

# English Year 1



I can make predictions about what is going to happen

I can draw inferences from the text or pictures

I can say what I like or don't like about a text

I can make links from books to my own experiences

I can retell some stories using narrative language

I can talk about characters in familiar stories

I can recite some poems and rhymes by heart

I can check that my reading makes sense and make corrections when it doesn't

Reading

I can sequence sentences to form a story

I can join two sentences using and

I can put words together to make a sentence

Structure

I can say a sentence out loud before writing it

I can sequence sentences in order to recount an event or experience

I can re-read what I have written to check it makes sense

I know that some words can have a prefix added to change the meaning

Composition

I can use an exclamation mark

I can use a question mark

I can use a capital letter to start a sentence

I can use a full stop to end a sentence

I can use capital letters for names

I can put spaces between words

I can use a capital I

Punctuation

I can form lower case letters in the correct direction, starting and finishing in the right place

I can sit at a table holding a pencil correctly

Handwriting

I can find the phonemes in words I know

I can use syllables to divide words for spelling

I can use what I know about tricky phonemes to help me spell words

I can name all the letters of the alphabet in order

Spelling

# English Year 2



I can draw inferences from illustrations, events, characters, actions and speech

I can ask and answer questions, and make predictions

I can recite some poems by heart, with expression

I can find repeated language in stories and poems

I can read for meaning and reread when it does not make sense

I can retell familiar and traditional stories

I can use what I have learned before to help me understand texts

I can discuss the sequence of events

I can talk about and give an opinion on a range of texts

## Reading

I have begun to use complex sentences with subordinate clauses

I can use expanded noun phrases

I can use the progressive form of verbs (I am going) in the present and past tenses

I can use present and past tenses accurately

## Structure

I can evaluate my writing independently, with friends and with an adult

I can proof read my work and make corrections

I can plan, discuss and record my ideas

I can write for different purposes including real events

I can write stories about personal experiences, both real and imagined

## Composition

I use capital letters for the names of places, people, days of the week and the personal pronoun I

I use question marks and exclamation marks correctly

I use commas to separate words in a list

I can use apostrophes to show where letters are missing and to show possession

## Punctuation

I can write with a controlled and neat joined handwriting style

I can use the diagonal and horizontal strokes needed to join letters

I can form lower case letters correctly sized and orientated, and upper case letters also

I use finger spaces

## Handwriting

I can use my knowledge of phonics to spell

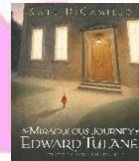
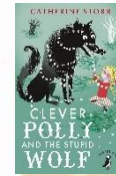
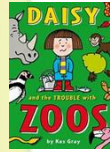
I can identify phonemes in unfamiliar words and use syllables to divide words

I can spell some longer words with suffixes ment, ful, less and ly

I can spell some common homophones

## Spelling

# English Progression Map Year 3



I can use conjunctions, adverbs & prepositions.

I am starting to use paragraphs.

I can use different tenses consistently in my writing (including past tense with has/ have).

## Structure

I can discuss and record ideas to help plan my writing.

I can compose sentences (out loud first). I am beginning to use a wider range of structures including subordinate clauses.

I can write a narrative with a clear structure and thinking about setting, characters & plot.

I can write non narrative using headings and sub-headings.

I can suggest improvements to my own writing and that of others.

I am learning to proof-read to check for errors in spelling & punctuation

## Composition

I can form letters correctly and am practising my joined style.

I understand which letters should be left unjoined.

## Handwriting

I can use basic punctuation in my writing.

I can use inverted commas to punctuate direct speech.

## Punctuation

Painting pictures with words. (Description of the Nile and inside the tomb)

Caring for a giraffe. (Instructions fact file)

Writing to others. (Letter to a curator)

Writing to perform. (Play scripts)

Exploring emotions. (Diary writing)

The power of storytelling.

Playing with poetry. (Shape poems)

Exploring characters. (Description)

Writing in role. (Postcards)

Making a plan. (Notes using words, diagrams, labels)

I take care to spell the words from our non-negotiable list carefully.

I can spell words correctly from my Year 3 lists.

I can spell some words from the Y3/4 spelling list.

