



Holy Family Catholic Primary School - English Progression Document Y1-6



The document below has been designed to show how we will cover all of the relevant English knowledge and skills across our school.

At Holy Family, we follow The Literacy Tree Scheme of Work ensuring all National Curriculum Objectives are taught in a systematic, progressive way. The aim of this document is to give an at-a-glance guide to how the skills and knowledge are set out and built upon in each year group.

In each of the major topic areas, the curriculum has been broken down into key areas.

- Spoken Language
- Reading (Word Recognition and Comprehension)
- Writing (Transcription - spelling, Handwriting, Composition and Vocabulary, Grammar and Punctuation)

Spoken Language					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.					



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Reading: Word Recognition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words• Respond speedily with the correct sound to graphemes for all phonemes• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• Read common exception words• Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings• Read other words of more than one syllable that contain GPCs• Read words with contractions – I’m, I’ll• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words• Re-read these books to build up their fluency and confidence in word reading	<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.• Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word.• Read accurately words of two or more syllables that contain the taught GPCs.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic	<ul style="list-style-type: none">• 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, both to read aloud and to understand the meaning of new words they meet.			<ul style="list-style-type: none">• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.



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Reading: Word Recognition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none">• Re-read these books to build up their fluency and confidence in word reading.• Read words containing common suffixes.				



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Reading: Comprehension					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experience Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phases Learning to appreciate rhymes and poems and to recite some by heart Discussing word meanings linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them 	<ul style="list-style-type: none"> Developing pleasure in reading, motivation to read, and understanding. Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with a retelling a wider range of stories and poems. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally Discussing words and phrases that capture the reader's interest and imagination Identifying themes and conventions in a wider range of books Recognising some different forms of poetry Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence Predicting what might happen from details stated and implied Ask questions to improve their understanding of the text Identifying main ideas drawn from more than one paragraphs and summarise these Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those that can be read by 	<ul style="list-style-type: none"> Maintain [positive attitudes to reading and understanding of what they have read Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning 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. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predicting what might happen from details stated and implied. Asking questions to improve their understanding Provide reasoned justifications for their views. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. 		



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Reading: Comprehension					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>as they read and correcting inaccurate reading</p> <ul style="list-style-type: none">• Discussing the significance of the title and events• Making inference on the basis of what is being said and done• Predicting what might happen on the basis of what has been read so far• Participate in discussion about what is read to them taking turns and listening to what others say• Explain clearly the understanding of what is read to them	<ul style="list-style-type: none">• Discussing and clarifying the meaning of words, linking new meanings to know vocabulary.• Understand both the books they can already read accurately and fluently and those they listen to.• Drawing on what they already know or on background information and vocabulary provided by the teacher.• Checking that the text make sense to them as they read and correct inaccurate reading.• Make inferences on the basis of what is said and done.• Predicting what might happen on the basis of what has been read so far.• Answering and asking questions.• Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking	<p>themselves, taking turns and listening to what others say</p>		<ul style="list-style-type: none">• Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.• Identifying how language, structure and presentation contribute to meaning.• Retrieve, record and present information from non-fiction• Distinguish between statements of fact and opinion.• Participate in discussion about both books that are read to them and those that they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary	



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Reading: Comprehension					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>turns and listening to what others say.</p> <ul style="list-style-type: none">• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.				



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Writing: Transcription (Spelling)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already tonight • Spell common exception words • Spell days of the week • Name the letters of the alphabet • Use letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes: -s or -es</p> <ul style="list-style-type: none"> • Using the prefix un- • Using -ing, -ed, -er and -est • Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Spelt by segmenting words into phonemes and representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Spell common exceptions • Spell more words with contracted forms • Distinguish between homophones and near homophones • Add suffixes to spell longer words:- ment, -ness, -ful, -less and -ly • Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far. • Spell by learning the possessive apostrophe 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a words to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far 	<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use dictionaries to check the spelling and meaning of words. • Use a thesaurus • Use further prefixes and suffixes and understand the guidance for adding them. • Spell words with silent letters. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. 		



