE) is a primary programme that consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively.

Lessons develop pupils' ability to provide reasoned justifications for their views, predict, summarise and draw inferences when reading texts. Furthermore, through LTE pupils identify how language, structure and presentation contribute to meaning, examine authors' choice of language and other stylistic features and consider the purpose of the text. Pupils develop their higher-order reading skills (and subsequently writing) through group discussion and sharing their views.

### Phonics (Separate Skills and Progression document with subject-specific plan)

Phonics sessions last approximately 15-20 minutes each day. They are made up of games, songs and actions to help children support their early reading and phonological development. Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words. In phonics lessons children are taught three main things:

GPCs: This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are s, a, t, p.

Blending: Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting: Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

### Spellings

In Key Stage 2, a more formal spelling lesson takes place each week. In these sessions, a specific spelling rule is taught to the children. They will then practise the spelling rule in a variety of ways – from Look, Say, Cover, Write, Check to Codebreaking – and build up their vocabulary along the way. Children are given a set of words each week, accompanied by a wordsearch, to take home and to be tested on the following week.

### Grammar

Teaching grammar across the Harnser schools, as with other elements of the English curriculum, is engrained in everything we do. Firstly, we have a weekly discrete grammar lesson, which focuses either on previous objectives (revision) or current year objectives. Through these sessions, we learn grammatical terminology, practise through repletion, games and examples and apply our learning to an independent task. We then encourage the children to show these skills through our Literacy and English learning in their independent writing. The second strand to our grammar teaching comes through our Power of Reading resources, which identify grammar links through their texts. By having these two elements to our grammar teaching, the children understand that grammar isn't a stand-alone element of learning but underpins their writing, reading and discussion in all areas. There will also be elements of the grammar curriculum that are taught through inquiry, topic or reading lessons.

### Writing Opportunities across the Curriculum

It is important that children realise the skills learnt in English underpin the entire curriculum and as such, English teaching isn't limited to an hour each morning. Depending on the subjects and topics taught, English may be taught throughout the day and in a variety of ways. Throughout this document – as well as in our other curriculum skills maps – extended writing opportunities are highlighted. This could be writing the diary of a child in Pompeii (Y2/3) to poetry based on Shackleton's journey across Antarctica (Y6). By using texts that match the children's learning in other areas of the curriculum, it means the writing opportunities provided to the children are more meaningful and relative.

### Reading

Reading takes place throughout the week. In EYFS and Key Stage 1, the early focus is on decoding skills. Alongside being able to segment and blend, we begin to develop the children's comprehension skills through daily book discussion, small group work and whole-class books.

As our children move through the school, reading skills are cultivated using the VIPERS questioning technique. By reading whole texts alongside using extracts from a range of media, the children develop their reading skills in a variety of ways, helping them to transfer and extend their reading skills across the curriculum. We also use comprehension-specific resources for children to build their reading and comprehension stamina in such a way as to equip the children for assessments and their onward reading journey into high school and beyond.

### *Reading for Pleasure*

*We have saved one of the most important elements of teaching until last. We foster a love of reading from the very first day of school through our reading projects and class books. Teachers share books they love with their class throughout the school, and we encourage children to read books for pleasure alongside learning to read. We have a fully stocked library with current and relevant books that the children have access to. From this, each class has a mini in-class library which is changed termly and stocks books that meet the children's interests as well as offering material that supports the wider curriculum. In Years 4-6, classes hold a 'Free-Read Friday' where everyone – including the adults – reads for a half hour from a source of their choice. This could be an independent reading book, their guided reading book, online articles, comics, magazines or other in-school material.*

***“The more that you read, the more things you will know.***

***The more that you learn, the more places you'll go.”***

***~ Dr Seuss***

## Speaking and Listening

### EYFS

#### Communication and Language

- Continue to learn and use new vocabulary throughout the day
- Narrate events and talk about previous events
- Describe events in some detail
- Use 'talk' to help work out problems
- Use a range of conjunctions to connect their ideas when speaking
- Begin to ask questions to gain a better understanding/clarify their thinking
- Talk about what might happen and how things work
- Contribute to simple philosophical/open discussions
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Continue to explore non-fiction texts linked with new knowledge and vocabulary
- Listen attentively and respond to what they hear when being read to and in whole class discussions
- Make comments about what they have heard and ask questions to clarify their understanding
- Participate in discussions in a range of different contexts
- Offer explanations for why things might happen using learned vocabulary
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with support

#### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Speaking and Listening	
Year 1	Year 2
<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained</li> <li>• Speaking turns</li> <li>• Organise talk to help the listener, with overall structure evident</li> <li>• Adapt language and non-verbal features to suit content and audience</li> <li>• Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions</li> <li>• Attempt different roles and responsibilities in pairs or groups</li> <li>• Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Recount experiences and imagine possibilities,</li> <li>• Often connecting ideas vary talk in simple ways to gain and hold attention of the listener</li> <li>• Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts</li> <li>• Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>• Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios</li> <li>• Show awareness of ways in which speakers vary talk, and why</li> </ul>

Speaking and Listening
Year 3
<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Express feelings and ideas when speaking about matters of immediate interest</li> <li>• Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features in some contexts</li> <li>• Understand and engage with the speaker, demonstrating attentive listening</li> <li>• Engage with others through taking turns in pairs and small groups</li> </ul> <p><b>Talking about Talk</b></p> <ul style="list-style-type: none"> <li>• Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</li> <li>• Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning</li> </ul>

## Speaking and Listening

## Year 4

**Talking to and with others**

- Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener
- Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context

**Talking with in role play and drama**

- Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas
- Take on straightforward roles and responsibilities in pairs and groups

**Talking about talk**

- Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario
- Show understanding of how and why language choices vary in their own and others' talk in different situations

## Year 5

**Talking to and with others**

- Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit
- Shape talk in deliberate ways for clarity and effect to engage the listener
- Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context
- Recognise significant details and implicit meanings, developing the speaker's ideas in different ways

**Talking within role play and drama**

- Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions
- Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios

**Talking about talk**

- Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations

## Speaking and Listening

## Year 6

**Talking to and with others**

- Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener
- Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands
- Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings

**Talking within role play and drama**

- Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion

**Talking about talk**

- Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues
- Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

**Writing**  
**EYFS**

1. Writes first name independently – most or all letters formed correctly
2. Can form most letters of the alphabet with increased accuracy
3. Can use a capital letter for the beginning of their name
4. Begins to show lead-outs as a precursor to cursive writing
5. Can segment and spell a growing number of CCVC and CVCC words using phoneme fingers – including use of digraphs/trigraphs
6. Spells taught high frequency words with increased accuracy using a word mat and some from memory
7. Can write captions, labels, lists and sentences by segmenting words and using taught GPCs they know.
8. Uses full stops to punctuate sentences – sometimes unprompted
9. Uses finger spaces – sometimes unprompted

**ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

**Writing  
Year 1**

No.	Criteria
1	<b>Can write own first name and surname with appropriate upper and lower case letters.</b>
2	<b>Can form most letters clearly, although size and shape may be irregular and show some control over letter size, shape and orientation in writing.</b>
3	Can form capital letters.
4	Can form digits 0-9.
5	<b>Can name the letters of the alphabet in order.</b>
6	Can spell the days of the week.
7	<b>Can spell many common exception words (and Phase 5 tricky words)</b>
8	Can understand spelling rules for adding 's' or '-es'
9	Can use the prefix 'un-'
10	Can use suffixes '-ing' '-ed' '-er' and '-est'.
11	<b>Always leaves spaces between words.</b>
12	<b>Make recognisable phonic attempts at words using some digraphs.</b>
13	Can spell monosyllabic words correctly. (Beyond CVC with some use of alternative graphemes)
14	<i>Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</i>
15	Can read writing aloud audibly and clearly
16	Can discuss what they have written with the teacher or other pupils.
17	Can say out loud what they are going to write about.
18	<b>Can speak a sentence before writing it down.</b>
19	<b>Can show some control over word order producing logical statements.</b>
20	<b>Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).</b>
21	<b>Can punctuate some sentences using capital letters and full stops.</b>
22	Can begin to use question marks and exclamation marks.
23	Can use capital letters for people, places, days of the week and pronoun I.
24	<b>Can use a connective to join 2 simple sentences, thoughts, ideas etc. (and, but, when, if, that, because)</b>

Statements in **bold** must be met to ensure Expected Standard is met.



