

## St Ann's R.C. Primary School Progression Ladder - English



At St Ann's, our English curriculum is knowledge-led: pupils acquire the linguistic, grammatical and literary knowledge required to read, write and speak with increasing fluency, control and independence. In order to make good progress, secure knowledge is essential in:

- The alphabetic code
- Vocabulary
- Grammar and syntax
- Text structures and genres
- Literary heritage
- Conventions of language use

The curriculum is organised into five interdependent knowledge domains closely matching the national curriculum. It builds cumulatively from EYFS (ELG's) to Year 6:

- Spoken Language
- Word Reading (Phonics & Fluency)
- Reading Comprehension
- Writing (Transcription & Composition)
- Vocabulary, Grammar and Punctuation

Progression is secured through:

- Explicit teaching of knowledge
- Frequent retrieval and practice
- Application in structured contexts
- Increasing independence



**Core Knowledge  
Secured within each Key Phase**

**ELG: Communication & Language**

Pupils develop knowledge of:

- Sentence structures
- Vocabulary drawn from stories and experience
- Conversational turn-taking conventions

**ELG: Literacy**

Pupils secure:

- Grapheme–phoneme correspondences
- Segmenting and blending knowledge
- High-frequency and common exception words
- Basic sentence construction

By the end of Reception, pupils know:

- That letters represent sounds
- That sentences convey complete meaning
- That writing communicates ideas to a reader

*This foundational knowledge underpins all later literacy.*

**EYFS – KS2 Vocabulary**

Within our curriculum, vocabulary is treated as curriculum knowledge, not incidental exposure.

Across all phases, pupils are explicitly taught:

- Tier 2 academic vocabulary
- Subject-specific terminology
- Morphology and etymology
- Figurative language

Vocabulary acquisition is cumulative and revisited deliberately. It is mapped out across the curriculum and within each English unit.



Core Knowledge Secured within each Key Phase			
EYFS	KS1	LKS2	UKS2
<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>Alphabetic principle</li> <li>GPC knowledge</li> <li>Segmenting and blending</li> <li>High-frequency words</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>Retelling</li> <li>Vocabulary development</li> <li>Narrative structure awareness</li> </ul>	<p><b>Reading - Word Reading</b></p> <p>Pupils systematically acquire knowledge of:</p> <ul style="list-style-type: none"> <li>All 40+ phonemes</li> <li>Alternative grapheme representations</li> <li>Common exception words</li> <li>Suffixes (-s, -es, -ing, -ed, -er, -est)</li> </ul> <p>This knowledge enables:</p> <ul style="list-style-type: none"> <li>Accurate decoding</li> <li>Increasing fluency</li> <li>Reduced cognitive load during reading</li> </ul> <p><b>Reading - Comprehension</b></p> <p>Knowledge developed:</p> <ul style="list-style-type: none"> <li>Story structures (beginning, middle, end)</li> <li>Simple narrative conventions</li> <li>Non-fiction organisational features</li> <li>Vocabulary explicitly taught</li> </ul> <p>Skills such as prediction and inference are taught through:</p> <ul style="list-style-type: none"> <li>Oral discussion</li> <li>Teacher modelling</li> <li>Structured questioning</li> <li>Inference at this stage is grounded in explicit textual knowledge.</li> </ul>	<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>Automaticity</li> <li>Morphology (prefixes, suffixes, root words)</li> <li>Reading unfamiliar multi-syllabic words</li> <li>Increasing reading speed and expression</li> </ul> <p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>How language, structure and presentation contribute to meaning</li> <li>How paragraphs organise ideas</li> <li>Inference becomes evidence-based and justified.</li> </ul>	<p><b>Reading – Word Reading</b></p> <ul style="list-style-type: none"> <li>Etymology and morphology to infer meaning</li> <li>Prosodic reading (tone, phrasing)</li> <li>Fluent reading across curriculum subjects</li> </ul> <p><b>Reading – Comprehension:</b></p> <ul style="list-style-type: none"> <li>Authorial Intent</li> <li>Summarising</li> <li>Evaluating</li> <li>Justifying interpretations using evidence</li> </ul>



