



# Trent-Rylands Federation English Progression Map



		Foundation 1 and 2	Year 1					Year 2		Year 3		Year 4			Year 5		Year 6		
Reading	Phonics and National Book Bands	Little Wandle Phase 2, 3 and 4 (see separate Little Wandle programme progression document)	Little Wandle Phase 5 (see separate Little Wandle programme progression document)	Turquoise	Turquoise	Purple	Gold	White	White	Lime	Lime	Brown	Brown	Grey	Dark Blue	Burgundy	Black		
	Decoding	<p>F1 Count or clap syllables in a word. Recognise words with the same initial sound. Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>F2 Read individual letters by saying the sounds for them. Read at least 10 diagraphs &amp; say sounds for them. Read words consistent with their phonic knowledge by sound-blending. Read simple phrases &amp; sentences made up of words with known letter-sound correspondences &amp; a few tricky words.</p>	<p>Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught GPC. Read common exception words. Read common suffixes (-s, -es, -ing, -ed, -er, -est) and prefixes (un-). Read multisyllable words containing taught GPCs. Read contractions and understand use of apostrophe. Read aloud phonically-decodable texts.</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 common suffixes (-ful, -ness, -ly, -ment, -less). Read exception words, noting unusual correspondences. Read most words quickly &amp; accurately without overt sounding and blending. Can sound out unknown words without help from an adult.</p>	<p>Is aware that some words sound different to how they are spelt. Apply their growing knowledge of root words, prefixes and suffixes, 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. Begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print.</p>	<p>Is aware that some words sound different to how they are spelt. Can use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words. Apply their growing knowledge of root words, prefixes and suffixes, 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. Try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print.</p>	<p>Use words and word parts to think about what new words mean and sound like. 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. Rarely misread words because they look closely at all the letters within it. Work out how to pronounce unfamiliar written words with increasing automaticity. Read aloud, with confidence and fluency</p>	<p>Use words and word parts to think about what new words mean and sound like. 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. Read most words effortlessly. Work out how to pronounce unfamiliar written words with increasing automaticity. Read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent.</p>											

Range of Reading	<p>F1 and F2 Listen to, enjoy and discuss a range of story books and non-fiction that:</p> <ul style="list-style-type: none"> <li>-Are set in familiar environments, or reflect their own lives.</li> <li>-That follow their interests e.g. pirates, dinosaurs.</li> <li>-That extend their knowledge of familiar subjects e.g. farms.</li> </ul> <p>Listen to and enjoy a range of nursery rhymes and simple poems.</p>	<p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Can tell you about all the different stories read.</p>	<p>Can talk about different types of stories they have read. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Develop an awareness of preference in reading.</p>	<p>Can show understanding of an increasing wide range of texts they read. Is able to choose from a range of books that are set out differently. Can identify different themes and conventions in a wide range of books. Can talk about different types of stories they have read. Read books that are structured in different ways and read for a range of purposes. Develop an awareness of preference in reading.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions. Can make comparisons within and across 2-3 books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions. Can make comparisons within and across books.</p>
	Familiarity with texts	<p>F1 5 key concepts of print</p> <ul style="list-style-type: none"> <li>-Print has meaning</li> <li>-Print can have different purposes</li> <li>-We read English text from left to right and top to bottom</li> <li>-The names of different parts of a book</li> <li>-Page sequencing</li> </ul> <p>F2 Begins to be aware of the way stories are structured, and to tell own stories. Be able to talk about familiar stories &amp; tell a long story.</p>	<p>Identify which words appear again and again. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases.</p>	<p>Can recognise simple language patterns in stories and poems. Can re-read books, to become better and better at reading the text.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books.</p>	<p>Increasing 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. Identifying and discussing themes and conventions in and across a wide range of writing.</p>

Poetry & Performance	<p>F1 To listen carefully to rhymes and songs paying attention to how they sound. To join in with familiar nursery rhymes and poems.</p> <p>F2 Children will progress from joining in with last word of each line, until they can recite some by heart. Re-enacts and reinvents stories / poems they have heard in their play.</p>	<p>Read with pace &amp; expression, i.e. pause at full stop; raise voice for question. Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Can say out loud a number of poems they have learnt.</p>	<p>Can recognise different types of poetry. Can perform poems and play scripts to read aloud to keep the listener interested.</p>	<p>Can perform poems and play scripts to read aloud to keep the listener interested. Can recognise different types of poetry.</p>	<p>Learn a wider range of poems by heart. Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</p>	<p>Learn a wider range of poems by heart. Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.</p>
	<p>Understand the new vocabulary within the context of the story.</p> <p>Use new vocabulary in different contexts.</p> <p>Use phrases from a story through the day " I searched for a pencil, but no pencil could be found". .</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Can discuss the meaning of words. Is happy to tell you favourite words and phrases from reading.</p>	<p>Can use a dictionary to check the meaning of new words. Select effective words and phrases that capture the reader's interest and imagination and discuss why.</p>	<p>Will discuss words and phrases of interest. Can use a dictionary to check the meaning of new words. Select effective words and phrases that capture the reader's interest and imagination and discuss why.</p>	<p>Can use a dictionary/technology to check the meaning of new words.</p>	<p>Can use a dictionary/technology to check the meaning of new words.</p>
Word meanings							