**Writing  
Year 2**

No.	Criteria
1	<b>Can spell many Year 2 common exception words.</b>
2	<b>Can spell most common monosyllabic words correctly, and all CVC.</b>
3	<b>Can spell more words with contracted forms.</b>
4	Can use the possessive apostrophe (singular), e.g. Dan's dog, a man's jacket.
5	<b>Can use suffixes to spell longer words, including '-ment', '-ness', '-ful', '-less', '-ly'.</b>
6	Can form lower case letters of the correct size relative to one another (use accurate and consistent handwriting).
7	Can 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.
8	<b>Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (use accurate and consistent handwriting-consistent use of upper case, size and form).</b>
9	<b>Can use spacing between words that reflects the size of the letters.</b>
10	Can write narratives about personal experiences and those of others (real and fictional).
11	Can write about real events.
12	Can write poetry.
13	<b>Can plan or say out loud what they are going to write about.</b>
14	Can plan by writing down ideas and/or key words, including new vocabulary
15	<b>Can evaluate their writing with the teacher and other pupils.</b>
16	<b>Can proof-read to check for errors in spelling, grammar and punctuation.</b>
17	Can read aloud what they have written with appropriate intonation to make the meaning clear.
18	<b>Can write with meaning in a series of simple sentences.</b>
19	<b>Can 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).</b>
20	<b>Can write sentences with different forms: statement, question, exclamation, command.</b>
21	<b>Can use the present and past tenses correctly and consistently including the progressive form.</b>
22	<b>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</b>
23	<b>Can use expanded noun phrases to describe and specify, including some ambitious words.</b>
24	Can link ideas and events using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing).

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 3**

No.	Criteria
1	<b>Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).</b>
2	<b>Is beginning to join their handwriting.</b>
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).
5	Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).
7	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).
8	<b>Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).</b>
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.
10	<b>Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.</b>
11	<b>Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).</b>
12	<b>Is beginning to use paragraphs.</b>
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).
14	Can write neatly, legibly and accurately, mainly in a joined style.
15	Can use adjectives and adverbs for description.
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).
19	Can attempt to give opinion, interest or humour through detail.
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)
21	Is beginning to develop a sense of pace (lively and interesting).

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 4**

No.	Criteria
1	<b>Can write in a lively and coherent style.</b>
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).
5	<b>Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.</b>
6	<b>Can write neatly, legibly and accurately, usually maintaining a joined style.</b>
7	<b>Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</b>
8	Can use links to show time and cause. (See attachment for cohesive devices.)
9	<b>Can open sentences in a wide range of ways for interest and impact.</b>
10	Can deliberately use short sentences to create impact.
11	<b>Can use paragraphs although may not always be accurate.</b>
12	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).
13	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...')
14	Can use subordinate clauses– 'I felt better when...'
15	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.
16	Can use nouns, pronouns and tenses accurately and consistently throughout.
17	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).
18	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
19	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).
20	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...; 'We always need to think about...').
21	Can develop ideas in creative and interesting ways.

Statements in **bold** must be met to ensure Expected Standard is met.

**Writing  
Year 5**

No.	Criteria
1	<b>Can produce well-structured and organised writing.</b>
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).
3	Can use descriptive language to describe settings and characters.
4	Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).
5	<b>Can use paragraphs consistently and appropriately.</b>
6	<b>Can use different verb forms mostly accurately.</b>
7	<b>Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.</b>
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)
9	<b>Can use complex sentence structures appropriately.</b>
10	<b>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.</b>
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
12	<b>Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.</b>
13	<b>Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.</b>
14	Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....
15	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).
16	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).
18	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).
19	Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)
20	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).
21	Can show confident and established 'voice'.

Statements in **bold** must be met to ensure Expected Standard is met.

Writing		
Year 6 – End of Key Stage Expectations		
Working Towards	Expected Standard	
write for a range of purposes	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	
use paragraphs to organise ideas	in narratives, describe:	characters
in narratives, describe settings and characters		settings atmosphere
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	integrate dialogue in narratives to convey character and advance the action	
use mostly correct:	capital letters full stops question marks commas for lists apostrophes for contraction	select vocabulary <b>and</b> grammatical structures that reflect what the writing requires, doing this mostly appropriately:  modal verbs passive verbs contracted forms in dialogue
spell correctly <b>most</b> words from the Y3/Y4 spelling list*	use a range of devices to build cohesion within and across paragraphs:	conjunctions
spell <b>some</b> words correctly from the Y5/Y6 spelling list*		adverbials of time and place
write legibly		pronouns synonyms
	use verb tenses consistently and correctly throughout their writing	
	use the range of punctuation taught at KS2 mostly correctly:	punctuation to indicate direct speech
		apostrophes for possession apostrophes for contraction commas for avoiding ambiguity commas for fronted adverbials commas for parenthesis brackets for parenthesis dashes for parenthesis colon semi-colon dash hyphens ellipsis
<b>Working at Greater Depth</b>		
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	spell correctly <b>most</b> words from the Y5/Y6 spelling list*	
distinguish between the language of speech and writing and choose the appropriate register		
use the range of punctuation taught at KS2 correctly:	semi-colons colons dashes hyphens	<b>and</b> use a dictionary to check the spelling of more uncommon or more ambitious vocabulary
when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	maintain legibility in joined handwriting when writing at speed	