<p><b>Core principle Writing:</b> Building secure phoneme–grapheme knowledge and understanding that writing communicates meaning.</p> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>• Letter formation</li> <li>• Phonetic spelling</li> <li>• Basic sentence demarcation (emergent)</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Simple sentence writing</li> <li>• Sequencing ideas</li> </ul>	<p><b>Core principle Writing:</b> Automaticity through secure knowledge of sentence construction.</p> <p><b>Writing - Transcription Knowledge</b></p> <ul style="list-style-type: none"> <li>• Letter formation and spacing</li> <li>• Spelling rules</li> <li>• Punctuation conventions</li> <li>• Common Exception Words</li> </ul> <p><b>Writing - Composition</b></p> <ul style="list-style-type: none"> <li>• Coordination (and, but, or)</li> <li>• Subordination (when, because, if, that)</li> <li>• Sentence types (statement, question, command, exclamation)</li> <li>• Expanded noun phrases</li> <li>• Short Narratives</li> <li>• Simple non-fiction</li> </ul> <p>Writing is taught as:</p> <ul style="list-style-type: none"> <li>• The application of grammatical knowledge to communicate meaning clearly.</li> </ul>	<p><b>Core Principle Writing:</b> Building syntactic control and structural awareness (paragraph structuring).</p> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>• Prefixes/suffixes</li> <li>• Accurate speech punctuation</li> <li>• Joined handwriting</li> <li>• Increasing spelling accuracy</li> </ul> <p><b>Writing - Composition</b></p> <ul style="list-style-type: none"> <li>• Paragraphs as units of meaning</li> <li>• Fronted adverbials</li> <li>• Expanded noun phrases</li> <li>• Direct speech punctuation</li> <li>• Present perfect tense</li> </ul> <p>They begin to understand:</p> <ul style="list-style-type: none"> <li>• Cohesion within paragraphs</li> <li>• How grammar choices affect clarity</li> <li>• Writing moves from sentence-level control to paragraph-level structure.</li> </ul>	<p><b>Core Principle Writing:</b> Deliberate authorial control through deep grammatical knowledge.</p> <p><b>Writing – Transcription</b></p> <ul style="list-style-type: none"> <li>• Accurate spelling of statutory word lists</li> <li>• Sophisticated punctuation (colon, semi-colon, dash)</li> <li>• Consistent handwriting fluency</li> </ul> <p><b>Writing - Composition</b></p> <p><i>Sentence Construction</i></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Modal verbs</li> <li>• Passive voice</li> <li>• Subjunctive mood</li> </ul> <p><i>Text Cohesion</i></p> <ul style="list-style-type: none"> <li>• Cohesion across paragraphs</li> <li>• Using adverbials for cohesion</li> <li>• Pronoun referencing</li> <li>• Repetition and ellipsis</li> <li>• Formal vs informal register</li> <li>• Manipulating tone and viewpoint</li> </ul> <p>Pupils learn not just how grammar works, but how grammar shapes meaning and influences the reader</p>
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Skills and Knowledge Progression			
Speaking and Listening			
EYFS	KS1	LKS2	UKS2
<b>Listen and respond to adults and peers</b>			
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	<i>Listen attentively and respond appropriately, answering and asking relevant questions.</i>	Engage in discussions, making relevant points	Understand how to answer a question that requires more than a yes/no response
Make comments about what they have heard and ask questions to clarify their understanding.	Know what the important points of a conversation are	Ask for specific additional information to clarify	Demonstrate active listening by justifying ideas or expanding on the ideas of others
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Ask questions to improve understanding when a message is unclear	<i>Sustain engagement in discussion by responding thoughtfully to others.</i>	Recognise and explain some idioms
	Understand instructions with multiple points		Understand the meaning of some phrases beyond literal interpretation
<b>Develop a wide range of subject specific vocabulary</b>			
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Use subject specific vocabulary to explain and describe.	Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.	Use adventurous and sophisticated vocabulary in the correct context
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Suggest words or phrases appropriate to the topic being discussed.	Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	Explain the meaning of words, offering alternatives
			Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.



