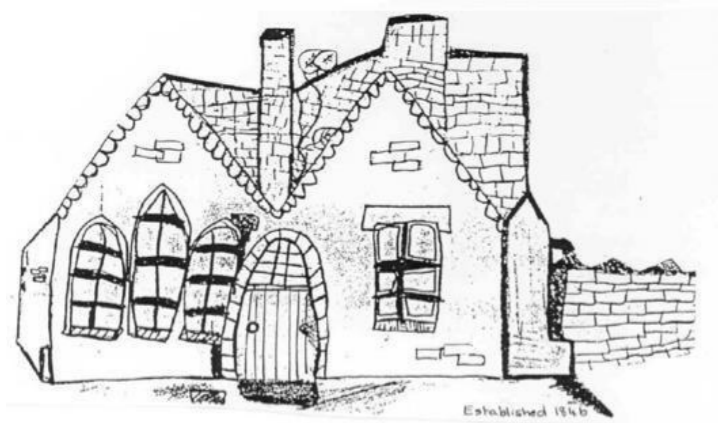


English Progression Document



Flourishing Together

At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

Flourishing Together



QCPS English Progression - Writing



- All targets for your year group MUST be covered throughout the year.
- Please look back at the previous year group targets to ensure progression/fill any gaps in knowledge.
- Each half term has 2 or 3 main pieces of writing that follow the TjW sequence per half term, embed spelling, handwriting, composition and vocab/punctuation/grammar targets.
- Reading and writing should be linked where possible.
- Write the model text based on the book you are reading.
- Short Burst writing should happen every week to teach these targets.
- A variety of genres are linked to the purposes for writing:

Writing to Entertain

Writing to Inform

Writing to Persuade

Transcription- Spelling

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|---|
| <p>Spell common exception words...</p> <p>The, you, where, his, are, at, your, love, my, no, do, they, come, full, school, to, be, some, has, were, today, he, one, here, put, of, me, once, house, go, said, she, ask, our, was, says, we, friend, there, so, by, pull, is, push.</p> | <p>Spell common exception words...</p> <p>After, class, floor, most, pretty, climb, gold, move, prove, any, grass, mr, mrs, should, bath, great, steak, beautiful, could, half, sugar, door, because, hold, only, behind, even, hour, told, both, improve, pass, parents, water, break, past, who, everybody, busy, eye, path, whole, Christmas, fast, many, wild, plant, mind, again, old, children, would, find, clothes, sure, father, child, money, cold, every, kind, last, people.</p> | <p>Spell words that are often misspelt - see English appendix 1.</p> <p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.</p> | <p>Embed understanding of how to spell words that are often misspelt - see English appendix 1.</p> <p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.</p> | <p>Distinguish between homophones and other words which are often confused.</p> <p>aisle: a gangway, between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)</p> | <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>aisle: a gangway, between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit). descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)</p> |

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| | | | | <i>dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</i> | <i>dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</i> |
| Spell days of the week. | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. | Spell further homophones. | Embed how to spell further homophones. | Spell some words with 'silent' letters [for example, knight, psalm, solemn]. | Embed how to spell some words with 'silent' letters [for example, knight, psalm, solemn]. |
| Name the letters of the alphabet in order. | Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. | Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten. | Embed how to add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, forgotten. | Use further prefixes and suffixes and understand the guidance for adding them. | Embed how to use further prefixes and suffixes and understand the guidance for adding them. |
| Use letter names to distinguish between alternative spellings of the same sound. | Learn to spell words with contracted forms. | Add the prefix un without any changes to the root word. | Continue to develop how to add the prefix un without any changes to the root word. | 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. <i>Ending spelt cious or tious- If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious.</i> <i>Ending spelt cial or tial- -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</i> <i>Endings anti, ance, ancy, enti, ence, ency- Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</i> <i>Ending able, ible, ably, ibly- The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able</i> | Embed how to 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. <i>Ending spelt cious or tious- If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious. Exception: anxious.</i> <i>Ending spelt cial or tial- -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</i> <i>Endings anti, ance, ancy, enti, ence, ency- Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</i> <i>Ending able, ible, ably, ibly- The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related</i> |