Reading EYFS	
<b>Decoding Skills</b>	
<p>With increased accuracy, can recognise taught GPCs independently within decodable books – including digraphs</p> <p>Can recognise vowel digraphs within decodable books</p> <p>With increased accuracy, can recognise taught high frequency words within decodable books</p> <p>Can read CVC, CVCC, CCVC words with increased confidence</p> <p>Can demonstrate knowledge of how to attempt to blend harder words containing more than once syllable (i.e. covers part of the word first)</p> <p>Reads captions and simple sentences with increased accuracy at their phonetic level</p> <p>Begins to recognise some alternative spellings that have been taught</p> <p>Recognises capital letters within decodable books</p> <p>Says a sound for each letter of the alphabet</p> <p>Can explain some further phonic specific vocabulary: <b>alternative spellings, split digraph, syllable</b></p>	
<b>Comprehension Skills</b>	
<b>Vocabulary</b>	<p>Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>
<b>Infer</b>	
<b>Predict</b>	Can anticipate – where appropriate – key events in stories
<b>Explain</b>	
<b>Retrieve</b>	Continue to explore non-fiction texts linked with new knowledge and vocabulary
<b>Sequence</b>	Can sequence events from familiar stories

**ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Reading**  
**Year 1**
**Decoding Skills**

Can read common phase 5 phoneme/graphemes – the majority of which are speedily and confidently read.

Can apply phonic knowledge to read unknown words with known phonemes/graphemes.

Can read polysyllabic words containing known phonemes/graphemes.

Can read common suffixes. (-s –es –ing –ed –er –est)

Can read contractions I'll, I'm, we'll and understand that the apostrophe replaces the omitted letter.

Can read a book at their level independently, only relying on phase 5 phonemes/graphemes and Year One common exception words. (Green/Orange; Phase 5/6 as a minimum).

Can use knowledge of letters, sounds and words to establish meaning when reading aloud.

Is beginning to identify when reading does not make sense and attempts to self-correct.

Can point to a full stop in text (may only be in big books).

Can read most common exception words.

**Comprehension Skills**

<b>Vocabulary</b>	Can discuss the significance of title and events. Can appreciate rhymes and poems and recite some rhymes and poetry by heart.
<b>Infer</b>	Can use pictures (unprompted) and texts to identify meaning. Can link what they read or hear read to their own experiences. Can make inferences on the basis of what is said and done.
<b>Predict</b>	Can make plausible predictions about the plot of an unknown story, using the text and other book features. Can make plausible predictions about characters, using knowledge of the story and own experiences...
<b>Explain</b>	Can explain clearly, showing an understanding of what is read to them. Can choose and talk about a book from a selection, including poems, stories and non-fiction (at a level beyond that they can read independently).
<b>Retrieve</b>	With support, can find information to help answer simple, literal questions, in texts at an appropriate reading grade (may be using picture clues if not prompted). Can recognise and join in with predictable phrases.
<b>Sequence</b>	Can retell known stories, including significant events / main ideas in sequence. Is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).
	Can be familiar with and retell key stories, fairy stories and traditional tales considering their particular characteristics.

**Reading**  
**Year 2**
**Decoding Skills**

Can read common exception words.  
 Can read fluently using decoding skills.  
 Can read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered  
 Can select and read aloud a book at an appropriate level of challenge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  
 Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant).  
 Can read aloud with intonation, taking into account a wider range of punctuation (. ? ! ,).  
 Knows the function of full stops when reading and shows this in their reading aloud.  
 Can identify when reading does not make sense and self-corrects in order for the text to make sense.

