

PROGRESSION OF SKILLS ENGLISH JUNIORS

Skills		Year 3	Year 4	Year 5	Year 6
Spoken language	<i>Listening and responding</i>	Listen and respond to the instructions, contributions or viewpoints of others.	Listen and respond appropriately to the instructions, contributions or viewpoints of others.	Listen and respond to the contributions of others in discussions and debates.	Listen to and evaluate a range of different contributions and viewpoints.
	<i>Questioning.</i>	Ask for specific additional information with a supplementary question.	Ask a series of questions to speculate, imagine and explore ideas.	Ask and answer relevant questions to solve problems, hypothesise and think critically.	Explore complex questions.
	<i>Vocabulary</i>	Use interesting adverbial phrases and noun phrases in a discussion or presentation.	Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud.	Use challenging and sophisticated vocabulary to gain and maintain the interest of the reader.	Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
	<i>Discussion</i>	Articulate and justify an idea or opinion.	Challenge opinions and points of view, offering an alternative viewpoint or opinion.	present opinions, points of view and arguments related to a topic or debate.	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
	<i>Articulating</i>	Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication.	Respond appropriately to others and make some extended contributions in formal and informal discussions.	Give clear, concise descriptions, explanations and narratives in different contexts.	Choose between formal and informal language depending on the situation.
Reading	<i>Word reading- phonic knowledge</i>				
	<i>GPC</i>				
	<i>blending</i>				
	<i>CEW</i>	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.	Identify and read further words with unusual correspondences between spelling and sound drawing on their knowledge of familiar vocabulary.		

<i>Prefixes, suffixes, morphology and etymology.</i>	Apply their growing knowledge of age appropriate root words, prefixes, suffixes to facilitate reading aloud.	Apply their growing knowledge of age appropriate root words, prefixes, suffixes to read aloud and understand the meaning of new words.	Apply their knowledge of age appropriate root words, prefixes and suffixes, to read aloud and understand the meaning of new words.	Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
<i>Words containing GPCs</i>				
<i>Contractions</i>				
<i>Reading aloud</i>				
<i>Fluency</i>				
<i>Comprehension-pleasure and motivation to read.</i>	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making increasingly enthusiastic and positive contributions in turn that show their understanding.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or text books with enthusiasm, and understanding in a range of contexts.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or text books with enthusiasm, and understanding in a range of contexts. Build on their own ideas and challenge views constructively.
<i>Comprehension-sequencing and summarising</i>	Identify the main point of each paragraph in a short text.	Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.
<i>Comprehension - retelling and performing</i>	Retell and perform a range of texts showing understanding using a range of strategies.	Become familiar with a widening range of texts , retelling or performing these orally with appropriate tone, volume and action.	Prepare and perform a wide range of texts, retelling these orally with appropriate tone, volume and action so the meaning is clear.	Prepare and perform a wide range of texts, retelling these orally with appropriate tone, volume and action so the meaning is clear to an audience.
<i>Comprehension-genre and conventions.</i>	Identify some themes and conventions of books, texts and poetry.	Identify the main themes and conventions of a range of texts.	Discuss and compare the themes and conventions used in an increasing range of age appropriate text types.	Analyse and compare the themes and conventions within and across a wide range of writing.
<i>Comprehension – understanding.</i>	Check that longer texts make sense to them and talk about what they have read	Check that text makes to them, confidently explaining their	Check that longer, more complicated texts make sense to them, clearly explaining their	Check that longer, more complicated texts make sense to them, clearly explaining their

		independently and important or new vocabulary.	understanding and word meanings.	understanding and word meanings.	understanding and word meanings.
<i>Comprehension-retrieval</i>	Identify key details in texts and respond to a retrieval question or research task.	Retrieve and record information from fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.	Retrieve, record and present a range of information from fiction and non-fiction.	Retrieve, record and present a range of information from fiction and non-fiction texts, focusing on the evidence from the text.	
<i>Comprehension-writers craft</i>	Make simple comments about the language structure and presentation of a text, including words and phrases that capture the reader's interest.	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.	Identify how language, structure and presentation of the writer contribute to meaning and effect in a text.	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.	
<i>Comprehension-inference</i>	Draw inference supported with some evidence from the text.	Draw inference supported with some evidence from the text.	Make inferences supported with specific evidence and distinguish between statements of fact and opinion.	Make inferences, including distinctions between fact and opinion and justify them with detailed targeted evidence and extended written responses.	
<i>Comprehension-questioning and explaining.</i>	Ask simple questions to improve their understanding of a text.	Ask a range of questions to improve their understanding of an age appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of an age appropriate text, giving clear explanations and reasons for their views.	Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.	
<i>Comprehension – structure and purpose</i>	Read books for a range of purposes that are structured in different ways and describe their structure.	Read books for a range of purposes that are structured in different ways and describe their structure. Identify the purpose of the book.	Read books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.	
<i>Comprehension-reading widely</i>			Become familiar with a wide range of books including those from other cultures and traditions.	Compare a wide range of books and identify fiction from our literary heritage.	