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Writing: Handwriting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Sit correctly at table, holding 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 <p>Understand which letters belong to which handwriting families and practise these</p>	<ul style="list-style-type: none">• From 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 capitals 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.• Write digits of the correct size and orientation.	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.• Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.		<p>Write legibly, fluently with increasing speed by:</p> <ul style="list-style-type: none">• Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters• Choosing the writing implement that is best suited for the task	



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Writing: Composition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Say out loud what they are going to write about• Compose a sentence orally before writing• Sequence sentences to form short narratives• Re-read what they have written to check that it makes sense• Discuss what they have written with the teacher or other pupils• Read aloud their writing clearly enough to be heard by their peers and the teacher	<ul style="list-style-type: none">• Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes• Plan or say out loud what they are going to write about.• Write idea and/or key words including new vocabulary.• Encapsulate what they want to say, sentence by sentence,• Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.• Proof read to check for errors in spelling, grammar and punctuation.• Read aloud their writing with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.• Discuss and record ideas• Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures.• Organise paragraphs around a theme• In narratives, create settings, characters and plot• In non-narrative material, use simple organisational devices such as headings and subheadings• Assess the effectiveness of their own and others' writing and suggest improvements• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• Proof read for spelling and punctuate errors• Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	<ul style="list-style-type: none">• Identify audience and purpose, selecting appropriate form and use other similar writing as model• Note and develop initial ideas, drawing on reading and research where necessary• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed• Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning• Use a wide range of devices to build cohesion within and across paragraphs• Precis longer paragraphs• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action• Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).• Assess the effectiveness of their own and others' writing• Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning• Ensure the consistent and correct use of tense throughout a piece of writing• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.• Proof read for spelling and punctuation errors• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• Identify audience and purpose, selecting appropriate form and use other similar writing as model• Note and develop initial ideas, drawing on reading and research where necessary• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed• Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning• Use a wide range of devices to build cohesion within and across paragraphs• Precis longer paragraphs• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action• Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).• Assess the effectiveness of their own and others' writing• Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning• Ensure the consistent and correct use of tense throughout a piece of writing• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.• Proof read for spelling and punctuation errors• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<ul style="list-style-type: none">• Identify audience and purpose, selecting appropriate form and use other similar writing as model• Note and develop 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Writing: Vocabulary, Grammar and Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Structure</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] <p>Sentence Structure</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining sentences using and <p>Text Structure</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p>Punctuation</p> <ul style="list-style-type: none"> Separation of words with spaces 	<p>Word Structure</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs <p>Sentence Structure</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, or but). Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p>Text Structure</p> <ul style="list-style-type: none"> Correct choice and consistent use of 	<p>Word Structure</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] <p>Sentence Structure</p> <ul style="list-style-type: none"> Expressing time, place and course using conjunction, adverbs or prepositions <p>Text Structure</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentations Use of the present perfect form of verbs 	<p>Word Structure</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <p>Sentence Structure</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day. I heard bad news). <p>Text Structure</p> <ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. 	<p>Word Structure</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] <p>Sentence Structure</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Text Structure</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, 	<p>Word Structure</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <p>Sentence Structure</p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech <p>Text Structure</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider



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Writing: Vocabulary, Grammar and Punctuation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and the personal pronoun I 	<p>present tense and past tense throughout writing.</p> <ul style="list-style-type: none"> • Use of the progressive form of verbs in the present and past tense to mark actions in progress <p>Punctuation</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. 	<p>instead of the simple past</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuation direct speech 	<p>Punctuation</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech. • Apostrophes to mark plural possession. • Use of commas after fronted adverbials. 	<p>nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses.</p> <ul style="list-style-type: none"> • Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p>Punctuation</p> <ul style="list-style-type: none"> • Use of semi-colon, colon and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of semi-colon within lists. • Punctuation of bullet points to list information. • How hyphens can be used to avoid ambiguity



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Key Terminology

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	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
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