I am learning to use the first two or three letters of a word to check its spelling in a dictionary.

## Spelling

I read a range of fiction, poetry, plays and non-fiction texts and learn new words. I understand how to choose books from our fiction library.

I can read aloud independently but can also take turns and listen to others.

I understand that fiction and non-fiction texts can have different layouts.

I am enjoying and talking about different types of fiction and nonfiction books.

I can explain what has happened so far and try to predict what will happen next.

I can infer a character's feelings, thoughts and motives from their actions.

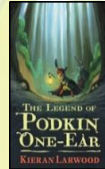
I am learning to use a dictionary to check the meaning of unfamiliar words.

I can identify the main point of a text and use non-fiction texts to retrieve information.

I can prepare poems and plays to read aloud and to perform, using my voice and actions.

## Reading

# English Progression Map Year 4



I enjoy a range of books from a range of authors. I am learning how to select books for specific purposes, using the Dewey system in our library.

I can identify features of different types of texts and identify simple themes within them.

I can read a text fluently and pick out key information.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can summarise to re-cap and predict what may happen next from clues in a text.

I can explain the meaning of words in context. I ask relevant questions to improve my understanding of a text and new words in it. I can use a dictionary to check the meaning of unfamiliar words.

I can infer meanings & begin to justify them with evidence from the text

I can explore poetry and discuss figurative language. I can prepare poetry to read aloud and perform.

Reading

I can discuss and record ideas to help plan my writing.

I can compose sentences (out loud first) with different sentence structures.

I can write a narrative with a clear structure, setting and plot.

I can move my narrative on, using direct speech in my writing and punctuating it correctly.

I use a range of sentences which have more than one clause, and I write in paragraphs.

I can write non-narrative texts using different organisational devices.

I can improve my writing by changing grammar and vocabulary, and I understand how to use a thesaurus.

I am learning to proof-read to check for errors in spelling and punctuation.

Composition

I can use apostrophes to mark possession and omission.

I use commas in lists, in direct speech and with fronted adverbials.

Punctuation

My joined handwriting is legible and consistent and ascenders and descenders are clear.

Handwriting

I can use the correct tense consistently in my writing (including past tense with has/ have).

I can use expanded noun phrases.

I can use fronted adverbials.

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within & across sentences.

Structure

<p><b>Writing to others.</b> (Letter to my teacher)</p> <p><b>A letter to Rwanda.</b> (Recounts)</p> <p><b>Is plastic fantastic?</b> (Plastic debate and Poetry)</p> <p><b>People who have changed the World.</b> (Biography writing)</p>	<p><b>Exploring emotions.</b> (Beowulf's diary)</p> <p><b>The power of storytelling.</b></p> <p><b>Persuasion.</b> (A battle cry)</p>	<p><b>The new Iron Man</b> (Creating an imaginary creature)</p> <p><b>Firing our imaginations.</b> (Features of different poetry) (Two poet study)</p> <p><b>Ready to perform.</b> (Creating, rehearsing and performing choral poems)</p>
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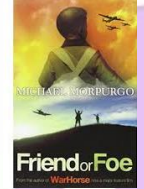
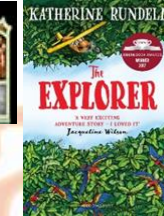
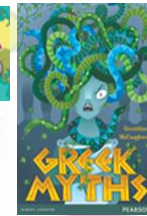
I take care to spell the words from our non-negotiable list carefully

I can spell the words from the Year 4 Spelling Shed lists.

I can spell the commonly misspelt words from the Y3/Y4 word list.

I can use the first 2 or 3 letters of a word to check a spelling in a dictionary.

Spelling



I am familiar with and can talk about a wide range of books and text types, showing understanding and enjoyment.

I like recommending books I have enjoyed to others.

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

I am learning to scan a text in order to help me retrieve key information.

I can infer characters thoughts, feelings and motives.

I can predict what may happen next, from clues or suggestions in the text and can summarise a text using key details.

I have strategies for learning new vocabulary, including asking for explanations when I meet an unfamiliar word.

I can read my own and others' work aloud with confidence and can prepare poems to perform, learning elements of them by heart.

