



# Newfield Primary School

## English Reading Progression of Skills Overview KS1-KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p><u>3 and 4 years old</u> Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in words</li> <li>-recognise words with the same initial sound, such as money and mother</li> </ul> <p><u>Reception</u> -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of 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><u>Early Learning Goals</u> -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.</p>	<p>Apply phonic knowledge to decode words. Respond speedily for all 40+ letters/groups for 40+ phonemes. Read unfamiliar words accurately by blending taught GPCs. Read common exception words, noting unusual spellings in the word. Read common suffixes (-s, -es, -ing, -ed, -er and -est etc.) -read multisyllable words containing taught GPCs. Read contractions and understand use of apostrophe. Read aloud phonically decodable texts that do not require other strategies. Re-read books for fluency in word reading.</p>	<p>Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read words containing common suffixes. Read exception words, noting unusual correspondences. Read most words quickly &amp; 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 for fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet by: - reviewing year 2 prefixes and suffixes. - learning prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-'. - learning suffixes 'less' and 'ly' (where root words end in 'le' and 'ic') Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Read words containing unfamiliar GPCs: eigh, ei, ey, y, ch, ou and words ending with 'gue' or '-que'.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet by: - reviewing year 3 prefixes and suffixes. - learning prefixes: 'in-', 'il-', 'im-', 'ir-', 'anti-' and 'inter-'. - learning suffixes: '-ly' and '-ous' and '-ation' (including spellings that sound like 'tion' e.g. '-sion', '-ssion', '-cian').</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read words containing unfamiliar GPCs: those taught in year 3, 'gu' and 'sc'.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet by: - reviewing all prefixes and suffixes previously taught. - learning words with the letter string 'ough'. - learning words ending in '-able', '-ible', '-ably' and '-ibly'. - learning words with silent letters</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet by: - reviewing all previously taught GPCs and prefixes and suffixes.</p>

Range of Reading	<p><u>3 and 4 years old</u>            -Enjoy listening to longer stories and can remember much of what happens.            -Talk about familiar books            -Engage in extended conversations about stories and learning new vocabulary.</p> <p><u>Reception</u>            -Engage in story times.            -Listen to and talk about stories to build familiarity and understanding.            -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment            -Engage in non-fiction books.            -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.            Being encouraged to link what they read or hear read to their own experiences.</p>	<p>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.</p>	<p>Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.            Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.            Regularly listen to whole novels read aloud by the teacher.</p>	<p>Listen to and discussing a wide range of fiction, poetry plays, non-fiction and textbooks.            Read books that are structured in different ways and reading for a range of purposes.            Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p>	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction which they might not choose to read themselves and are structured in different ways.            Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p>	<p>Independently read longer texts with sustained stamina and interest.            Express preferences about a wider range of books.</p>
Familiarity with texts	<p><u>3 and 4 years old</u>            -Engage in extended conversations about stories and learning new vocabulary.            -Be able to talk about familiar books and be able to tell a long story.</p> <p><u>Reception</u>            -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment            -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><u>ELG Comprehension</u>            Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.            Recognising and joining in with predictable phrases.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.            Recognising simple recurring literary language in stories and poetry.</p>	<p>Sequence and discuss the main events in stories.</p>	<p>Analyse and compare a range of plot structures.</p>	<p>Make comparisons within a text e.g. characters' viewpoints of same events.</p>	<p>Make comparisons within and across texts e.g. similar themes in different books            Compare texts written in different periods</p>

Poetry and Performance	<p><u>3 and 4 years old</u> -Sing a large repertoire of songs. -Know many rhymes</p> <p><u>Reception</u> -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Learning to appreciate rhymes and poems.</p> <p>Write an acrostic poem.</p>	<p>Continuing to build up a repertoire of poems, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Write a shape poem.</p>	<p>Recognise some different forms of poetry. Prepare poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Write a poem about other cultures.</p>	<p>Prepare poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action</p> <p>Write a poem in the style of an author.</p>	<p>Learn poems by heart.</p> <p>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Write a Kenning poem.</p>	<p>Learn a wider range of poems by heart.</p> <p>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Write a free verse poem.</p>
Word meanings	<p><u>3 and 4 years old</u> -Begin to use a wider range of vocabulary.</p> <p><u>Reception</u> -Learn new vocabulary from stories. -Use new vocabulary through the day.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Discussing word meanings, linking new meanings to those already known.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases</p>	<p>Use dictionaries to check the meaning of words that they have read. Explain the meaning of unfamiliar words by using the context.</p>	<p>Continue to use dictionaries to check the meaning of words.</p> <p>Use a thesaurus to expand on vocabulary.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p>	<p>Explore meaning of words in context.</p>	<p>Explore new vocabulary in context</p>

