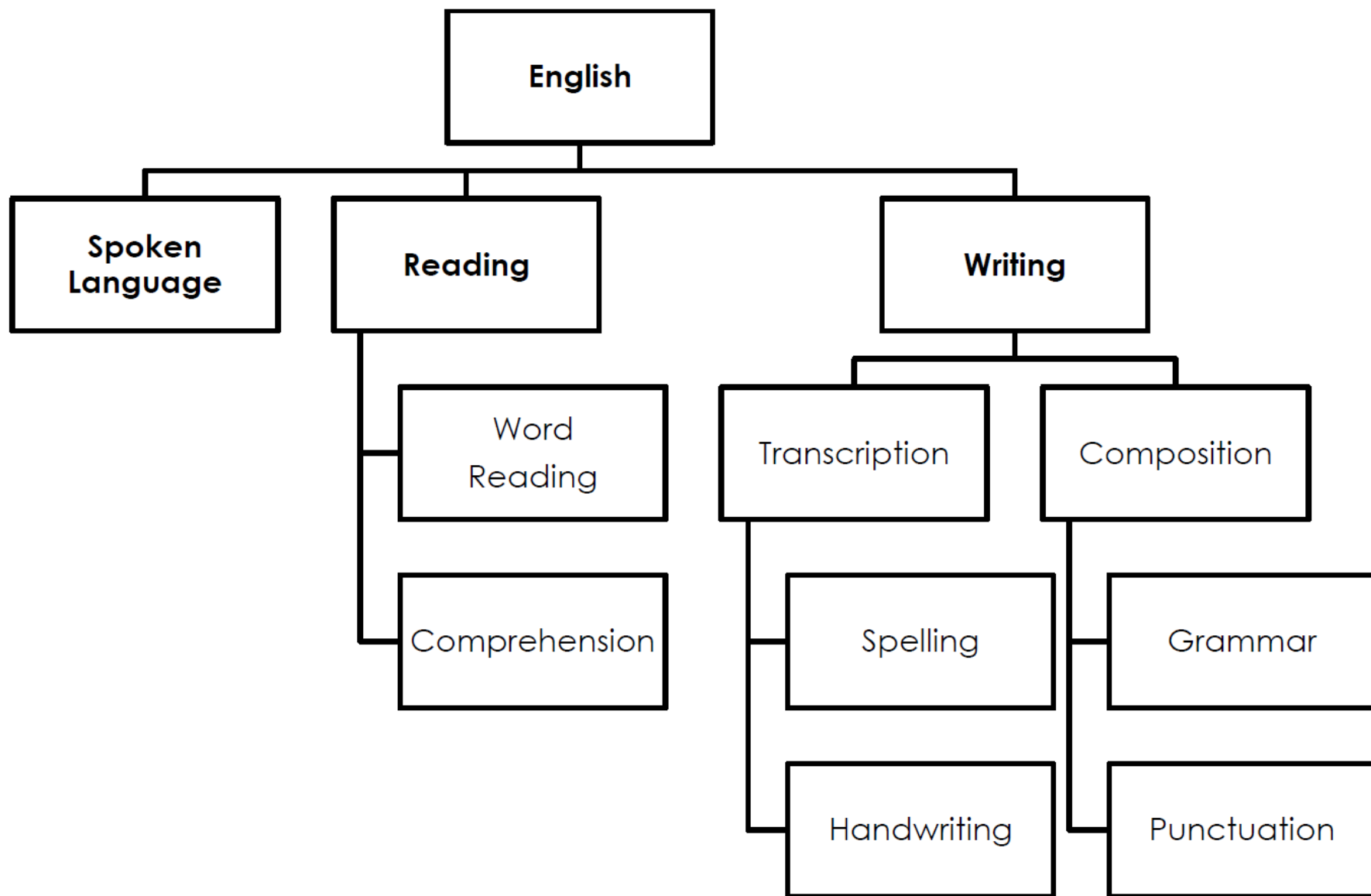




English Progression  
Writing Expectation History  
Mathematics Science PE Languages  
Art Geography DT Computing Differentiation  
Progression Expectation **National Curriculum**  
Languages English Writing Progression  
Differentiation Science Art  
Mathematics Expectation

**Progression in the new National Curriculum**



## Spoken language

**Years  
1-6**

Children should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and build vocabulary 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

Reading: Word reading						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. ELG</p> <p>Read some <b>common irregular words</b>. ELG</p>	Apply <b>phonic knowledge</b> & skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
	Read other <b>words of more than one syllable</b> that contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
	Read words with <b>contractions</b> , e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, <b>without overt sounding &amp; blending</b> , when they have been frequently encountered.				
	<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.				
		Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	



