



Progression of skills for English



Oracy	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	To speak audibly so they can be heard and understood To use gestures to support meaning in play	To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts	To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea or counting off ideas on their fingers as they say them.	Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. Considers position and posture when addressing an audience.	To consider movement when addressing an audience. To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	To project their voice to large audience. For gestures to become increasingly natural.	To speak fluently in front of an audience. To have a stage presence. Consciously adapt tone, pace and volume of voice within a single situation.

Linguistic	To use talk in play to practice new vocabulary To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	To use vocabulary appropriate specific to the topic at hand To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas.	To be able to use specialist language to describe their own and others' talk. To use specialist vocabulary. To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	To vary sentence structures and length for effect when speaking. To be comfortable using idioms and expressions
Cognitive	To use 'because' to develop their ideas To make relevant contributions and asks questions To describe events that have happened to them in detail	To offer reasons for their opinions To recognise when they haven't understood something and asks a question to help with this. To disagree with someone else's opinion politely.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of	To construct a detailed argument or complex narrative. To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

		To explain ideas and events in chronological order.		To reach shared agreement in discussions.		people don't eat meat because they believe killing animals is cruel'. To identify when a discussion is going off topic and to be able to bring it back on track.	
Social and Emotional	To look at someone who is speaking to them To take turns to speak when working in a group	Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult.	To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material.	To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	To use more natural and subtle prompts for turn taking. To be able to empathise with an audience. To consider the impact of their words on others when giving feedback.	Listening for extended periods of time. To speak with flair and passion.	To use humour effectively. To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.

Reading	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of Reading		listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listen to, discuss and express 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	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books

Poetry & Performance	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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Decoding

	read individual letters by saying the sounds for them. (LIT) Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. (LIT) Read some letter groups that each represent one sound and say sounds for them. (LIT) Read a few common exception words matched to the school's phonic programme. (LIT) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (LIT) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)	apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra)	apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending		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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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 they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	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	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
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Familiarity with texts	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)	recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing	increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions in and across a wide range of writing
Word Meanings	learn new vocabulary. (C&L) Use new vocabulary in different contexts. (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary discuss their favourite words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding	Listen to and talk about stories to build familiarity and understanding. (C&L) 2	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding

		check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction		predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details 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	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 and consider the impact on the reader	identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the

							impact on the reader
Non-fiction	Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading	Engage in story times. (C&L)	participate in discussion about what is read to them by taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	recommend books that they have read to their peers and giving reasons for their choices 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, including through formal presentations and debates provide reasoned justifications for their views	recommend books that they have read to their peers and giving reasons for their choices 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, including through formal presentations and debates provide reasoned justifications for their views

Writing	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole Word Spelling	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. 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.	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones	spell further homophones spell words that are often misspelt (Appendix 1)	spell further homophones spell words that are often misspelt (Appendix 1)	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

Other Word Building Spelling		using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1	learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

Handwriting

Use large-muscle movements to wave flags and streamers, paint and make marks.
Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.
Shows a preference for a dominant hand.

Write some letters accurately.

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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient. Form

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters

form digits 0-9

understand which letters belong to which handwriting 'families' and to practise these

form lower-case letters of the correct size relative to one another

start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

use spacing between words that reflects the size of the letters.

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

increase the legibility, consistency and quality of their handwriting

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

increase the legibility, consistency and quality of their handwriting

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

	lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.						
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Contexts for Writing

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Engage in extended conversations about stories, learning new vocabulary.

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.

Write some or all of their name.

Write some letters accurately.

Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

Learn new vocabulary.

Articulate their ideas and thoughts in well-formed sentences.

Describe events in some detail.

Use talk to help work out problems and organise thinking and

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

	activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and						
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	teachers.						
Planning Writing		saying out loud what they are going to write about composing a sentence orally before writing it	planning or saying out loud what they are going to write about	discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	noting and developing initial ideas, drawing on reading and research where necessary	noting and developing initial ideas, drawing on reading and research where necessary

Drafting Writing

Use a wider range of vocabulary. 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. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small	sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
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	group, class and one-to-one discussion, 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.						
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Editing Writing

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

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.

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

discuss what they have written with the teacher or other pupils

evaluating their writing with the teacher and other pupils

rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proofreading to check for errors in spelling, grammar and punctuation

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proofread for spelling and punctuation errors

assessing the effectiveness of their own and others' writing

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proofread for spelling and punctuation errors

	use of conjunctions with modelling and support from the teacher.						
Performing Writing		read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary		leaving spaces between words joining words and joining clauses using "and"	expanded noun phrases to describe and specify	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

Grammar	Use longer sentences of four to six words. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 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.	regular plural noun suffixes (-s, -es)	sentences with different forms: statement, question, exclamation, command				recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
		verb suffixes where root word is unchanged (-ing, -ed, -er)	the present and past tenses correctly and consistently including the progressive form	using the present perfect form of verbs in contrast to the past tense	using fronted adverbials	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	using passive verbs to affect the presentation of information in a sentence
		un- prefix to change meaning of adjectives/adverbs	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	form nouns using prefixes (super-, anti-)	difference between plural and possessive -s	converting nouns or adjectives into verbs	using the perfect form of verbs to mark relationships of time and cause
		to combine words to make sentences, including using and	some features of written Standard English	use the correct form of 'a' or 'an'	Standard English verb inflections (I did vs I done)	verb prefixes	differences in informal and formal language
		Sequencing sentences to form short narratives	suffixes to form new words (-ful, -er, -ness)	word families based on common words (solve, solution, dissolve, insoluble)	extended noun phrases, including with prepositions	devices to build cohesion, including adverbials of time, place and number	synonyms & Antonyms
		separation of words with spaces			appropriate choice of pronoun or noun to create cohesion		further cohesive devices such as grammatical connections and adverbials
		sentence demarcation (. ! ?)					use of ellipsis
		capital letters for names and pronoun 'I')					

			apostrophes for omission & singular possession				
Punctuation		beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	learning how to 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)	using and punctuating direct speech (i.e. Inverted commas)	using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)	using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points