To speak with clarity and confidence			
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Speak in a way that is clear and easy to understand.	Use a mixture of sentence lengths to add interest to discussions and explanations to gain and maintain interest of the listener	Vary the length and structure of sentences to gain, maintain and monitor interest of the listener – adjusting as necessary
	Change tone of voice for characters when reading aloud and use intonation to pause at full stops to gain interest of the listener	Use intonation to emphasise grammar and punctuation when reading aloud	Present an idea, topic or explanation to a group of pupils altering tone of voice to suit purpose, meaning and audience
	Speak confidently to a group of peers so they understand the message they are receiving	Explain a project or concept to a group of peers	Ask questions and make suggestions to take an active part in discussions
	Demonstrate good phonic knowledge by clearly pronouncing the sounds within words, articulating ideas clearly so that meaning is easily understood.	Explain and develop ideas across the curriculum	Explain, expand upon and justify ideas across the curriculum
	Discuss if a message was clear and easy to understand	Reflect on how clear and effective an explanation was	Reflect on the effectiveness of explanations, expansion and justification
			Comment on the grammatical structure of a range of spoken and written accounts, link to audience and purpose
To present stories with structures			
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Ensure stories told have a setting, plot and a sequence of events	Bring stories to life with expression and intonation	Narrate detailed and exciting stories that are well structured and express feelings
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.	Recount experiences with interesting detail	Respond appropriately when in role, including basic improvisation	Use the conventions and structures appropriate to the type of story or presentation when performing (fiction and non-fiction)
<i>Retell familiar stories in sequence using</i>	Take part in role play of familiar stories		Interweave action, character descriptions,



<i>recently introduced vocabulary.</i>			settings and dialogue into a performance
<i>Use simple time words orally (e.g., "first", "then")</i>	.		Perform in improvised role play, group or class performances considering the effectiveness of delivery
<b>To hold conversations and debates</b>			
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	To take turns to talk, listening carefully to the contributions of others and maintaining attention	Maintain attention, making relevant comments or ask questions in a discussion or a debate	Maintain attention and participate actively, negotiating and compromising by offering alternative views and ideas
Participate in small group, class and one-to-one discussions, offering their own ideas.	To know that different people hold opinions that are different from our own	Seek clarification by actively seeking to understand others' points of view	Debate, using relevant details to support points
	Know that different language is appropriate in different situations (formal and informal)	Respectfully challenge opinions or points, offering an alternative	Offer alternative explanations when others do not understand
	Make contributions that are relevant to those that have spoken before.	Vary language between formal and informal according to the situation	Select appropriate language in a range of situations and know when to move between them (formal and informal)  Use stylistic devices (e.g. humour) appropriately within discussion or debate.
	Develop understanding through exploring ideas	Develop understanding through speculating about and exploring ideas	Develop understanding through speculating, hypothesising, imagining and exploring ideas.



Reading: Word Reading						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say a sound for each letter in the alphabet and at least ten digraphs.	Apply <b>phonic knowledge</b> & skills as the route to decode words.	Continue to apply <b>phonic knowledge</b> & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
Read words consistent with phonic knowledge by sound blending.	Respond speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.			Y1–Y2: Segment/blend to read and spell; read common exception words.	
Blend sounds together and knows which letters represent them	Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.					
Read simple sentences and books including some common exception words.	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.		Read further <b>exception words</b> , noting the unusual correspondences between spelling and sound, and where these occur in words.		
	Read other words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
	Read other <b>words of more than one syllable</b> that contain taught	Read accurately <b>words of two or more syllables</b> that contain taught GPCs.				