	<i>Comprehension-recommending</i>			Recommend books that they have read to their peers, giving reasons for their choices.	Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices.
Writing	<i>Transcription spelling, spelling rules and strategies</i>				
	<i>Spelling CEW and frequently misspelt words.</i>	Develop an increasing range of strategies to spell words that are often misspelt.	Spell words that are often misspelt with increasing accuracy.	Recognise words with 'silent' letters, such as 'knight' and 'solemn'	Spell some words with silent letters.
	<i>Spelling alphabet</i>				
	<i>Spelling- prefixes, suffixes, morphology and etymology.</i>	Add prefixes and suffixes with increasing confidence.	Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules.	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.
	<i>Spelling dictations</i>	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in year 3.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in year 4.		
	<i>Handwriting, letter formation</i>				
	<i>Composition-drafting paragraphs</i>	Begin to group related ideas into paragraphs.	Organise sentences with the same theme in paragraphs.	Use a wide range of devices to build cohesion within paragraphs.	Links ideas within and across paragraphs using a wider range of cohesive devices.
	<i>Composition-audience and purpose.</i>	Use simple organisational devices in non-narrative writing.	Use a range of organisational devices effectively to structure non-narrative writing.	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.	Use a range of organisational devices effectively adapting their text to suit the audience and purpose.

<i>Composition-planning</i>	Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary	Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.	Choose the most appropriate planning format and note initial ideas effectively.	Make detailed notes on appropriate planning format, drawing on reading and research where possible.
<i>Composition-sentences</i>	Orally compose and write sentences using an increasing range of vocabulary and sentence structures.	Make some choices about vocabulary and sentence structure.	Select increasingly appropriate vocabulary and sentence structures for the genre of writing.	Select appropriate grammar and vocabulary to change and enhance meaning.
<i>Composition - narrative</i>	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	Recognise how the authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.	Describe the settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
<i>Composition-proofreading</i>	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation and consistent use of tense throughout a piece of writing.	Proofread to check the spelling, punctuation, degree of formality and subject and verb agreement throughout a piece of writing.
<i>Composition-evaluation and editing.</i>	Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or genre conventions.	Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency.	Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.	Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
<i>Composition-performing and presenting.</i>	Share their writing with others, reading aloud where appropriate.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
<i>Vocabulary – grammar and punctuation,</i>	Apply the grammar rules and concepts and use suitable grammatical terminology.	Apply grammar rules and concepts and use suitable terminology.	Apply the grammar rules and concepts and use the suitable terminology.	Apply the grammar rules and concepts and use the suitable terminology.

	<i>grammar rules and terminology.</i>				
	<i>Vocabulary-grammar and punctuation, sentences.</i>	Express time, place and cause using conjunctions adverbs and prepositions.	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.	Use relative clauses to give more information about the noun.	
	<i>Vocabulary-grammar and punctuation - punctuation</i>	Use taught punctuation and new punctuation (inverted comma)	Use taught punctuation and new uses of punctuation (apostrophe, inverted commas, comma)	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes.)	Use taught punctuation and new punctuation (semi-colon, colon, dash, bullet points and hyphens)
	<i>Transcription spelling- using apostrophes</i>	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.	Use the possessive apostrophe to correctly show singular and plural possession.		
	<i>Transcription spelling- homophones.</i>	Recognise and spell an increasing range of homophones.	Spell further homophones with increasing accuracy.	Recognise homophones and other words which are often confused.	Distinguish confidently between homophones and other words that are often confused.
	<i>Handwriting-joining and legibility.</i>	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting.	Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.	Write legibly, fluently and with increasing speed, choosing the appropriate letter shape and joining method where appropriate.
	<i>Vocabulary grammar and punctuation- vocabulary</i>	Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.	Use noun phrases, expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.	Use and identify expanded noun phrases that convey complicated information concisely.
	<i>Vocabulary grammar and punctuation- verbs and tenses</i>	Begin to use the present perfect form of verbs.	Use the present perfect form of verbs in contrast to the past tense.	Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.	Choose the appropriate verb form for different contexts, including passive verbs.
	<i>Vocabulary grammar and</i>		Use standard English verb forms in their writing.		Use vocabulary and sentence structures, including subjunctive forms, that are

	<i>punctuation- formality</i>				appropriate for formal speech and writing.
	<i>Transcription – spelling- dictionaries and thesauri</i>	Begin to check the first two or three letters of a word to check its spelling in a dictionary.	Independently use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check its spelling or meaning and use thesauri to find alternative vocabulary.	Use dictionaries effectively to find spellings and word meanings and use thesauri to choose appropriate synonyms.
	<i>Composition - summarising</i>			Write key information drawn from more than one paragraph, including some details that support the main idea of the text.	Write a summary that includes the main details from the text in a succinct paragraph or paragraphs.