Reading: Comprehension <sup>1</sup>						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop <b>pleasure</b> in reading, <b>motivation</b> to read, and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they have read by:	
	<b>Listening</b> to & <b>discussing</b> a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to, <b>discussing</b> & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	<b>Listening</b> to and <b>discussing</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to <b>read &amp; discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to <b>link what they read</b> or hear read to their own experiences					
		Discussing the <b>sequence of events</b> in books & how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .	
			Using <b>dictionaries</b> to check the meaning of words that they have read.			
	Becoming very <b>familiar</b> with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly <b>familiar</b> with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with <b>predictable phrases</b>	Recognising simple <b>recurring literary language</b> in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that <b>capture the reader's interest</b> and imagination.			
			Identifying <b>themes &amp; conventions</b> in a wider range of books.		Identifying & discussing <b>themes &amp; conventions</b> in and across a wide range of writing.	
					Making <b>comparisons</b> within & across books.	
			Recognising some <b>different forms of poetry</b> (e.g. free verse, narrative poetry).			
	Learning to appreciate <b>rhymes &amp; poems</b> , and to recite some by heart	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems</b> and <b>play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of <b>poetry</b> by heart.	
		Being introduced to <b>non-fiction</b> books that are structured in different ways.			Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing & clarifying the <b>meaning of words</b> , linking new meanings to known vocabulary.				



Reading: Comprehension <sup>2</sup>						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Read & <b>understand</b> simple sentences. ELG  Demonstrate <b>understanding</b> when talking to others about what they have read. ELG	<b>Understand</b> both the <b>books they can already read accurately and fluently</b> and those they <b>listen to</b> by:		<b>Understand</b> what they read, in <b>books they can read independently</b> , by		<b>Understand</b> what they read by:	
	Drawing on <b>what they already know</b> or on background information & vocab provided by the teacher.	Drawing on <b>what they already know</b> or on background information & vocab provided by the teacher.				
	Checking that the text <b>makes sense</b> to them as they read & correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them as they read & correcting inaccurate reading.	Checking that the text <b>makes sense</b> to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book <b>makes sense</b> to them, discussing their understanding & exploring the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making <b>inferences</b> on the basis of what is being said & done	Making <b>inferences</b> on the basis of what is being said & done	Drawing <b>inferences</b> such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing <b>inferences</b> such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	<b>Predicting</b> what might happen on the basis of what has been read so far	<b>Predicting</b> what might happen on the basis of what has been read so far	<b>Predicting</b> what might happen from details stated & implied		<b>Predicting</b> what might happen from details stated and implied.	
		Answering & asking <b>questions</b>	Asking <b>questions</b> to improve their understanding of the text.		Asking <b>questions</b> to improve their understanding.	
					Provide reasoned justifications for their views.	
					Discuss & evaluate how authors <b>use language</b> , including figurative language, considering the impact on the reader.	
			Identifying <b>main ideas</b> drawn from more than one paragraphs & summarise these.		Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.		Identifying how <b>language, structure &amp; presentation</b> contribute to meaning.	
			Retrieve & record information from non-fiction..		Retrieve, record & present information from <b>non-fiction</b> .	
					Distinguish between statements of <b>fact &amp; opinion</b> .	
	Participate in <b>discussion</b> about what is read to them, taking turns & listening to what others say.	Participate in <b>discussion</b> about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.		Participate in <b>discussion</b> about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	
	Explain clearly their <b>understanding</b> of what is read to them.	Explain & discuss their <b>understanding</b> of books, poems & other material, both those that they listen to & those that they read for themselves.			Explain & discuss their <b>understanding</b> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	

Writing: Handwriting						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Sit correctly at table, holding pencil comfortably and correctly.					
	Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place.	Form <b>lower-case</b> letters of the correct size relative to one another.				
		Start using some of the diagonal & horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal & horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.			
	Form <b>capital letters</b> .	Write <b>capitals</b> of the correct size, orientation and relationship to one another and to lower case letters.				
		Use <b>spacing</b> between words that reflects the size of the letters.				
	Form <b>digits</b> 0 – 9.	Write <b>digits</b> of the correct size and orientation.				
	Understand which letters belong to which handwriting ' <b>families</b> ' and practise these.					
			Increase the <b>legibility, consistency</b> and <b>quality</b> of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write <b>legibly, fluently</b> , with increasing <b>speed</b> by: <ul style="list-style-type: none"> <li>- choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for the task</li> </ul>	