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| | | | | ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). Words containing ough e.g. bought, rough, though, thorough I before e except after c rule & its exceptions e.g. protein, seize. | word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). Words containing ough e.g. bought, rough, though, thorough I before e except after c rule & its exceptions e.g. protein, seize. |
| Use the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. | Learn the possessive apostrophe (singular) e.g. The girl's book. | Add the prefix dis without any changes to the root word e.g. disappoint. | Embed how to add the prefix dis without any changes to the root word e.g. disappoint. | Use dictionaries to check the spelling and meaning of words. | Embed understanding of how to use dictionaries to check the spelling and meaning of words. |
| Add the prefix un. | Distinguish between homophones and near homophones. | Add the prefix mis without any changes to the root word e.g. misbehave . | Embed how to add the prefix mis without any changes to the root word e.g. misbehave . | Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. | Continue to embed how to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. |
| Add the suffix ing where no change is needed to the root word. | Add suffix ment to spell longer words. | Add the prefix in without any changes to the root word e.g. incorrect. Before a root word starting with l, in- becomes il. illegal, illegible Before a root word starting with m or p, in- becomes im-. immature, immortal, impossible, impatient, imperfect Before a root starting with r, in- becomes ir-. irregular, irrelevant, irresponsible. | Embed how to add the prefix in without any changes to the root word e.g. incorrect. Before a root word starting with l, in- becomes il. illegal, illegible Before a root word starting with m or p, in- becomes im-. immature, immortal, impossible, impatient, imperfect Before a root starting with r, in- becomes ir-. irregular, irrelevant, irresponsible. | Use a thesaurus. | Embed how to use a thesaurus. |
| Add the suffix ed where no change is needed to the root word. | Add suffix ness to spell longer words. | Add the prefix re e.g. redo. | Embed how to add the prefix re e.g. redo. | | |
| Add the suffix er where no change is needed to the root word. | Add suffix ful to spell longer words. | Add the prefix sub e.g. subdivide. | Embed how to add the prefix sub e.g. subdivide. | | |
| Add the suffix est where no change is needed to the root word. | Add suffix less to spell longer words. | Add the prefix inter e.g. interact. | Embed how to add the prefix inter e.g. interact. | | |

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| Write from memory simple sentences dictated by the teacher that include words using the GPCs and Common Exception words taught so far. | Add suffix ly to spell longer words. | Add the prefix super e.g. supermarket. | Embed how to add the prefix super e.g. supermarket. | | |
| Apply simple spelling rules and guidance as listed in English appendix 1 (phonics sounds overview). | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Add the prefix anti e.g. antisocial. | Embed how to add the prefix anti e.g. antisocial. | | |
| | Apply simple spelling rules and guidance as listed in English appendix 1. Ge/dge, s sound spelt c (soft c), n sound spelt kn, r sound spelt as wr, the /al sound spelt as le, il, adding es to nouns and verbs ending in y, adding the endings ing, ed, er, est, and y to words ending in an e with a consonant before it, the or sound spell a (ball), o sound as an u (mother), a sound as an o after w/qu e.g. want, squash. Ar as an or e.g. war, words ending in tion. | Add the prefix auto e.g. autobiography. | Embed how to add the prefix auto e.g. autobiography. | | |
| | | Add the suffix ation e.g. information. | Embed how to add the suffix ation e.g. information. | | |
| | | Add the suffix ly e.g. sadly. | Embed how to add the suffix ly e.g. sadly. | | |
| | | Add the suffix ous e.g. poisonous. | Embed how to add the suffix ous e.g. poisonous. | | |
| | | Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. | 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 2 or 3 letters of a word to check its spelling in a dictionary. | Embed how to use the first 2 or 3 letters of a word to check its spelling in a dictionary. | | |
| | | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Embed how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | |

Transcription- Handwriting

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|--|
| Sit correctly at a table, holding a pencil comfortably and correctly. | Form lower-case letters of the correct size relative to one another. | 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. | Embed how to 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. | Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. | Embed how to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. |
| Begin to form lower-case letters in the correct direction, starting and finishing in the right place. | Start using some of the diagonal and horizontal strokes 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so | Embed how to increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced | Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. | Embed how to write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. |

Flourishing Together

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| | | that the ascenders and descenders of letters do not touch]. | sufficiently so that the ascenders and descenders of letters do not touch]. | | |
| Form capital letters. | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. | | | | |
| Form digits 0-9. | Use spacing between words that reflects the size of the letters. | | | | |
| Understand which letters belong to which handwriting families and to practise these. | | | | | |

| Composition | | | | | |
|--|---|--|---|--|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Write sentences by saying out loud what they are going to write about. | Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). | Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | Embed how to plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. | Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. | Embed how to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |
| Write sentences by composing a sentence orally before writing it. | Develop positive attitudes towards and stamina for writing by writing about real events. | Plan writing by discussing and recording ideas. | Embed how to plan writing by discussing and recording ideas. | Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. | Embed how to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. |
| Write sentences by sequencing sentences to form short narratives. | Develop positive attitudes towards and stamina for writing by writing poetry. | Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich | Embed how to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and | Plan their writing by in writing narratives, considering how authors have developed characters and | Embed how to plan their writing by in writing narratives, considering how authors have developed characters and settings in what |

Flourishing Together

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| | | vocabulary and an increasing range of sentence structures (English appendix 2). <i>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</i> | rich vocabulary and an increasing range of sentence structures (English appendix 2). <i>Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</i> | settings in what pupils have read, listened to or seen performed. | pupils have read, listened to or seen performed. |
| Write sentences by re-reading what they have written to check that it makes sense. | Develop positive attitudes towards and stamina for writing by writing for different purposes. | Draft and write by organising paragraphs around a theme. | Embed how to draft and write by organising paragraphs around a theme. | Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | Embed how to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. |
| Discuss what they have written with the teacher or other pupils. | Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. | Draft and write by, in narratives, creating settings, characters and plot. | Embed how to draft and write by, in narratives, creating settings, characters and plot. | Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. | Embed how to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. |
| Read their writing aloud, clearly enough to be heard by their peers and the teacher. | Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. | Draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings] | Embed how to draft and write by, in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Embed how to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| | Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. | Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. | Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. | Draft and write by précising longer passages. | Embed how to draft and write by précising longer passages. |
| | Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. | Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Embed how to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Draft and write by using a wide range of devices to build cohesion within and across paragraphs. | Embed how to draft and write by using a wide range of devices to build cohesion within and across paragraphs. |
| | Make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. | Proofread for spelling and punctuation errors. | Embed how to proofread for spelling and punctuation errors. | Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. | Embed how to draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. |
| | Make simple additions, revisions and corrections to their own writing by proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). | Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Embed how to read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | Evaluate and edit by assessing the effectiveness of their own and others' writing. | Embed how to evaluate and edit by assessing the effectiveness of their own and others' writing. |
| | Read aloud what they have written with appropriate intonation to make the meaning clear. | | | Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | Embed how to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |

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| | | | | Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. | Embed how to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. |
| | | | | Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. | Embed how to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. |
| | | | | Proofread for spelling and punctuation errors. | Embed how to proofread for spelling and punctuation errors. |

