



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

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



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