Understanding	<p>F1 and F2 Retell the story , once there is a deep familiarity with it, sometimes as exact repetition and sometimes in their own words.</p> <p>F2 Describes main story settings, events &amp; principal characters in increasing detail.</p>	<p>Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy.</p>	<p>Checks what they are reading makes sense as they read through it. Is able to talk about things in the order they happen and if they are connected. Understands the books they can read. Can explain and discuss what has happened in books that they have read or have been read to them.</p>	<p>Check what they are reading makes sense by talking about it. Know which words are essential in a sentence to retain meaning. Can identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>Understand that the way books are set out help the reader to identify the meaning. Can tell what the main ideas in a book are from reading a number of paragraphs and explain these simply. Know which words are essential in a sentence to retain meaning. Check what they are reading makes sense by talking about it.</p>	<p>Check understanding of books through discussion and exploring the meaning of words. Identify key details and ideas in texts by summarising a given number of paragraphs. Can ask questions about reading to further improve understanding. Consider different accounts of the same event-from e.g. different characters point of view within the story.</p>	<p>Can ask questions about reading to further improve understanding. Check understanding of books through discussion and exploring the meaning of words. Identify key details and ideas in texts by summarising a given number of paragraphs. Begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g. war reports).</p>
	<p>F1 Make simple inferences about characters feelings - happy and sad. F2 Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings and events. Give explanation of why events happened in a story</p>	<p>Discuss significance of title &amp; events. Make inferences on basis of what is being said &amp; done.</p>	<p>Can tell you why certain things happen in a book or why a character says the things they do. Can answer and ask questions about what they have read.</p>	<p>Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. Comment on the way characters relate to one another.</p>	<p>Comment on the way characters relate to one another. Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</p>	<p>Show understanding of reading by drawing inferences from within the text and justifying them with evidence.</p>	<p>Show understanding of reading by drawing inferences from within the text and justifying them with evidence.</p>
Inference							

<p>Prediction</p> <p>Authorial intent</p> <p>Non-fiction</p>	<p>F1 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>F2 Make simple predictions based on the repetitive nature of the text. Talks about events and principal characters in stories and suggests how the story might end.</p>	<p>Make predictions on basis of what has been read.</p>	<p>Likes to guess what happens next in a story, using what they already know has gone on before.</p>	<p>Can predict events in stories from what they have read (details stated and implied).</p>	<p>Can predict events in stories from what they have read.</p>	<p>Can predict what may happen in a story from details given and suggested in the text.</p>	<p>Can predict what may happen in a story from details given and suggested in the text.</p>
				<p>Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Know authors use particular language which will have impact on the reader.</p>	<p>Discuss and evaluates how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.</p>
	<p>F1 Listen to and talk about non-fiction books that support the language learnt in a new topic.</p> <p>F2 Purposefully select a non-fiction book containing photographs and pictures e.g. find a book about the weather. Knows that information can be retrieved from books,</p>	<p>Know the difference between fiction and non-fiction texts.</p>	<p>Enjoys finding out about non-fiction books and how they are set out. Being introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction. With assistance, retrieve and record information from short /specified sections of non-fiction texts. Use contents pages and indexes to locate information.</p>	<p>Can use non-fiction books to find out about things. Retrieve and record information from non-fiction. Use contents pages and indexes to locate information. Comment on the organisation of texts including use of bullet points and other organisational devices.</p>	<p>Can present or debate on topics, using notes if necessary. Can distinguish between statements of fact and opinion. Can retrieve, record and present information from non-fiction. Identify the main purpose of the text.</p>	<p>Can present or debate on topics, using notes if necessary. Can distinguish between statements of fact and opinion. Retrieve, record, synthesise and present information from non-fiction from a range of sources including the internet. Use contents pages and indexes to locate information.</p>



Discussing reading	F1 Listen to and talk about familiar stories to build familiarity and understanding. Listen to others in one-to-one or small groups, when conversation interests them.	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.	Listen, discuss and can say what they think about poems, stories and non-fiction books read. Takes turns to discuss and listen to others about what they have read.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Can take turns when discussing books read and listen to what others have to say. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Recommending books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. With assistance, explain and discuss their understanding of what they have read, including through formal presentations and debates.	Recommending books that they have read to their peers, 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.
	F2 Is able to recall & discuss stories or information that has been read to them, or they have read themselves. Listens & responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how.						