| Vocabulary, grammar and punctuation | | | | | |
|---|--|---|--|--|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Leave spaces between words. | Learn how to use sentences with different forms: statement. | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. | Embed how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. | Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. | Embed how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. |
| Join words and joining clauses using 'and'. | Learn how to use sentences with different forms: question. | Use the present perfect form of verbs in contrast to the past tense. | Embed how to use the present perfect form of verbs in contrast to the past tense. | Use passive verbs to affect the presentation of information in a sentence. | Embed how to use passive verbs to affect the presentation of information in a sentence. |
| Begin to punctuate sentences using a capital letter. | Learn how to use sentences with different forms: exclamation. | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | Embed how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | Use the perfect form of verbs to mark relationships of time and cause. | Embed how to use the perfect form of verbs to mark relationships of time and cause. |
| Begin to punctuate sentences using a full stop. | Learn how to use sentences with different forms: command. | Use conjunctions, adverbs and prepositions to express time and cause. | Embed how to use conjunctions, adverbs and prepositions to express time and cause. | Use expanded noun phrases to convey complicated information concisely. | Embed how to use expanded noun phrases to convey complicated information concisely. |
| Begin to punctuate sentences using a question mark. | Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. | Use fronted adverbials. | Embed how to use fronted adverbials. | Use modal verbs or adverbs to indicate degrees of possibility. | Embed how to use modal verbs or adverbs to indicate degrees of possibility. |
| Begin to punctuate sentences using an exclamation mark. | Learn how to use the present and past tenses correctly and consistently, including the progressive form. | Use commas after fronted adverbials. | Embed how to use commas after fronted adverbials. | Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | Embed how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. |

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| Use capital letters for names of people. | Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). | Indicate possession by using the possessive apostrophe with plural nouns. | Embed how to indicate possession by using the possessive apostrophe with plural nouns. | Use commas to clarify meaning or avoid ambiguity in writing. | Embed how to use commas to clarify meaning or avoid ambiguity in writing. |
| Use capital letters for names of places. | Learn how to use some features of written Standard English. | Use and punctuate direct speech. | Embed how to use and punctuate direct speech. | Use hyphens to avoid ambiguity. | Embed how to use hyphens to avoid ambiguity. |
| Use capital letters for days of the week. | Learn how to use both familiar and new punctuation correctly - see English appendix 2. Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | Learn the grammar for years 3 and 4 in [English appendix 2]. Word: Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Sentence: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play, contrasted with He went out to play]. Punctuation: Introduction to inverted commas to punctuate direct speech. | Learn the grammar for years 3 and 4 in [English appendix 2]. Word: The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence: 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) Fronted adverbials [for example, Later that day, I heard the bad news.] Text: 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. Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials. | Learn the grammar for years 5 and 6 in English appendix 2. Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | Learn the grammar for years 5 and 6 in English appendix 2. Word: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Sentence: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Text: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] 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 [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| Use capital letters for the personal pronoun I. | Learn how to use the grammar for year 2 in English appendix 2. | Use and understand the grammatical terminology in English appendix 2 | Use and understand the grammatical terminology in English appendix 2 | Use and understand the grammatical terminology in English appendix 2 | Use and understand the grammatical terminology in English appendix 2 |