	GPCs.			
	Read words with <b>contractions</b> , e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).	Read most words quickly and accurately, <b>without overt sounding &amp; blending</b> , when they have been frequently encountered.		
Use vocabulary and forms of speech that are increasingly influenced by their experiences of books	<b>Read aloud</b> accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.		
Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.	Re-read these books to build up their <b>fluency &amp; confidence</b> in word reading.		
		Read words containing common <b>suffixes</b> .	Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of <b>root words, prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.



Reading: Comprehension						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy an increasing range of books	Develop <b>pleasure</b> in reading, motivation to read, vocabulary and <b>understanding</b> by:		develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		maintain <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:	
Demonstrate understanding by retelling stories using own words and introduced vocabulary.	<b>Listening</b> to and <b>discussing</b> a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	<b>listening to, discussing</b> and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	continuing to <b>listen to</b> and <b>discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		continuing to <b>read</b> and <b>discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
Use and understand recently introduced vocabulary in discussions about stories, non-fiction, poems and role-play.	Being encouraged to <b>link what they</b> read or hear read to their own experiences					
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		discussing the <b>sequence of events</b> in books and how items of information are related	reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes Y3</b>		reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b>	
			using <b>dictionaries</b> to check the meaning of words that they have read		Know when to use dictionaries to check the meaning of words read but not understood and then put into context.	
Be familiar with a bank of stories that	Becoming very <b>familiar</b> with key stories, fairy	becoming increasingly <b>familiar</b> with and retelling	increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths and legends,		increasing their <b>familiarity</b> with a wide range of books, including myths, legends and	



they can join in with retelling.	stories and traditional tales, retelling them and considering their particular characteristics	a wider range of stories, fairy stories and traditional tales	and retelling some of these orally	traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
				<b>Recommending books</b> they have read to their peers, giving reasons for their choices
Anticipate key events in stories.	recognising and joining in with <b>predictable phrases</b>	recognising simple <b>recurring literary language</b> in stories and poetry		
		<b>discussing</b> their favourite words and phrases	discussing words and phrases that <b>capture the reader's interest</b> and imagination	
			Identifying <b>themes and conventions</b> in a wide range of books.	Identifying and discussing <b>themes and conventions</b> in and across a wide range of writing
			Making <b>comparisons</b> across traditional and fairy tales	Making comparisons within and across books
			recognising some <b>different forms of poetry</b> [for example, free verse, narrative poetry]	
Pupils can continue a rhyming string	learning to appreciate <b>rhymes and poems</b> , and to recite some by heart	continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing <b>poems</b> and <b>play scripts</b> to read aloud and to perform, showing understanding through intonation, tone, volume and action	<b>Learning a wide range of poetry by heart</b> Preparing <b>poems</b> and <b>plays</b> to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
		Being introduced to <b>non-fiction</b> books that are structured in different ways	Identifying different structures of <b>non-fiction</b> books.	Knowing and understanding the different ways <b>non-fiction</b> books are <b>structured</b> and how it supports <b>understanding</b> .
	Discussing <b>word meanings</b> , linking new	discussing and clarifying the <b>meanings of words</b> ,	<b>Discussing</b> and <b>clarifying</b> the meaning of increasingly complex words and linking new	<b>Discussing</b> and <b>clarifying</b> the meaning of increasingly complex words and drawing on