**Comprehension Skills**

<b>Vocabulary</b>	Can discuss their favourite words and phrases. Can discuss and clarify the meaning of words, linking new meanings to known vocabulary.
<b>Infer</b>	Having read a text or listened to a text, can find the answers to questions, both written and oral. Can use the front cover and book title as well as illustrations and the words inside to make reading choices.
<b>Predict</b>	Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb). Can make predictions about a text based on reading so far.
<b>Explain</b>	Can compare similarities and differences between texts / books in terms of characters, settings and themes. Can provide simple explanations about events or information (e.g. why a character acted in a particular way). Can explain and discuss their understanding of books, poems and other material. Can listen to, discuss and express views about a wide range of poetry, stories and non-fiction beyond that which they can read independently. Can talk about the features of certain non-fiction texts (non-chronological report, recount, letter). Is beginning to use contents and index pages to locate information in non-fiction texts. Can demonstrate how to use information books (by using layout, index, contents page, glossary).
<b>Retrieve</b>	Can locate specific information on a given page in response to a direct question. Can comment on obvious characteristics and actions of characters in stories. Having read a text or listened to a text, can find the answers to questions, both written and oral.
<b>Sequence</b>	Can discuss the sequence of events in books and how items of information are related. Can summarise a story, giving the main points clearly in sequence.



Reading Year 3	
<b>Decoding Skills</b>	
<p>Can read independently using a range of strategies appropriately, including decoding, to establish meaning.</p> <p>Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas for dialogue.</p> <p>Can read all Y4 / 5 high frequency words.</p> <p>Can read aloud with intonation and expression, taking into account higher grade punctuation, including ... ( ) - .</p> <p>Can locate information by skimming (for a general impression) and scanning (to locate specific information).</p>	
<b>Comprehension Skills</b>	
<b>Vocabulary</b>	<p>Identifies where language is used to create mood, build tension or paint a picture.</p> <p>Can explore potential meanings of ambitious vocabulary read in context.</p> <p>Can comment on the author's choice of language to create mood and build tension.</p> <p>Can identify language features of some different text types.</p>
<b>Infer</b>	<p>Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.</p> <p>Can recognise how a character is presented in different ways and respond to this with reference to the text.</p> <p>Can use clues from action, description and dialogue to establish meaning.</p> <p>Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.</p>
<b>Predict</b>	<p>Can make plausible predictions based on knowledge from / of the text and wider connections.</p> <p>When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.</p>
<b>Explain</b>	<p>Can explain how and why main characters act in certain ways in a story, using evidence from the text.</p> <p>Can discuss reasons for actions and events based on evidence in the text.</p> <p>Can discuss how characters are built from small details.</p> <p>Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.</p> <p>Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).</p> <p>Is beginning to distinguish between fact and opinion in texts.</p> <p>Is beginning to identify differences between different fiction genres.</p> <p>Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.</p> <p>Understands the purpose of a paragraph / chapter.</p>
<b>Retrieve</b>	<p>Is able to quote directly from the text to support thoughts and discussions.</p> <p>Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p> <p>Can use knowledge of the alphabet to locate information (e.g. dictionary, index).</p>
<b>Summarise</b>	<p>Can summarise and explain the main points in a text, referring back to the text to support this.</p>

Reading Year 4	
<b>Decoding Skills</b>	
<p>Can read a range of grade-appropriate texts fluently and accurately.</p> <p>Can skim and scan to identify key ideas in text.</p> <p>Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</p>	
<b>Comprehension Skills</b>	
<b>Vocabulary</b>	<p>Can clarify the meanings of ambitious words and / or phrases in context.</p> <p>Can talk about the effects of different words and phrases to create different images and atmosphere.</p> <p>Can talk about the author's choice of language and its effect on the reader in non-fiction texts.</p> <p>Can understand that figurative language creates images.</p>
<b>Infer</b>	<p>Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.</p> <p>Can infer meaning, using evidence from the text and wider experiences.</p> <p>Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.</p> <p>Can identify the point of view from which a story is told and how this affects the reader's response.</p> <p>Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.</p>
<b>Predict</b>	<p>Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.</p> <p>Can refer to the text to support opinions and predictions.</p>
<b>Explain</b>	<p>Can discuss how an author builds a character through dialogue, action and description.</p> <p>Can identify relationships between characters, explaining the effects this has on the reader.</p> <p>In most grade-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.</p> <p>Can discuss the work of some established authors and knows what is special about their work.</p> <p>Can identify and explain the difference between fact and opinion.</p> <p>Can recognise the different text features within a variety of mixed-genre texts.</p> <p>Can understand and explain different characters' points of view.</p> <p>Can identify and discuss the various features of fiction genres.</p> <p>Can compare and talk about the structures and features of a range of non-fiction texts.</p> <p>Can identify the ways in which paragraphs are linked.</p> <p>Can justify preferences in terms of authors' styles and themes.</p>
<b>Retrieve</b>	<p>Can quote directly from the text to answer questions.</p> <p>Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.</p> <p>Can use knowledge of text structure to locate information.</p>
<b>Summarise</b>	<p>Can refer to the text to support opinions and elaborate.</p> <p>Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p>