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| | <p>Word- nouns, suffixes, adjectives using suffixes, <i>er/est</i> in adjectives, use of <i>ly</i> to turn adjectives into adverbs.</p> <p>Sentence- subordination, expanded noun phrases, grammatical patterns in a sentence to indicate its function as a statement, question, exclamation or command.</p> <p>Text- present and past tense, progressive forms of verbs in present and past tense.</p> <p>Punctuation- capital letters, full stops, question marks and exclamation marks to demarcate sentences, apostrophes.</p> | <p>accurately and appropriately when discussing their writing and reading.</p> <p>Preposition, conjunction</p> <p>word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter vowel, vowel letter, inverted commas (or 'speech marks')</p> | <p>accurately and appropriately when discussing their writing and reading.</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p> | <p>accurately and appropriately in discussing their writing and reading.</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> | <p>accurately and appropriately in discussing their writing and reading.</p> <p>subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> |
| <p>Learn the grammar for Year 1 in English appendix 2.</p> <p>Word, sentence, text, punctuation.</p> | <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing.</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.</p> | | | <p>Use hyphens to avoid ambiguity.</p> | <p>Embed how to use hyphens to avoid ambiguity.</p> |
| <p>Use the grammatical terminology in English appendix 2 in discussing their writing.</p> <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> | | | | <p>Use brackets, dashes or commas to indicate parenthesis.</p> | <p>Embed how to use brackets, dashes or commas to indicate parenthesis.</p> |
| <p>Sentence types to be covered:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> | <p>Revision of these sentence types:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> <p>New sentence types:</p> <p>1. BOYS sentence</p> <p>2. 2A sentences</p> <p>4. 3 __ ed sentences</p> <p>7. Verb person sentences</p> <p>10. Emotion word comma sentences</p> <p>15. Double <i>ly</i> ending sentences</p> <p>17. List sentences</p> | <p>Revision of these sentence types:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> <p>1. BOYS sentence</p> <p>2. 2A sentences</p> <p>4. 3 __ ed sentences</p> <p>7. Verb person sentences</p> <p>10. Emotion word comma sentences</p> <p>15. Double <i>ly</i> ending sentences</p> <p>17. List sentences</p> <p>New sentence types:</p> <p>5. Two pairs sentences</p> <p>9. If, <i>if</i>, <i>if</i>, then sentences</p> <p>20. Paired conjunction sentences</p> | <p>Revision of these sentence types:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> <p>1. BOYS sentence</p> <p>2. 2A sentences</p> <p>4. 3 __ ed sentences</p> <p>7. Verb person sentences</p> <p>10. Emotion word comma sentences</p> <p>15. Double <i>ly</i> ending sentences</p> <p>17. List sentences</p> <p>5. Two pairs sentences</p> <p>9. If, <i>if</i>, <i>if</i>, then sentences</p> <p>11. Noun which/who/were sentences</p> <p>20. Paired conjunction sentences</p> <p>New sentence types:</p> <p>13. AD same AD sentences</p> <p>21. The more the more sentences</p> | <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> | <p>Embed how to use semicolons, colons or dashes to mark boundaries between independent clauses.</p> |

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| | | | | Use a colon to introduce a list. | Embed how to use a colon to introduce a list. |
| | | | | Punctuate bullet points consistently. | Embed how to punctuate bullet points consistently. |
| | | | | <p>Revision of these sentence types:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> <p>1. BOYS sentence</p> <p>2. 2A sentences</p> <p>4. 3 __ ed sentences</p> <p>7. Verb person sentences</p> <p>10. Emotion word comma sentences</p> <p>15. Double ly ending sentences</p> <p>17. List sentences</p> <p>5. Two pairs sentences</p> <p>9. If, if, if, then sentences</p> <p>11. Noun which/who/were sentences</p> <p>20. Paired conjunction sentences</p> <p>13. AD same AD sentences</p> <p>21. The more the more sentences</p> <p>New sentence types:</p> <p>6. Deide sentences</p> <p>8. O.I sentences</p> <p>14. 3 bad dash question sentences</p> <p>24. Irony sentences</p> | <p>Revision of these sentence types:</p> <p>3. Simile sentences</p> <p>12. Many questions sentences</p> <p>16. All the W's sentences</p> <p>19. Personification of weather sentences</p> <p>22. Short sentences</p> <p>1. BOYS sentence</p> <p>2. 2A sentences</p> <p>4. 3 __ ed sentences</p> <p>7. Verb person sentences</p> <p>10. Emotion word comma sentences</p> <p>15. Double ly ending sentences</p> <p>17. List sentences</p> <p>5. Two pairs sentences</p> <p>9. If, if, if, then sentences</p> <p>11. Noun which/who/were sentences</p> <p>20. Paired conjunction sentences</p> <p>13. AD same AD sentences</p> <p>21. The more the more sentences</p> <p>6. Deide sentences</p> <p>8. O.I sentences</p> <p>14. 3 bad dash question sentences</p> <p>24. Irony sentences</p> <p>New sentence types:</p> <p>18. Some; others sentences</p> <p>25. Imagine 3 examples sentences</p> |