	meanings to those already known	linking new meanings to known vocabulary	meaning to known vocabulary.	wide vocabulary to transfer meaning and <b>understanding</b> .
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	<b>understand</b> both the <b>books they can already read accurately and fluently</b> and those they <b>listen</b> to by: drawing on <b>what they already know</b> or on background information and vocabulary provided by the teacher	drawing on <b>what they already know</b> or on background information and vocabulary provided by the teacher	<b>understand</b> what they read, in <b>books they can read independently</b> , by:	<b>Understand</b> what they read by:
Anticipate (where appropriate) key events in stories.	checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading	checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading	checking that the text <b>makes sense</b> to them, discussing their understanding and explaining the meaning of words in context	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Retell main parts of a story in the correct sequence	<b>discussing</b> the significance of the title and events			
	making <b>inferences</b> on the basis of what is being said and done	making <b>inferences</b> on the basis of what is being said and done	drawing <b>inferences</b> such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing on <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	<b>Predicting</b> what might happen on the basis of what has been read so far	<b>predicting</b> what might happen on the basis of what has been read so far	<b>predicting</b> what might happen from details stated and implied	<b>Predicting</b> what might happen from details stated and implied
		answering and asking <b>questions</b>	asking <b>questions</b> to improve their understanding of a text	Asking <b>questions</b> to improve and develop their understanding of a text
				Provide <b>reasoned justifications</b> for their views
				Discuss and evaluate how authors <b>use language</b> , including figurative, considering the impact on the reader.
			Identifying <b>main ideas</b> drawn from more than one paragraph and summarising these	Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details and support the main ideas



		identifying how <b>language, structure, and presentation</b> contribute to meaning	identifying how language, structure, and presentation contribute to meaning
		<b>retrieve</b> and <b>record</b> information from <b>non-fiction</b>	<b>Retrieve, record</b> and <b>present</b> information from <b>non-fiction</b>
			Distinguish between <b>fact</b> and <b>opinion</b> .
Participate in <b>discussion</b> about what is read to them, taking turns and listening to what others say	participate in <b>discussion</b> 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	participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both 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 clearly their <b>understanding</b> of what is read to them.	Explain and discuss their <b>understanding</b> of books, poems and other material, both those that they listen to and those that they read for themselves.		Explain and discuss their <b>understanding</b> of what they have read, including through formal <b>presentation</b> and <b>debates</b> , maintaining a focus on the topic and using notes where necessary.



Writing: Handwriting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write recognisable letters, most correctly formed.</p> <p><i>Use good pencil grip.</i></p> <p><i>Form numbers 0 – 9 legibly</i></p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p>				<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p>	
	<p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>form lower-case letters of the correct size relative to one another</p>				
		<p>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</p>	<p>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</p>	<p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p>		
	<p>Form capital letters</p>	<p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>				
		<p>use spacing between words that reflects the size of the letters</p>				
	<p>form digits 0-9</p>	<p>form digits of the correct size and orientation</p>				
	<p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					



			Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Choosing the writing implement that is best suited for a task.
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Writing: Composition						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop positive attitudes towards and stamina for writing by writing sentences with meaning.		Develop <b>positive attitudes</b> towards and stamina for writing by: <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>				
Speak a sentence in a group to support shared writing	<b>Plan writing</b> saying out loud what they are going to write about	<b>Plan writing</b> planning or saying out loud what they are going to write about  writing down ideas and/or key words, including new vocabulary	<b>Plan writing</b> <b>discussing</b> writing similar to that which they are planning to write in order to understand and <b>learn from its structure, vocabulary</b> and <b>grammar</b>  discussing and recording ideas	<b>Plan writing</b> Identifying <b>audience</b> and <b>purpose</b> and selecting <b>appropriate form</b> and use other similar writing as models Note and develop initial ideas, <b>drawing on reading and research</b> where necessary In writing narratives, consider how <b>authors</b> have developed <b>characters</b> and <b>settings</b> in what pupils have read, listened to and seen performed		
Write simple phrases and sentences that can be read by others	<b>Drafting and writing</b> composing a sentence orally before writing it	<b>Drafting and writing</b>	<b>Drafting and writing</b> <b>composing and rehearsing sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	<b>Drafting and writing</b> Select appropriate grammar and vocabulary, <b>understanding how such choices can change and enhance meaning</b>		
Spell words by identifying sounds and representing them with letters	sequencing <b>sentences</b> to form short narratives	encapsulating what they want to say, <b>sentence by sentence</b>	organising <b>paragraphs</b> around a theme: <i>Use paragraphs to organise ideas chronologically or by topic.</i>	Use a wide range of devices to build cohesion within and across <b>paragraphs</b>  Precis longer paragraphs		