Writing		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & whole word spelling	F1 Hear the initial sounds in some words.	Spell words containing each of the 40+ phonemes taught.	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Can spell an increasing number of homophones.	Can spell an increasing number of homophones.	Spell some words with 'silent' letters.	Spell some words with 'silent' letters.
	F2 Spell CVC words by identifying sounds in them and representing the sounds with a letter or letters Phase 2 and 3 phonemes.	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.	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 words that are often misspelt (Appendix 1). Can spell words from the National Curriculum word list for Years 3 and 4.	Spell words that are often misspelt (Appendix 1). Can spell words from the National Curriculum word list for Years 3 and 4.	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. Can spell words from the National Curriculum word list for Years 5 and 6.	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. Can spell words from the National Curriculum word list for Years 5 and 6.

Other word building spelling	<p>F1 Write some or all of their name.</p> <p>F2 Spells some tricky words.</p>	<p>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.</p>	<p>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.</p>	<p>When using a dictionary, is able to use the first two or three letters of a word to check its' meaning. 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.</p>	<p>When using a dictionary, is able to use the first two or three letters of a word to check its' meaning. 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.</p>	<p>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.</p>	<p>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.</p>
Transcription	<p>F1 Use some of their print &amp; letter knowledge in their early writing, e.g. writing a pretend shopping list.</p> <p>F2 Write simple phrases and sentences that can be read by others. Uses finger spacing between words.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far. Names the letters of the alphabet in order.</p>	<p>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>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Can write simple sentences from memory that have been dictated, using the correct punctuation.</p>		

Contexts for writing	Handwriting	<p>F1 Use large muscle movements to wave flags &amp; streamers, paint &amp; make marks. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>F2 Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Write some upper-case letters correctly. Form most lower-case letters correctly using a tripod grip.</p>	<p>Correct formation of capital letters. Correct formation of digits 0-9. 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. Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>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.</p>	<p>In handwriting, know which letters are appropriate to join. Joined handwriting is legible with all letters the same height and the correct distance apart from each other. Use the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of their handwriting.</p>	<p>In handwriting, know which letters are appropriate to join. Joined handwriting is legible with all letters the same height and the correct distance apart from each other. Use the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of their handwriting. Ensures that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Make sure others can read the handwriting and decide whether or not to join specific letters. Choose the writing tool that is best suited for a task. Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p>	<p>Make sure others can read the handwriting and decide whether or not to join specific letters. Choose the writing tool that is best suited for a task. Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p>
	<p>F1 Use mark making to convey meaning in play situations.</p> <p>F2 Create texts to communicate meaning for wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Likes to write for different purposes.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Likes to write for different purposes.</p>	<p>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>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>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.</p>	<p>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.</p>	



	Planning	<p>F1 Tell an adult what they are going to "write" during play.</p> <p>F2 Will repeat and orally practise a sentence, counting the words. Will sound out the phonemes in a word before writing.</p>	<p>Saying out loud what they are going to write about. Composing a sentence orally before writing it.</p>	<p>Planning or saying out loud what they are going to write about.</p>	<p>Is able to use ideas to plan writing. Can discuss and record ideas. Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary.</p>	<p>Is able to use ideas to plan writing. Can discuss and record ideas. Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Plan the structure of writing by identifying the audience for the text and the purpose of the writing. Plan writing by making notes and then developing initial ideas by reading and researching other texts and thoughts.</p>	<p>Plan the structure of writing by identifying the audience for the text and the purpose of the writing. Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.</p>
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F2  
Reread what they have written with an adult to check it makes sense.

Write clearly sequenced sentences. 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.

Makes some attempt to define paragraphs by organising ideas with related points placed next to each other - e.g. one sentence paragraphs or ideas loosely organised.  
Can organise writing using different settings, characters and plot.  
Can organise writing by using headings and sub-headings.

Can group ideas into paragraphs.  
Can organise writing using different settings, characters and plot with material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).  
Can organise writing by using headings and sub-headings to structure and present work.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using further organisational and presentational devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis to structure text and to guide the reader. Use headings, bullet points and underlining to structure and guide a reader through the writing.  
Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly. Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].  
Use themes and details to help link paragraphs together into a flow of text.

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere. Précising longer passages. Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.  
Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly. Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].  
Structure work with appropriate headings, sub-headings, columns, bullets, or tables.  
Use themes and details to help link paragraphs together into a flow of text. Use headings, bullet points and underlining to structure

							and guide a reader through the writing.
F2 Reread what they have written with an adult and improve the formation of individual letters.	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.	Will read through finished work to correct spelling and punctuation errors if present (proofread). 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.	Can edit work and that of others and add improvements to the texts. Will read through finished work to correct spelling and punctuation errors if present (proofread). Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Review work to further describe and develop settings, characters and the narrative atmosphere. Evaluate and edit work by comparing with the work of others' and explore whether the writing is the high quality expected. Ensure use of the consistent and correct use of tense throughout a piece of writing. Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation. Proof-read work to correct spelling and punctuation mistakes. Assessing the effectiveness of their own and others' writing. 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.	Evaluate and edit work by comparing with the work of others' and explore whether the writing is the high quality expected. Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof-read work to correct spelling and punctuation mistakes. Assessing the effectiveness of their own and others' writing. 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.	