### Reading

I can discuss the audience and purpose of the writing.

I can plan my writing, using ideas of my own but drawing on expertise from authors.

I can start a sentence in different ways.

I can use the correct features of the text type we are working on and use devices to guide the reader e.g. bullet points.

I can develop characters through action and dialogue and describe settings and atmospheres effectively.

I can use well chosen vocabulary to create an impact and I can use a thesaurus to help me.

I can use stylistic devices, e.g. metaphor/simile.

I can proof read my work to check for errors such as inconsistent tense and subject and verb agreement.

I can make changes in order to improve the effectiveness of my writing.

### Composition

Firing our imaginations. (Poetry)	It's a rap! (A rap for our school)	Exploring emotions. (Diary writing)
Animals on the move. (Report writing)	How can I explain? (An explorer's handbook)	The power of story telling.
Powerful writing. (Mythical scene)	Understanding others. (Writing from different viewpoints)	Come to our school (Writing an advert)
Come and visit the museum. (Writing to persuade)		I can perform. (Performance poetry)

I can write legibly in a joined style, when writing at speed.

### Handwriting

I can use brackets, dashes and commas to indicate parenthesis.

I am beginning to use commas in longer sentences, to clarify meaning or avoid ambiguity.

I can use apostrophes for omission and possession.

I understand the difference between direct and reported speech.

### Punctuation

I can use complex sentences and relative clauses.

I can use correct verb forms, including modal.

I can build cohesion within and between paragraphs.

### Structure

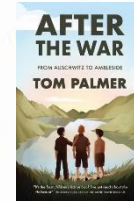
I can spell the words on our non-negotiable spelling list.

I can spell the words from my Year 5 Spelling Shed lists

I can spell some of the words from the Y5/Y6 spelling list.

I can use a dictionary to help spell words correctly in my writing.

### Spelling



I am enjoying age appropriate books with confidence and fluency.

I am learning new vocabulary, using appropriate strategies.

I can evaluate how authors use language and consider the impact on the reader.

I can explain and discuss my understanding of what I read, drawing inferences and justifying these with evidence.

I can discuss, debate and give opinions about my reading

I can predict what might happen from details stated and implied and can summarise main ideas.

I can retrieve, record and present information from non-fiction texts.

I can make comparisons within and across texts.

I can read a variety of texts aloud, including poems, showing understanding through intonation, tone, volume & action.

## Reading

I can plan, draft, edit, evaluate and proof read my writing.

I use a range of sentence starters to create specific effects.

I use grammatical structures & features and choose vocabulary appropriate to the audience and purpose.

I can use adverbs, expanded noun phrases and preposition phrases to add detail to sentences.

I can use grammar to create an impact.

I use the correct verb form, including passive and modal verbs.

I can write cohesively within and across sentences and paragraphs.

I can create atmosphere, describe settings and use dialogue to convey character and advance the action in my writing.

I can select resources (e.g. a thesaurus) to help with my writing and can use with confidence.

## Composition

Firing our imaginations. (Poetry)

Whose point of view? (Writing from different viewpoints)

The powers of persuasion. (Letter from Lord Shaftesbury)

What did you think? (Playscripts and Review of YSC performance)

Painting pictures with words. (Descriptive poetry)

What's your opinion? (How to debate)

What do you think is the greatest invention? (Writing an online article)

What makes a good reader? (Revision sessions)

Preparing to perform! (Scripts for leavers assembly)

The power of storytelling.

I can vary sentence length for effect.

I can use a wide range of clause structures and vary their position within the sentence.

I write in paragraphs which can clearly signal a change in subject, time, place or event.

## Structure

I am learning to use the semi-colon, colon, dash and hyphen.

I can use the colon to introduce a list and semi-colon within lists.

I can use inverted commas, commas for clarity, and punctuation for parenthesis.

## Punctuation

I can maintain legibility, fluency and speed in my handwriting.

## Handwriting

I always spell our non-negotiable words correctly.

I can spell the words from my Year 6 Spelling Shed lists.

I can spell most of the words from the Y5/Y6 spelling list.

My spelling is generally correct and I can use spell checking resources for more ambitious words.

## Spelling