Understanding		Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.	Discussing the sequence of events in books and how items of information are related. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.	Discuss understanding of the text. Identify and discuss themes e.g. good over evil, weak and strong.	Discuss understanding of the text. Identify, analyse and discuss themes e.g. safe and dangerous, people and animals. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.	Explore themes within and across texts e.g. loss, heroism, friendship. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Re-read and read ahead to locate clues to support understanding. Scan for key words and text marking to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepening comprehension through discussion. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Re-read and read ahead to locate clues to support understanding and justifying with evidence from the text. Scanning for key information e.g. looking for descriptive words associated with a setting. Skim read for gist. Use a combination of skimming, scanning and close reading across a text to locate specific detail.
Inference		Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done. Answering and asking questions.	Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.	Inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justify inferences with evidence e.g. Point + Evidence + Explanation.
Prediction	<b>ELG Comprehension</b> Anticipate, where appropriate, key events in stories.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.	Make predictions based on details stated.	Make predictions based on information stated and implied.	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.
Authorial Intent					Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	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. Exploring, recognising and using the terms metaphor, simile, imagery. Explaining the effect on the reader of the authors' choice of language.	Identify how language, structure and presentation contribute to meaning. Exploring, recognising and using the terms personification, analogy, style and effect. Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.

Non-Fiction	<p><u>3 and 4 years old</u>            -Enjoy listening to longer books and can remember much of what happens.            -Talk about familiar books            -Engage in extended conversations about non-fiction books and learning new vocabulary.</p> <p><u>Reception</u>            and understanding.            -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment            -Engage in non-fiction books.            -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Know that information can be retrieved from books or computers.            Discuss information in nonfiction with a teacher.</p>	<p>Being introduced to non-fiction books that are structured in different ways.</p>	<p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.            Scan for dates, numbers and names.            Explain how paragraphs are used to order or build up ideas, and how they are linked.            Navigate texts to locate and retrieve information in print and on screen.</p>	<p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.            Scan for dates, numbers and names.            Explain how paragraphs are used to order or build up ideas, and how they are linked.            Navigate texts to locate and retrieve information in print and on screen</p>	<p>Use skills and knowledge of Non-Fiction texts to write.            Distinguish between statements of fact and opinion.            Retrieve, record and present information from non-fiction.</p>	<p>Use skills and knowledge of Non-Fiction texts to write.            Distinguish between statements of fact or opinion across a range of texts.            Retrieve, record and present information from non-fiction.</p>
Discussing meaning	<p><u>3 and 4 years old</u>            -Talk about familiar books            -Engage in extended conversations about stories and learning new vocabulary.</p> <p><u>Reception</u>            -Listen to and talk about stories to build familiarity and understanding.            -Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment            -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.            Explain clearly their understanding of what is read to them.</p>	<p>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.            Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Analyse and evaluate texts looking at language, structure and presentation. Analyse point and evidence to structure and justify responses. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons.            Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups.</p>	<p>Recommend books to their peers with reasons for choices.            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.            Provide reasoned justifications for their views.            Justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation)</p>	<p>Recommend books to their peers with detailed reasons for their opinions.            Participate in discussions about books building on their own and others' ideas and challenging views courteously.            Explain and discuss their understanding of what they have read.            Participate in debates on issues related to reading (fiction/nonfiction)            Justify opinions and elaborate by referring to the text e.g. Point + Evidence + Explanation.</p>