Performing	<p>F1 Take part in simple story telling and pretend play.</p> <p>F2 Retell stories in their own words during role play . Reread a sentence they have written to an adult.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Can read writing out to an audience in an interesting and clear manner.</p>	<p>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.</p>	<p>Read aloud work so the meaning is clear, fluent and flows correctly so that the meaning is clear.</p>	<p>Read aloud work so the meaning is clear, fluent and flows correctly. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
	Vocabulary	<p>F1 Talk about things that interest them using sentences of four to six words and some connectives.</p> <p>F2 Articulate their ideas and thoughts in well-formed sentences using connectives to extend.</p>	<p>Writes down ideas and/or key words, including new vocabulary.</p>	<p>Use expanded noun phrases to describe and specify. Writes down ideas and/or key words, including new vocabulary.</p>	<p>Can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. Can use adverbs and prepositions in writing. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Develop understanding of choosing nouns and pronouns appropriately to enhance writing, to avoid repetition and to enhance clarity and cohesion. Describe nouns in careful detail when writing about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). Can write out formal speech or texts using appropriate vocabulary.</p>

<p>F1 Begin to use a range of tenses within simple spoken sentences.</p> <p>F2 Use full sentences with increasing precision choice of language and tense accuracy. Write simple sentences using a capital letter and a full stop with reminders.</p>	<p>Use conjunctions to join sentences (e.g. so, but). Use 'and' to join ideas.</p> <p>Use regular plural noun suffixes (-s, -es). Use verb suffixes where root word is unchanged (-ing, -ed, -er). Use un- prefix to change meaning of adjectives/adverbs. Separate words with spaces Use sentence demarcation (. ! ?). Use capital letters for names and pronoun 'I'.</p>	<p>Use sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use some features of written Standard English. Use suffixes to form new words (-ful, -er, -ness) to form nouns and adjectives. Use sentence demarcation. Use commas in lists. Use apostrophes for omission &amp; singular possession.</p>	<p>Know when to use 'a' or 'an' depending on what the next word begins with. Makes some use of the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Know word families based on common words (solve, solution, dissolve, insoluble).</p>	<p>Know when to use 'a' or 'an' depending on what the next word begins with. Using fronted adverbials Know the difference between plural and possessive -s Standard English verb inflections (I did vs I done). Extended noun phrases, including with prepositions. Appropriate choice of pronoun or noun to create cohesion.</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Converting nouns or adjectives into verbs. Use verb prefixes. Devices to build cohesion, including adverbials of time, place and number. Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</p>	<p>Begin sentence clauses with who, which, where, when, whose, that or with. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Differences in informal and formal language. Use synonyms &amp; antonyms. Further cohesive devices such as grammatical connections and adverbials. Use of ellipsis. Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.</p>
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Grammatical terminology	Punctuation	<p>F2</p> <p>Use a capital letter and a full stop with reminders.</p> <p>Use finger spaces.</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>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).</p>	<p>Know that inverted commas are used to open and close what someone is saying in a text.</p>	<p>Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Correctly use the possessive apostrophe with plural nouns in writing.</p> <p>Use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</p> <p>Can punctuate speech in a text completely (including punctuation within and surrounding inverted commas).</p>	<p>Use brackets, dashes or commas to create an explanation section in a sentence (parenthesis).</p> <p>Mark out separate clauses in a sentence by using a semi-colon or colon.</p> <p>Use a colon to indicate the beginning of a list.</p> <p>Use bullet points accurately when constructing a list.</p> <p>Use commas to structure sentences and clarify the meaning of a text or avoid ambiguity.</p> <p>Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark.</p>	<p>Use hyphens to ensure the reader understands exactly what I mean (avoid ambiguity). For example, man eating shark is not the same as man-eating shark.</p> <p>Mark out separate clauses in a sentence by using a semi-colon or colon.</p> <p>Use a colon to indicate the beginning of a list.</p> <p>Use bullet points accurately when constructing a list.</p> <p>Use commas to structure sentences and clarify the meaning of a text.</p> <p>Use brackets, dashes or commas to create an explanation section in a sentence.</p>
	<p>Letter, phoneme, grapheme, finger space, capital letter, full stop.</p>	<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, and exclamation mark.</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe and comma.</p>	<p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</p>	<p>Determiner, pronoun, possessive pronoun and Adverbial.</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>	