QCPS English Progression - Reading

- Reading needs to be taught in line with the **Big Read sequence** (see planning documents on staff shared).
- Phonics needs to be taught in line with the phonics overview and **embedded at every opportunity throughout the day**.
- Any children who still require Phonics support in KS2 should be looking back at the Year 1 and 2 targets to ensure these gaps are being closed.
- Reading should link to writing where possible, targets should be considered in any other lessons with a reading element.

| Word Reading | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Apply phonic knowledge and skills as the route to decode words. | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet. <i>SEE WRITING TARGETS-TRANSCRIPTION-SPELLING.</i> | Embed how to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet. <i>SEE WRITING TARGETS-TRANSCRIPTION-SPELLING.</i> | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet. <i>SEE WRITING TARGETS-TRANSCRIPTION-SPELLING.</i> | Embed how to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet. <i>SEE WRITING TARGETS-TRANSCRIPTION-SPELLING.</i> |
| Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Embed how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | |
| Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. | Read accurately words of two or more syllables that contain the same graphemes as above. | | | | |
| Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | Read words containing common suffixes. | | | | |
| Read words containing taught GPCs and -s endings. | Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | | | | |
| Read words containing taught GPCs and -es endings. | Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | | | | |

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| Read words containing taught GPCs and -ing endings. | Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. | | | | |
| Read words containing taught GPCs and -ed endings. | Reread these books to build up their fluency and confidence in word reading. | | | | |
| Read words containing taught GPCs and -er endings. | | | | | |
| Read words containing taught GPCs and -est endings. | | | | | |
| Read other words of more than one syllable that contain taught GPCs | | | | | |
| Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). | | | | | |
| Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. | | | | | |
| Reread these books to build up their fluency and confidence in word reading. | | | | | |

| Comprehension | | | | | |
|---|---|---|--|---|---|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems that at which they can read independently. | Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. | Begin to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction. | Continue to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction. | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of stories that at which they can read independently. | Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently. | Begin to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. | Continue to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of poetry. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of non- | Embed how to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and | Begin to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of plays. | Continue to develop positive attitudes to reading, and an understanding of what they read, by | Embed how to develop positive attitudes to reading, and an understanding of what they read, by | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by |

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| fiction that at which they can read independently. | expressing views about a wide range of non-fiction at a level beyond that at which they can read independently. | | listening to and discussing a wide range of plays. | listening to and discussing a wide range of plays. | listening to and discussing a wide range of plays. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences. | Embed how to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. | Begin to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of non-fiction. | Continue to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of non-fiction. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of non-fiction. | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of non-fiction. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. | Embed how to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. | Begin to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of reference books or text books. | Continue to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of reference books or text books. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of reference books or text books. | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of reference books or text books. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases. | Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways. | Begin to develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways and reading for a range of purposes. | Continue to develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways and reading for a range of purposes. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways and reading for a range of purposes. | Consolidate how to develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways and reading for a range of purposes. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. | Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories. | Develop positive attitudes to reading, and an understanding of what they read, by using dictionaries to check the meaning of words that they have read. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by using dictionaries to check the meaning of words that they have read. | Maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including myths and legends. | Embed how to maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including myths and legends. |
| Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. | Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in poetry. | Develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books, including fairy stories, retelling some of these orally. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books, including fairy stories, retelling some of these orally. | Maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including traditional stories. | Embed how to maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including traditional stories. |
| Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. | Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. | Develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books, including myths and legends, retelling some of these orally. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books, including myths and legends, retelling some of these orally. | Maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including modern fiction. | Embed how to maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including modern fiction. |
| Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read, and correcting inaccurate reading. | Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. | Develop positive attitudes to reading, and an understanding of what they read, by identifying themes and conventions in a wide range of books. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by identifying themes and conventions in a wide range of books. | Maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including fiction from our literary heritage. | Embed how to maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of books, including fiction from our literary heritage. |
| Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events. | Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting | Develop positive attitudes to reading, and an understanding of what they read, by preparing poems and play scripts to read aloud and to perform. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by preparing poems and play scripts to read aloud and to perform, showing | Maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a wide range of | Embed how to maintain positive attitudes to reading and an understanding of what they read by increasing their familiarity with a |