Reading Year 5	
<b>Decoding Skills</b>	
Can understand and explain the function of sophisticated punctuation. Can skim and scan non-fiction texts to speed up research.	
<b>Comprehension Skills</b>	
<b>Vocabulary</b>	Can work out the meaning of unknown words from the way they are used in context. Can discuss the difference between literal and figurative language and the effects of imagery. Can sometimes recognise the use of irony and comment on the writer's intention
<b>Infer</b>	Can identify and discuss implicit and explicit points of view in some texts at an appropriate grade. Can infer messages moods, feelings and attitudes across a text in grade-appropriate texts. Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.
<b>Predict</b>	Can refer to the text to support predictions and opinion. Can explore texts to support and justify predictions and opinions.
<b>Explain</b>	Can explain a character's motives throughout a story and use evidence from the text to back up opinions. Can explain the structural devices an author has used to organise a text. Can decide on the quality and usefulness of a range of texts and explain clearly to others. Can confidently identify the point of view of some texts and how this impacts on the reader. Can identify why a long-established novel may have retained its lasting appeal. Can discuss the message a text has about our society, a particular culture or traditions from the past.
<b>Retrieve</b>	Can retrieve and collate key ideas and information from a range of sources.
<b>Summarise</b>	Can comment on the success of texts in provoking particular responses. Can evaluate the success of a text providing evidence that refers to language, theme and style. Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements. Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.

Reading Year 6	
<b>Decoding Skills</b>	
<b>Comprehension Skills</b>	
<b>Vocabulary</b>	Can identify and discuss the use of irony and comment on the writer's intention.
<b>Infer</b>	Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text. Can securely make deductions firmly rooted in the evidence in the text. Can discuss how inferences may differ depending upon the experiences of the reader.
<b>Predict</b>	
<b>Explain</b>	Can evaluate relationships between characters. Is beginning to unpick and evaluate the details of the different layers of meaning in texts. Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole. Can explain in detail how the author has used different language features. Can clearly identify and explain the writer's viewpoint, making reference to the text. Can clearly identify the effect the writing has on the reader and begin to explain how this impact has been created. Can discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time. Can give detailed insight into how the structural choices support the writer's theme or purpose. Can discuss the range of organisational features used and how they contribute to the overall effect of the text.
<b>Retrieve</b>	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. Can use quotations and text references to support ideas and arguments.
<b>Summarise</b>	Can summarise information from different points in the same text or across a range of texts. Can combine information from different reading sources with increasing precision to produce meaningful information. Can identify the different layers of meaning in a text. Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success.

### Provision for Pupils with SEND

Here are some recommendations for ways our English curriculum can be adapted to meet the needs of children with SEND.

*Please note, this is an example of adaptations and is not an exhaustive list.*

- Word banks for pre-learning and to support during lessons: topic vocabulary, imperative verbs, resource vocabulary
- Children working below ARE could have adapted activities that meet the skills from year groups below their own
- Pre-prepared resources when working
- A range of teaching methods and techniques to promote discussion and understanding
- Use a range of methods to record their design and evaluation elements: typing, filming, recording, drawing...
- Group work or paired work to assist each other
- Additional scaffolding activities – 1:1 or small-group
- Additional reading/writing interventions
- Pre-teaching of key concepts to support children's independent learning



The image shows a tilted document with a table structure. The top section is titled 'Learning Objectives' and the bottom section is titled 'Assessment Objectives'. The table contains multiple rows and columns of text, which is too small to read clearly but appears to be a detailed curriculum map.



**Deeper Learning Questions**

Below is a Bloom’s Taxonomy question pyramid, from where teachers may choose to get some deeper learning questions. They are non-exhaustive and just give you an example of questions that might be used throughout our English teaching to give the children further opportunities to share their learning. Teachers will use their discretion when selecting deeper learning questions and they are free to adapt, change or create new questions to support/challenge the children further.