# Newfield Primary School

## English Writing Progression of Skills Overview

### Writing Progression: Transcription and spelling

	Phonics and spelling rules	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Three and Four-Year-Olds</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p><b>Reception</b> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p><u>To apply Y1 spelling rules and guidance*, which includes:</u> -the sounds /t/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; -the /n/ sound spelt 'n' before 'k' (e.g. bank, think); -dividing words into syllables (e.g. rabbit, carrot); -the /t/ sound is usually spelt as 'ch' and exceptions; -the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); -adding -s and -es to words (plural of nouns and the third person singular of verbs); -adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); -spelling words with the vowel digraphs and trigraphs (see phonics progression) -adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); -using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>the /l/ or /ə/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <p>the /a/ sound spelt -y (e.g. cry, fly, July);</p> <p>adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p> <p>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ:/ sound spelt 's' (e.g. television, usual).</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

Writing Progression: Transcription and spelling							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Common exception words	<p>ELG: To write some irregular common words.</p>	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>	<p>To spell many of the Y3 and Y4 statutory words correctly.</p>	<p>To spell all of the Y3 and Y4 statutory words correctly.</p>	<p>To spell many of the Y5 and Y6 statutory words correctly.</p>	<p>To spell all of the Y5 and Y6 statutory words correctly.</p>
Prefixes and suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest)</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting, offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further spelling conventions		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>

## Writing Progression: Transcription and spelling

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p><b>Three and Four-Year-Olds</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p><b>Reception</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.</p> <p><b>ELG</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>
	Joining letters		To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal stroke that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).



## Writing Progression: Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Engage in extended conversations about stories, learning new vocabulary.</li> <li>-Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>-Write some or all of their name.</li> <li>-Write some letters accurately.</li> <li>-Begin to develop complex stories using small world equipment, like - animal sets, dolls and dolls houses, etc.</li> </ul>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Learn new vocabulary.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities.</li> <li>-Explain how things work and why they might happen.</li> <li>-Listen to and talk about stories to build familiarity and understanding</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>-Re-read what they have written to check it makes sense.</li> <li>-Develop storylines in their pretend play.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>-Write simple phrases and sentences that can be read by others.</li> <li>-Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>						

Awareness of audience, purpose and structure	<p><b>Three and Four-Year-Olds</b> Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><b>Reception</b> Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p><b>ELG</b> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To 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 (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
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## Writing Progression: Vocabulary, Grammar and Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tenses	<p><b>Three and Four-Year-Olds</b> -Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Use longer sentences of four to six words</p> <p><b>Reception</b> -Use new vocabulary throughout the day. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives.</p> <p><b>ELG</b> -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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of phrases and Clauses	<p><b>Three and Four-Year-Olds</b> Use longer sentences of four to six words. <b>Reception</b> -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. <b>ELG</b> -Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences,</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks;</li> <li>commas to separate lists;</li> <li>apostrophes to mark</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

		To begin to use question marks and exclamation marks.	singular possession contractions.		for singular and plural possession.		
Use of terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.



# Newfield Primary School

## English Speaking and Listening Progression of Skills Overview

Spoken Language Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening Skills	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Enjoy listening to longer stories and can remember much of what happens.</li> <li>-Can find it difficult to pay attention to more than one thing at a time.</li> <li>-Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>-Listen with increased attention to sounds.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and response.</li> </ul>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
Following Instruction	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> <li>-Increasingly follow rules, understanding why they are important.</li> </ul>	To understand instructions with more than one point in many situations.	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	To follow complex directions/multi-step instructions without the need for repetition.		
Asking and Answering questions	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> <li>-Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Ask questions to find out more and check they understand what has been said to them.</li> </ul>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p>	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with confidence in a range of situations.</p>