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| | some, with appropriate intonation to make the meaning clear. | showing understanding through intonation, tone, volume and action. | understanding through intonation, tone, volume and action. | books, including books from other cultures and traditions. | wide range of books, including books from other cultures and traditions. |
| Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. | Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. | Develop positive attitudes to reading, and an understanding of what they read, by discussing words and phrases that capture the reader's interest and imagination. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by discussing words and phrases that capture the reader's interest and imagination. | Maintain positive attitudes to reading and an understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices. | Embed how to maintain positive attitudes to reading and an understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices. |
| Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. | Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read, and correcting inaccurate reading. | Develop positive attitudes to reading, and an understanding of what they read, by recognising some different forms of poetry [for example, free verse, narrative poetry]. | Embed how to develop positive attitudes to reading, and an understanding of what they read, by recognising some different forms of poetry [for example, free verse, narrative poetry]. | Maintain positive attitudes to reading and an understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. | Embed how to maintain positive attitudes to reading and an understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing. |
| Participate in discussion about what is read to them, taking turns and listening to what others say. | Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. | Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. | Embed how to understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. | Maintain positive attitudes to reading and an understanding of what they read by making comparisons within and across books. | Embed how to maintain positive attitudes to reading and an understanding of what they read by making comparisons within and across books. |
| Explain clearly their understanding of what is read to them. | Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. | Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text. | Embed how to understand what they read, in books they can read independently, by asking questions to improve their understanding of a text. | Maintain positive attitudes to reading and an understanding of what they read by learning a wider range of poetry by heart. | Embed how to maintain positive attitudes to reading and an understanding of what they read by learning a wider range of poetry by heart. |
| | Understand both the books that they can already read accurately and fluently and those that they listen to by predicting what might happen on the basis of what has been read so far. | Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Embed how to understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Maintain positive attitudes to reading and an understanding of what they read by 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. | Embed how to maintain positive attitudes to reading and an understanding of what they read by 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. |
| | Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. | Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied. | Embed how to understand what they read, in books they can read independently, by predicting what might happen from details stated and implied. | Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | Embed how to understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | Understand what they read, in books they can read independently, by identifying main ideas drawn from more than 1 paragraph and summarising these. | Embed how to understand what they read, in books they can read independently, by identifying main ideas drawn from more than 1 paragraph and summarising these. | Understand what they read by asking questions to improve their understanding. | Embed how to understand what they read by asking questions to improve their understanding. |
| | | Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. | Embed how to understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. | Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Embed how to understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |

Flourishing Together

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| | | | | | actions, and justifying inferences with evidence. |
| | | Retrieve and record information from non-fiction. | Embed how to retrieve and record information from non-fiction. | Understand what they read by predicting what might happen from details stated and implied. | Embed how to understand what they read by predicting what might happen from details stated and implied. |
| | | 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. | Embed how to 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. | Understand what they read by summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. | Embed how to understand what they read by summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. |
| | | | | Understand what they read by identifying how language, structure and presentation contribute to meaning. | Embed how to understand what they read by identifying how language, structure and presentation contribute to meaning. |
| | | | | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | Embed how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
| | | | | Distinguish between statements of fact and opinion. | Embed how to distinguish between statements of fact and opinion. |
| | | | | Retrieve, record and present information from non-fiction. | Embed how to 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. | Embed how to 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, maintaining a focus on the topic and using notes where necessary. | Embed how to 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. |
| | | | | Provide reasoned justifications for their views. | Embed how to provide reasoned justifications for their views. |