<p>Re-read sentences and know if a word is missing.</p> <p>Discuss what they have written or want to write with a teacher or peer.</p>	<p>Begin experimenting with different sentence openers (e.g., "One day...").</p>	<p>Experiment with using "because" to explain ideas in writing.</p>	<p>Apply a wider range of conjunctions in independent writing.</p>	<p>Vary clause structures by experimenting with moving subordinate clauses to the front or end of sentences to create specific effects (e.g. suspense, emphasis).</p> <p>Manipulate sentence structure to shift tone or viewpoint.</p>
				<p>Use passive and active voice deliberately to influence reader interpretation.</p>
			<p>in <b>narratives</b>, creating settings, characters and plot</p>	<p>In narratives, describe <b>settings, characters</b> and <b>atmosphere</b> and <b>integrate dialogue</b> to convey character and advance the <b>action</b></p>
			<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Use further <b>organisational</b> and <b>presentational</b> devices to structure text and guide the reader (e.g headings, bullet points, underlining).</p>
	<p>Make <b>simple additions, revisions and corrections</b> to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p><b>Evaluate and edit</b> assessing the <b>effectiveness</b> of their own and others' writing and <b>suggesting improvements</b></p> <p>proposing changes to <b>grammar</b> and <b>vocabulary</b> to improve consistency, including the accurate use of <b>pronouns</b> in sentences</p>	<p><b>Evaluate and edit</b> Assess the <b>effectiveness</b> of their own and others' writing</p> <p>Purpose changes to <b>grammar, vocab</b> and <b>punctuation</b> to <b>enhance</b> effects and <b>clarify</b> meaning</p> <p>Ensure the <b>consistent</b> and <b>correct</b> use of a <b>tense</b> throughout a piece of writing.</p> <p>Ensure correct <b>subject</b> and <b>verb agreement</b> when using <b>singular</b> and <b>plural</b>, distinguishing between the language of <b>speech</b> and <b>writing</b> and choosing the <b>appropriate</b> register.</p>	
	<p><b>Re-reading</b> what they have written to check that it makes sense</p>	<p><b>proof-reading</b> to check for errors in spelling, grammar and punctuation [for example, ends of</p>	<p><b>proof-read</b> for spelling and punctuation errors</p>	<p><b>proof-read</b> for spelling and punctuation errors</p>



		sentences punctuated correctly]		
	<p><b>Discuss</b> what they have written with the teacher or other pupils</p> <p><b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b>Read aloud</b> what they have written with appropriate intonation to make the meaning clear</p>	<p><b>Read aloud</b> their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>Perform</b> their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
				<p><i>Use modal verbs to reflect levels of certainty in non-fiction writing.</i></p>