## Spoken Language Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drama, Performance and Confidence</b>	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> <li>-Show more confidence in new social situations.</li> <li>-Develop appropriate ways of being assertive.</li> <li>-Create their own songs, or improvise a song around one they know.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>-Learn rhymes, poems and songs.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>-Sing in a group or on their own, increasing matching the pitch and following the melody.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>To speak clearly in a way that is easy to understand.</li> <li>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>To know when it is their turn to speak in a small group presentation or play performance.</li> <li>To take part in a simple role play of a known story.</li> </ul>	<ul style="list-style-type: none"> <li>To speak confidently within a group of peers so that their message is clear.</li> <li>To practise and rehearse reading sentences and stories aloud.</li> <li>To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>	<ul style="list-style-type: none"> <li>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>To speak regularly in front of large and small audiences.</li> <li>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>	<ul style="list-style-type: none"> <li>To use intonation when reading aloud to emphasise punctuation.</li> <li>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>To discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</li> </ul>	<ul style="list-style-type: none"> <li>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>To gain, maintain and monitor the interest of the listener(s).</li> <li>To select and use appropriate registers for effective communication.</li> </ul>
<b>Vocabulary Building &amp; Standard English</b>	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Use a wider range of vocabulary.</li> <li>-Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</li> <li>-Use longer sentences of four to six words.</li> <li>-Engage in extended conversations about stories, learning new vocabulary.</li> <li>-Talk about what they see, using a wide vocabulary.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary throughout the day.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Develop social phrases.</li> <li>-Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate vocabulary to describe their immediate world and feelings.</li> <li>To think of alternatives for simple vocabulary choices.</li> </ul>	<ul style="list-style-type: none"> <li>To start to use subject-specific vocabulary to explain, describe and add detail.</li> <li>To suggest words or phrases appropriate to the topic being discussed.</li> <li>To start to vary language according to the situation between formal and informal.</li> <li>To usually speak in grammatically correct sentences.</li> </ul>	<ul style="list-style-type: none"> <li>To use vocabulary that is appropriate to the topic and/or the audience.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</li> <li>To discuss topics that are unfamiliar to their own direct experience.</li> </ul>	<ul style="list-style-type: none"> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<ul style="list-style-type: none"> <li>To use relevant strategies to build their vocabulary.</li> <li>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>To speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>To confidently explain the meaning of words and offer alternative synonyms.</li> </ul>

## Spoken Language Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking for a Range of Purposes	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> <li>-Can start a conversation with an adult or a friend, and continue it for many turns.</li> <li>-Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>-Play with one or more other children, extending and elaborating play ideas.</li> <li>-Develop appropriate ways of being assertive.</li> <li>-Talk with others to solve conflicts.</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>-Engage in extended conversations about stories, learning new vocabulary.</li> <li>-Talk about what they see, using a wide range of vocabulary.</li> <li>-Explore and talk about different forces they can feel.</li> <li>-Talk about the differences between materials and changes they notice.</li> <li>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>-Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>-Develop social phrases.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>To organise their thoughts into sentences before expressing them.</li> <li>To be able to describe their immediate world and environment.</li> <li>To retell simple stories and recounts aloud.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about themselves clearly and confidently.</li> <li>To verbally recount experiences with some added interesting details.</li> <li>To offer ideas based on what has been heard.</li> </ul>	<ul style="list-style-type: none"> <li>To organise what they want to say so that it has a clear purpose.</li> <li>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>To debate issues and make their opinions on topics clear.</li> <li>To adapt their ideas in response to new information.</li> </ul>	<ul style="list-style-type: none"> <li>To plan and present information clearly with ambitious added detail and description for the listener.</li> <li>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To communicate confidently across a range of contexts and to a range of audiences.</li> <li>To articulate and justify arguments and opinions with confidence.</li> <li>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> </ul>

	<ul style="list-style-type: none"> <li>-Use new vocabulary in different contexts.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>-Express their feelings and consider the feelings of others.</li> <li>-Talk about their immediate family and community.</li> <li>-Name and describe people who are familiar to them.</li> <li>-Comment on images of familiar situations in the past.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>						
Participating in discussion	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>-Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise when it is their turn to speak in a discussion.</li> <li>• To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>• To engage in meaningful discussions that relate to different topic areas.</li> <li>• To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>• To take account of the viewpoints of others when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</li> <li>• To begin to challenge opinions with respect.</li> <li>• To engage in meaningful discussions in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</li> <li>• To engage in longer and sustained discussions about a range of topics.</li> <li>• To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</li> <li>• To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>• To offer an alternative explanation when other participant(s) do not understand.</li> </ul>