

English Skills and Progression

Spoken Language		Reading	Writing (Composition and Transcription)	Grammar and Vocabulary
Year 5	Pupils should be taught to:	Pupils should be taught to maintain positive attitudes to reading and an understanding of what they read by:	Transcription	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify];
	engage the listener by varying my expression and vocabulary;	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;	use further prefixes and suffixes and understand the guidance for adding them;	Verb prefixes [for example, dis–, de–, mis–, over– and re–];
	adapt spoken language depending on the audience, the purpose or the context;	reading books that are structured in different ways and reading for a range of purposes;	spell some words with ‘silent’ letters [for example, knight, psalm, solemn];	Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun;
	develop my ideas and opinions, providing relevant detail;	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;	continue to distinguish between homophones and other words which are often confused;	Indicating degrees of possibility using adverbs;
	express my point of view;	recommending books that they have read to their peers, giving reasons for their choices;	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;	Text devices to build cohesion within a paragraph;
	show understanding of the main points, including implied meanings in a discussion;	identifying and discussing themes and conventions in and across a wide range of writing;	use dictionaries to check the spelling and meaning of words;	Linking ideas across paragraphs using adverbials of time, place and number or tense choices;
	listen carefully in discussions;	making comparisons within and across books;	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary;	Punctuation brackets, dashes or commas to indicate parenthesis;
	make contributions and ask questions that are responsive to others’ ideas and views;	learning a wider range of poetry by heart;	use a thesaurus.	Use of commas to clarify meaning or avoid ambiguity;
	use Standard English in formal situations;			
	use hypothetical language to consider more than one possible outcome or solution;			
perform compositions, using appropriate intonation and volume so that meaning is clear;				

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	<p>perform poems and plays from memory, making careful choices about how to convey ideas;</p> <p>adapt expression and tone;</p> <p>select the appropriate register according to the context.</p>	<p>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> <p>Pupils should be taught to understand what they read by:</p>	<p>Composition</p> <p>Pupils should be taught to plan their writing by:</p>	
<p>Year 6</p>	<p>Pupils should:</p> <p>talk confidently and fluently in a range of situations, using formal and Standard English, if necessary;</p> <p>ask questions to develop ideas and take account of others' views;</p> <p>explain ideas and opinions giving reasons and evidence;</p> <p>take an active part in discussions and can take on different roles;</p> <p>listen to, and consider the opinions of, others in discussions;</p> <p>make contributions to discussions, evaluating others' ideas and respond to them;</p> <p>sustain and argue a point of view in debate, using the formal language of persuasion;</p> <p>express possibilities using hypothetical and speculative language;</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning.</p> <p>Pupils should be taught to:</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading and research where necessary;</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Pupils should be taught to draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>precising longer passages;</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing;</p> <p>How words are related by meaning as synonyms and antonyms;</p> <p>Use of the passive 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;</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis;</p> <p>Layout devices;</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses;</p> <p>Use of the colon to introduce a list and use of semi-colons within lists;</p>

