Progression in Reading

Year Group	Word Reading	Comprehension		
		Develop positive attitudes to reading and understanding of what they read by:	Understand what they read, in books they can read independently, by:	Discussing and writing about texts
Year 3&4	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• 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	• 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	• 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.

		that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry]		
Year 5&6	Word Reading	Maintain positive attitudes to reading and understanding of what they read by:	Understand what they read by:	Discussing and writing about texts
	• 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.	• 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	• 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language,	• 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,

		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	structure and presentation contribute to meaning	maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views.

Progression in Vocabulary, Grammar and Punctuation

Year Group	Grammar			Punctuation	Terminology
	Word Level	Sentence Level	Text Cohesion and Organisation		
Year 3	• Formation of nouns using a range of prefixes. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Word families based on common words, showing how words are related in form and meaning.	• 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	• Using the present perfect form of verbs in contrast to the past tense • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation. •	• Using and punctuating direct speech	• Preposition • Conjunction • Word • Family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Consonant letter vowel • Vowel letter • Inverted commas
Year 4	• The grammatical difference between plural and possessive –s • Standard forms for verb inflections instead of local spoken forms	• Using fronted adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation to indicate direct	• Determiner • Pronoun • Possessive pronoun • Adverbial

					speech.
Year 5	• Convert nouns or adjectives into verbs using suffixes • Verb prefixes • Relative pronoun	• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) • Using modal verbs or adverbs to indicate degrees of possibility	• Devices to build cohesion within a paragraph • Linking ideas across paragraphs using adverbials of time, place, and number or tense choice.	• Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity.	• Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity
Year 6	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms.	• Use of the passive to affect presentation of information in sentences • The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	• Linking ideas across paragraphs using paragraphs using a wider range of cohesive devices, repetition of a word or phrase grammatical connections and ellipsis • Layout devices (heading, sub-headings, columns, bullets, tables etc.)	• 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-colons within lists. • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity	• Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points

Progression in Writing Transcription (Spelling and Handwriting)

Year Group	Letters/Sounds	Words	Prefixes	Suffixes	Sentences	Handwriting
						Spelling / Handwriting
Year 3&4		• Spell further homophones • Spell words that are often misspelt (English Appendix 1) • 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	• Use further prefixes and suffixes and understand how to add them (English Appendix 1)	• Use further prefixes and suffixes and understand how to add them (English Appendix 1)	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting
Year 5&6		• Spell some words with 'silent' letters [for	• Use further prefixes and suffixes and	• Use further prefixes and suffixes and		• Choosing which shape of a letter to use

		example, 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, as listed in English Appendix 1 • 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	understand the guidance for adding them	understand the guidance for adding them		when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task.

		• Use a thesaurus.				