## Writing: punctuation & grammar

Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]	<p><u>Sentence structure</u> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>sentences</b> using <b>and</b>.</p>	<p><u>Sentence structure</u> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, or but</i>).</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. the blue butterfly).</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></p>	<p><u>Sentence structure</u> Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>) or <b>prepositions</b> (e.g. <i>before, after, during, in because</i>)</p>	<p><u>Sentence structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p><b>Fronted adverbials</b> (e.g. <u>Later that day</u>, I heard bad news).</p>	<p><u>Sentence structure</u> <b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that o,an omitted relative pronoun</i>.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence structure</u> Use of the <b>passive voice</b> to affect the presentation of information in a sentence.</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
	<p><u>Text structure</u> Sequencing <b>sentences</b> to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to <b>paragraphs</b> as a way to group related material.</p> <p><b>Headings &amp; sub-headings</b> to aid presentations</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p><u>Text structure</u> Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast</i>) and <b>ellipsis</b>.</p> <p><b>Layout devices</b>, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>
	<p><u>Punctuation</u> Separation of words with <b>spaces</b>.</p> <p>Introduction to <b>capital letters, full stops, question marks &amp; exclamation marks</b> to demarcate sentences.</p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p>	<p><u>Punctuation</u> Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to <b>inverted commas</b> to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p><u>Punctuation</u> <b>Brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses.</p> <p>Use of the <b>colon</b> to introduce a list and use of <b>semi-colon</b> within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p>
	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>noun, noun phrase</li> <li>statement, question, exclamation, command</li> <li>compound, suffix</li> <li>adjective, adverb, verb</li> <li>tense (past, present)</li> <li>apostrophe, comma</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>preposition, conjunction</li> <li>word family, prefix</li> <li>clause, subordinate clause,</li> <li>direct speech</li> <li>consonant, consonant letter vowel, vowel letter</li> <li>inverted commas (or 'speech marks')</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>determiner</li> <li>pronoun, possessive pronoun</li> <li>adverbial</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>modal verb, relative pronoun</li> <li>relative clause</li> <li>parenthesis, bracket, dash</li> <li>cohesion, ambiguity</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>



Writing: composition						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Write <b>simple sentences</b> which can be read by themselves and others. [Part of ELG]		Develop <b>positive attitudes</b> towards & <b>stamina</b> for writing by writing: - narratives about personal experiences and those of others (real and fictional) - about real events - poetry - for different purposes				
	<b>Plan writing</b> Say out loud what they are going to write about	<b>Plan writing</b> Plan or say out loud what they are going to write about  Write idea and/or key words including new vocab.	<b>Plan writing</b> 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.		<b>Plan writing</b> - Identify audience and purpose, selecting appropriate form and use other similar writing as model - Note and develop initial ideas, drawing on reading & research where necessary - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed	
	<b>Drafting and writing</b> Compose a sentence orally before writing.		<b>Drafting and writing</b> <b>Compose &amp; rehearse sentences orally</b> (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures.		<b>Drafting and writing</b> Select appropriate grammar and vocab, <b>understanding how such choices can change and enhance meaning</b>	
	Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence</b> .	Organise <b>paragraphs</b> around a theme		Use a wide range of devices to build cohesion within and across <b>paragraphs</b> .	
					Précis longer paragraphs.	
			In <b>narratives</b> , create settings, characters & plot		In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	
			In <b>non-narrative</b> material, use simple organisational devices such as headings and sub-headings		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	
		Make <b>additions, revision and corrections</b> to their own writing by: - Evaluating their writing with the teacher or other pupils - Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form	<b>Evaluate &amp; edit:</b>  - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences		<b>Evaluate &amp; edit:</b>  - 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	
	<b>Re-read</b> what they have written to check that it makes sense	<b>Proof read</b> to check for errors in spelling, grammar and punctuation	<b>Proof read</b> for spelling and punctuation errors.		<b>Proof read</b> for spelling and punctuation errors.	
	<b>Discuss</b> what they have written with the teacher or other pupils.  <b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.	<b>Read aloud</b> their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		<b>Perform</b> their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Writing: Spelling						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use <b>phonic knowledge</b> to write words in ways which match spoken sounds. ELG.</p> <p>Some words are spelt correctly and others are <b>phonetically plausible</b>. ELG</p> <p>Write some common <b>irregular</b> words. ELG</p>	Spell words containing each of the 40+ <b>phonemes</b> already taught	Spell by segmenting words into <b>phonemes</b> and representing these by graphemes, spelling many correctly				
		Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones.				
	Spell common <b>exception words</b>	Spell common <b>exception words</b>				
		Spell more words with <b>contracted</b> forms				
		Distinguish between <b>homophones</b> and near homophones	Spell further <b>homophones</b>		Continue to distinguish between <b>homophones</b> and other words which are often confused.	
	Spell <b>days</b> of the week					
			Spell words that are often misspelt.*			
	Name the letters of the <b>alphabet</b> : - name in order - use letter names to distinguish between alternative spellings of same sound		Use the first two or three letters of a word to check its spelling in a <b>dictionary</b>		Use the first three or four letters of a word to check spelling, meaning or both of these in a <b>dictionary</b> .  Use <b>dictionaries</b> to check the spelling and meaning of words.  Use a <b>thesaurus</b> .	
	Add <b>prefixes &amp; suffixes</b> : - -s or -es - un- - -ing, -ed, -er and -est (where no change is needed in the spelling of the root words)	Add <b>suffixes</b> to spell longer words: -ment, -ness, -ful, -less & -ly.	Use further <b>prefixes &amp; suffixes</b> and understand how to add them.*		Use further <b>prefixes &amp; suffixes</b> and understand the guidance for adding them	
	<b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write <b>from memory</b> simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.			
		Spell by learning the possessive apostrophe (singular).	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.			
					Spell words with <b>silent letters</b>	
					Use knowledge of <b>morphology &amp; etymology</b> in spelling and understand that the spelling of some words needs to be learnt specifically.*	

\*See appendix 1 of National Curriculum for further detail.