

ENGLISH

Skills Progression



We align our topics and units of study with the National Curriculum; however, we enrich our provision with WordSmith Activ Learn Primary scheme of work and Oakfield’s learning experiences that enable pupils to enjoy learning for life.

By the end of Key Stage 2, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils should be able to consciously control sentence structure in their writing and understand why sentences are constructed as they are. They should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

	Year 3	Year 4	Year 5	Year 6
Topics Studied	Fiction- Once upon an Ordinary School day (Write a story set in a familiar setting) Fiction – Minpins (Write an adventure story) Nonfiction – The Stone Age Boy (Write a non-chronological report) Fiction – The Twits (Writing Playscripts) Fiction – The Sound Collector (Writing own poems) Fiction – Egyptian Myths (Writing own myths) Non-fiction – Who killed Tutunkamun? (Writing explanation texts) Fiction – The Butterfly Lion (Diary writing) Fiction – Mungo and the Pirates (Write own adventure story)	Fiction – Across the Roman Wall (Write a story based on historical setting) Non-fiction – Until I met Dudley (Write an explanation text) Non-fiction – The Lighthouse (Write a newspaper report) Fiction – Farther (Write a story in the same style as a familiar author) Fiction – The Spiderwick Chronicles (Write an imaginary story) Fiction – The miraculous journey of Edward Tulane (To write stories ending with a particular viewpoint) Poetry – Poems out loud Brian Moses (Writing performance poems) Non-fiction – Activ learn Incredible sports (Non chronological reports)	Non-fiction – Pompeii (Write non-chronological reports) Fiction – Gopher to the rescue (Write adventure stories based on the Gods) Poetry – The Highwayman (Writing diaries and alternative verses for the poem) Fiction – Romeo and Juliet (Descriptive writing) Fiction – A Midsummer Night’s Dream (Diary writing) Non-fiction – Charlotte’s Web (Persuasive writing) Non-fiction – Ultimate Explorers WordSmith (Biographies and non-chronological reports) Fiction – The Princess Blankets (Writing own versions of the story) Non-fiction – The Lost Happy Endings (Newspaper Reports)	Fiction – The Tunnel (Write fantasy stories) Poetry – From a Railway Carriage (Write own poems) Non-fiction – Friend or Foe (Evacuation letters and News reports) Fiction – Coming Home (Narrative) Fiction – Kensuke’s Kingdom (Writing Ship Logs and letter writing) Fiction and Non-fiction – Eye of the Wolf (Writing flashbacks and balanced arguments) Fiction – Voices in the Park (Conservations to show levels of formality) Non-fiction - Biographies

			Non-fiction – Madagascan animals (Non Chronological Reports)
Reading – Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Reading – Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <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 stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader’s interest and imagination. • Recognising some different forms of poetry (e.g. free verse, narrative poetry). • Understand what they read. <p>In books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text 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. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying how language, structure, and presentation contribute to meaning. 		<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Continuing 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 literary 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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding 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.

	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • 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. 	<ul style="list-style-type: none"> • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those 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. • Provide reasoned justifications for their views
Writing- Transcription	<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 word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters, e.g. knight, psalm, solemn. • 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. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.
Writing- Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. • Choosing the writing implement that is best suited for a task.

	<p>lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
<p>Writing – Composition</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices (for examples headings and sub-headings). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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. • Precising 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 (e.g. headings, bullet points, underlining). <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing – Vocabulary, Punctuation and Grammar</p>	<p>Develop their understanding of the concepts set out in the English curriculum by:</p>	<p>Develop their understanding of the concepts set out in the English curriculum by:</p>

	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. • Using the present perfect form of verbs to mark relationships of time and cause. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. <p>Using fronted adverbials indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. • Use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> • 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. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between main clauses. • Using a colon to introduce a list ◊ punctuating bullet points. • Consistently use and understand the grammatical terminology as set out in the National Curriculum accurately and appropriately when discussing their writing and reading
<p>Writing - Spelling</p>	<ul style="list-style-type: none"> • The /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym. • Words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight. • Words containing the /u/ sound spelt 'ou' e.g. double, trouble. • Homophones and near homophones e.g. affect/effect, berry/bury, fair/fare, male/mail. • Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing'). • Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-. • Words using suffix-es: -ly, -ation, -ous. 	<ul style="list-style-type: none"> • Words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough. • Homophones and other words that are often confused e.g. practise/practice, advise/advice, past/passed. • Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize. • Words with the ending /shus/ spelt -cious or -tious. • Words with the ending /shul/ spelt -cial or -tial. • Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency. • Words ending in -able and -ible. • Words ending in -ably and -ibly.

	<ul style="list-style-type: none"> • Words with end-ings sounding /shun/: -tion, -sion, -ssion, -cian. • Words ending with the schwa sound: measure, creature • Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist. • Words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine. • Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique. • Words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene. • Possessive apostrophe with plural words e.g. girls' boys' babies' children's. 	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. • The 'r' is not doubled if the -fer is no longer stressed). • Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb. • Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Respond to a speaker's main ideas, developing them through comments and suggestions. • Work in a variety of group situations following appropriate etiquette for group dynamics. • Generate questions to ask a specific speaker or audience in response to a conversation. • Ask questions in direct response to something heard. • To use new vocabulary within the correct context. • Can give answers to questions that are supported by justifiable reasons. • Develop ideas and feelings through sustained talk. • Can organise what they want to say so that it is clear to the listener. • Recall event or stories with some added detail to engage the listener. • Show, through the contributions made and questions asked, that they have followed a conversation. • Develop ideas and expand on these building on what others say. • Prepare and present information orally. • Participate in drama, improvisation and role play activities—showing an understanding of a character by choice of vocabulary to indicate feelings and emotions. • Adapt language, tone and style to suit the purpose of the listener. • Take account of the viewpoints of others when building own arguments and offering responses. 	<ul style="list-style-type: none"> • Show a clear understanding of the main points of a conversation / discussion. • Be able to articulate and develop the speaker's ideas in different ways. • Participate in collaborative work taking on board the ideas of others and adapting these to meet the needs of the group. • Talk about abstract concepts using a rich and varied vocabulary to articulate ideas and emotions. • Present ideas or opinions coherently, supported with reasons. • Talk about feelings, thoughts and ideas with some detail to make meaning explicit. • Plan and present information verbally selecting the appropriate format and style to match the purpose. • Summarise another person's contribution to a discussion adding their own interpretation or opinion based on what has been heard. • Adopt a formal or informal tone as appropriate to the situation. • Present information in a variety of ways to a range of audiences. • Perform to wider audiences combining words, gestures and movement. • Be aware of the listener and adapt talk to maintain the listener's interest. • Express and explain relevant ideas with some elaboration to make meaning explicit

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| | <ul style="list-style-type: none">• Begin to adapt suitable styles of delivery dependent on task / audience.• Recognise how language choices vary in different situations. | <ul style="list-style-type: none">• Maintain control and effective organisation of a talk to guide the listener.• Adapt vocabulary, grammar and non-verbal features to maintain listener's interest. |
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