Writing: Vocabulary, Grammar and Punctuation						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p><i>Begin using full stops in emergent writing with adult modelling.</i></p> <p><i>Use simple time words orally (e.g., "first", "then"). (Added)</i></p>	<p><b>Sentence structure</b> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining words and joining clauses using and</p> <p><i>Use "and" orally to join more complex ideas before writing.</i></p>	<p><b>Sentence structure</b> subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p><i>Begin to vary sentence starters (e.g., "After that...", "Suddenly...").</i></p> <p><b>How the grammatical patterns in a sentence indicate its function as A</b> statement, question, exclamation or command.</p>	<p><b>Sentence structure</b> Expressing time, place and cause using <b>conjunctions</b> (e.g. when, so, before, after, while. Because), <b>adverbs</b> (e.g. then, next, soon, therefore) or <b>prepositions</b> (e.g before, after, during, in, because)</p> <p><i>Experiment with different ways of punctuating dialogue to convey character.</i></p>	<p><b>Sentence structure</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p><b>Fronted adverbials</b> (e.g. Later that day, I heard bad news) to show shifts in setting, character or time.</p>	<p><b>Sentence structure</b> <b>Relative clauses</b> beginning with who, which, where, why, whose, that or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. perhaps, surely) or <b>modal verbs</b> (e.g. might, should, will, must).</p>	<p><b>Sentence structure</b> Use of the <b>passive voice</b> to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of <b>subjunctive</b> forms such as I were or Were they to come in some very formal writing and speech).</p>
<p><b>Text Structure</b> <i>Write simple sentences that follow a logical order.</i></p>	<p><b>Text structure</b> Sequencing <b>sentences</b> to form short narratives</p>	<p><b>Text structure</b> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Use of the progressive</p>	<p><b>Text structure</b> Introduction to <b>paragraphs</b> as a way to group related material.</p> <p><b>Headings &amp; sub-headings</b> to aid presentations</p>	<p><b>Text structure</b> Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across</p>	<p><b>Text structure</b> Devices to build <b>cohesion</b> within paragraphs (e.g. then, after that, this, firstly).</p> <p>Linking ideas across</p>	<p><b>Text structure</b> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of <b>word</b> or phrase, grammatical connections (e.g. the</p>



		form of verbs in the present and past tense to mark actions in progress.	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g He has gone out to play contrasted with He went out to play)	<b>sentences</b> to aid cohesion and avoid repetition.  <i>Develop cohesion within paragraphs using repetition or synonyms.</i>	paragraphs using <b>adverbials</b> of time (e.g later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	use of adverbials such as on the other hand, in contrast) and <b>ellipsis</b> . <b>Layout devices</b> , such as headings, sub-headings, columns, bullets, tables, to structure text.
<p><b>Punctuation</b> <i>Use finger spaces consistently</i></p> <p><i>Punctuate sentences with a capital letter and full stop</i></p> <p><i>Use capital letters for names and the start of sentences</i></p>	<p><b>Punctuation</b> Separation of words with <b>spaces</b>.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p><b>Punctuation</b> Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling &amp; to mark singular possession in nouns.</p>	<p><b>Punctuation</b> Introduction to <b>inverted commas</b> to punctuate direct speech.</p>	<p><b>Punctuation</b> Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p><b>Punctuation</b> <b>Brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</p>	<p><b>Punctuation</b> Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses.</p> <p>Use of the <b>colon</b> to introduce a list of <b>semi-colon</b> within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p> <p><i>Experiment with sophisticated punctuation (e.g., semi-colon for contrast, dash for dramatic effect)</i></p>

## St Ann's R.C. Primary School Progression Ladder - English



<p><b>Terminology</b>  <i>Letter, capital letter, word, sentence, past, present, future, full stop</i></p>	<p><b>Terminology</b>                  Letter, capital letter                  Word, singular, plural                  Sentence                  Punctuation, full stop, question mark, exclamation mark</p>	<p><b>Terminology</b>                  Noun, noun phrase, statement, question, exclamation, command                  Compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>	<p><b>Terminology</b>                  Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, letter, Inverted commas or 'speech marks'</p>	<p><b>Terminology</b>                  Determiner                  Pronoun, possessive pronoun                  adverbial</p>	<p><b>Terminology</b>                  Modal verb, relative pronoun                  Relative clause                  Parenthesis, bracket, dash                  Cohesion, ambiguity</p>	<p><b>Terminology</b>                  Subject, object                  Active, passive                  Synonym, antonym                  Ellipsis, hyphen, colon, semi-colon, bullet points</p>
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### National Curriculum

#### Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

## St Ann's R.C. Primary School Progression Ladder - English



All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)



It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Spelling, Vocabulary, Grammar, Punctuation and Glossary**

The 2 statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.