



Skills progression: English

English Skills progression has been broken down into different categories including: Spoken Language, Reading, Writing (with spelling rules) Grammar, Terminology (words) and Other Terminology (which may not be year group specific).

Please see additional and separate guidance for Phonics and EYFS, and the Teaching of Reading, Handwriting and statutory information on Spellings.

As English is a broad subject, not all of these skills will necessarily be taught during English lessons.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Maintain attention and participate 	<ul style="list-style-type: none"> • Articulate and justify answers • Initiate and respond to comments • Use spoken language to develop understanding 	<ul style="list-style-type: none"> • Give structured descriptions • Participate actively in conversation • Consider and evaluate different viewpoints 	<ul style="list-style-type: none"> • Articulate and justify common opinions • Speak audibly in Standard English • Gain, maintain and monitor interest of 	<ul style="list-style-type: none"> • Give well-structured explanations • Command of Standard English • Consider and evaluate different viewpoints • Use appropriate register 	<ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments and opinions • Use spoken language to speculate, hypothesise and explore • Use appropriate register and language

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Reading	<ul style="list-style-type: none"> • Match graphemes for all phonemes • Read accurately by blending sounds • Read words with very common suffixes • Read contractions & understand purpose • Read phonics books aloud • Link reading to own experiences • Join in with predictable phrases • Discuss significance of title and event • Make simple inferences and predictions • Learn to appreciate rhymes and poems, and recite some by heart 	<ul style="list-style-type: none"> • Develop phonics until decoding is secure • Read common suffixes 'ing', 'ed', 'ly' • Read accurately by blending sound, especially alternative sounds of graphemes • Read and reread phonic appropriate books <ul style="list-style-type: none"> • Read common 'exception' words • Listen to, discuss and express views about fiction, nonfiction and poetry • Become familiar with and retell stories • Ask and answer questions; make predictions • Make inferences and predictions base on what has been read • Continuing to build up a repertoire of poems learnt by heart • Explain and discuss their understanding of books, poems and other material 	<ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read range of fiction and nonfiction texts • Use dictionaries to check meaning • Prepare poems and plays to perform • Check own understanding of reading • Draw inferences and make predictions • Retrieve and record information from non-fiction books discuss reading with others 	<ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words and phrases that capture the imagination • Identify themes and conventions • Retrieve and record information • Make inferences and justify predictions • Recognise a variety of forms of poetry • Identify and summarise ideas 	<ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Reading and discuss a broad range of genres and texts • Identify and discuss themes • Make recommendations to others • Learn poetry by heart • Draw inference and make predictions • Discuss authors' use of language <ul style="list-style-type: none"> • Retrieve and present information from non-fiction texts • Formal presentation and debates 	<ul style="list-style-type: none"> • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarise key points from texts • Identify how language, structure, contribute to meaning <ul style="list-style-type: none"> • Discuss and explain reading, providing reasoned justifications for views

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Writing (with spelling rules)	<ul style="list-style-type: none"> • Name letters of the alphabet • Spell very common 'exception' words • Spell days of the week • Use very common prefixes and suffixes • Form lower case letters correctly • Form capital letters and digits • Compose sentences orally before writing • Read own writing to peers and teachers • Write dictated sentences 	<ul style="list-style-type: none"> • Spell by segmenting into phonemes • Learn to spell common 'exception' words • Spell using common suffixes e.g. ment, ly, ful • Use appropriate size letters and spaces • Develop positive attitudes and stamina for writing • Begin to plan ideas for writing • Record ideas sentences-by sentence • Make simple additions and changes after proof reading • learning to spell more words with contracted forms • distinguishing between homophones and near-homophones • write from memory simple sentences dictated by the teacher and start using some of the diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> • Use prefixes and suffixes in spelling • Use dictionary to confirm spellings • Write simple dictated sentences • Use handwriting joins appropriately • Plan and write base on familiar forms • Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings and plots • Assess the effectiveness of own and others' writing • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan and write based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling and punctuation errors • Evaluate own and others' writing • Read own writing aloud 	<ul style="list-style-type: none"> • Secure spelling, including homophones, prefixes, silent letters, etc • Use a thesaurus • Legible, fluent handwriting • Plan writing to suit audience and purpose • Develop character, setting and atmosphere in narrative • Use organisational and presentational features • Use consistent appropriate tense • Proof reading • Performing own composition 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling • Develop legible personal handwriting style • Plan and write to suit audience and purpose; use models of writing • Develop character and setting in narrative • Select grammar and punctuation for effect • Use a wide range of cohesive devices • Ensure grammatical consistency

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Grammar	<ul style="list-style-type: none"> • Leave spaces between words • Begin to use basic punctuation: . ? ! • Use capital letters for proper nouns • Use common plural and verb suffixes • Join words and clauses using 'and' 	<ul style="list-style-type: none"> • Use . ! ? , and ' • Use simple conjunctions • Begin to expand noun phrases • Use some features of Standard English • Use present and past tenses correctly • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • Use range of conjunctions • Use perfect tense <ul style="list-style-type: none"> • Use range of nouns and pronouns • Use time connectives • Introduce speech punctuation • Know language of clauses <ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials 	<ul style="list-style-type: none"> • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use commas after fronted adverbials 	<p>Use expanded noun phrases</p> <ul style="list-style-type: none"> • Use modal and passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes and commas for parenthesis 	<ul style="list-style-type: none"> • Use appropriate register/style • Use the passive voice for purpose • Use features to convey and clarify meaning • Use the full range of punctuation • Use language of subject/object
Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound words, adjective, verb, suffix adverb tense (past, present) apostrophe, comma, root word	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (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
Other Terminology	Main clause, coordinating conjunctions, subordinating conjunctions, homophone, mnemonics, common noun, proper noun, collective noun, abstract noun, phonemes, simple sentence, compound sentence, complex sentence, present tense, past tense, future tense					