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	<p>engage listeners through choosing;</p> <p>appropriate vocabulary and register that is matched to the context;</p> <p>perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear;</p> <p>perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</p>	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>distinguish between statements of fact and opinion;</p> <p>retrieve, record and present information from non-fiction;</p> <p>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;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>using a wide range of devices to build cohesion within and across paragraphs;</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Pupils should be taught to evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</p> <p>proofread for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p>	<p>Punctuation of bullet points to list information;</p> <p>How hyphens can be used to avoid ambiguity.</p>
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			<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>choosing the writing implement that is best suited for a task.</p>	
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Year 7	<p>Pupils should be taught to speak confidently and effectively, including through:</p> <p>varying their vocal expression and engaging the interest of the listener;</p> <p>using standard English in formal situations;</p> <p>listening attentively to what others say, ask questions to develop ideas and make contributions that take account of others' views;</p> <p>improvising, rehearsing and performing play scripts, poetry and short presentations in order to generate language</p> <p>beginning to participate in formal debates and structured discussions,</p> <p>discussing and understanding language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>Pupils should be taught to:</p> <p>reading a wide range of fiction and non-fiction;</p> <p>choosing and reading books independently for challenge, interest and enjoyment;</p> <p>summarise texts in a focused way with most points made clearly and concisely, using own words consistently throughout;</p> <p>analyse what is read, showing an accurate and detailed understanding of the text;</p> <p>making inferences and referring to evidence in the text;</p> <p>discuss and justify how a writer has used structure to make the text effective given its purpose;</p> <p>analyse specific words, phrases and grammatical choices made by the writer and confidently explain the effects of these, identifying a range of techniques;</p> <p>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;</p>	<p>Pupils should be taught to:</p> <p>write for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters <p>write coherently and with purpose;</p> <p>write with effective communication that sustains the reader's interest;</p> <p>write well-constructed and organised pieces with effective links between paragraphs;</p> <p>use a wide range of sentence types and structures, varying sentences for meaning and effect on the reader;</p> <p>use of a wide range of punctuation marks to create an effect on the reader;</p> <p>choose vocabulary deliberately to create an effect on the reader and use of a wide selection of words and linguistic devices;</p>	<p>Pupils should be taught to consolidate and build on their on their knowledge of grammar and vocabulary through:</p> <p>extending and applying the grammatical knowledge set out in English appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts;</p> <p>studying the effectiveness and impact of the grammatical features of the texts they read;</p> <p>using Standard English confidently in their own writing and speech. Begin to understand the differences associated with formal and informal registers;</p> <p>drawing on new vocabulary and grammatical constructions from their reading and listening, begin to use these consciously in their writing and speech to achieve particular effects;</p> <p>discussing reading, writing and spoken language using linguistic and literary terminology with increasing confidence.</p>

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		<p>Selecting short and precise, embedded references to support own ideas and opinions that are highly relevant;</p> <p>By making relevant links to context comment on writers' choices;</p> <p>Make credible and appropriate links and comparisons between texts</p>	<p>spell all familiar and most complex words accurately.</p> <p>Gain confidence in writing formal and academic essays</p> <p>plan, draft, edit and proof-read through:</p> <p>considering how their writing reflects the audiences and purposes for which it was intended;</p> <p>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness;</p> <p>paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p>	
Year 8	<p>Pupils should be taught to speak confidently and effectively, including through:</p> <p>using Standard English confidently in a range of formal and informal contexts, including classroom discussion;</p> <p>giving short speeches and presentations, expressing their own ideas and keeping to the point;</p>	<p>Pupils should be taught to:</p> <p>reading a wide range of fiction and non-fiction;</p> <p>choosing and reading books independently for challenge, interest and enjoyment;</p> <p>re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons;</p> <p>learning new vocabulary, relating it explicitly to known vocabulary and</p>	<p>Pupils should be taught to:</p> <p>write for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters; 	<p>Pupils should be taught to consolidate and build on their on their knowledge of grammar and vocabulary through:</p> <p>extending and applying the grammatical knowledge taught in previous years to analyse more challenging texts;</p> <p>studying the effectiveness and impact of the grammatical features of the texts they read;</p> <p>drawing on new vocabulary and grammatical constructions from their</p>

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	<p>participating in formal debates and structured discussions, summarising and/or building on what has been said;</p> <p>improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>	<p>understanding it with the help of context and dictionaries;</p> <p>making inferences and referring to evidence in the text;</p> <p>knowing the purpose, audience for and context of the writing and drawing on this;</p> <p>knowledge to support comprehension checking their understanding to make sure that what they have read makes sense;</p> <p>read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning;</p> <p>recognising a range of poetic conventions and understanding how these have been used;</p> <p>studying setting, plot, and characterisation, and the effects of these;</p> <p>understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play;</p> <p>making critical comparisons across texts;</p>	<p>summarising and organising material, and supporting ideas and arguments with any necessary factual detail;</p> <p>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;</p> <p>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing;</p> <p>plan, draft, edit and proof-read through:</p> <p>considering how their writing reflects the audiences and purposes for which it was intended;</p> <p>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness;</p> <p>paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p>	<p>reading and listening, and using these consciously in their writing and speech to achieve particular effects;</p> <p>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English;</p> <p>using Standard English confidently in their own writing and speech.</p>
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		studying a range of authors, including at least two authors in depth each year.		
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