

English Skills Progression – Loders CE Primary Academy

KS1

Strand	Foundation Stage			Stage One			Stage Two		
Spoken Language	Use gestures, sometimes with limited talk. Use simple sentences <i>e.g. 'Mummy gonna work.'</i> Use a variety of questions (e.g. <i>what, where, who</i>).	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Beginning to use more complex sentences to link thoughts. Question why things happen and gives explanations. Listen to and ask questions about the experiences of others.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events Link statements and stick to main theme. Express self effectively, showing awareness of listeners' needs. Use language to imagine and recreate roles. Listen to stories, accurately anticipate key events.	Listen and respond appropriately to adults and peers. Understand the need to take turns.	Ask relevant questions to extend my understanding, build vocabulary and knowledge.	Maintain attention and take an active part in conversations. Participate in discussions about what is read to them.	Give well-structured descriptions and explanations.	Engage in conversations asking relevant questions.	Engage in conversations asking relevant questions and responding to comments. Take turns and listen to what others say.
Reading Word Reading	Fills in missing words and phrases in known rhyme, story or games. Begin to use word endings, <i>e.g. going, cats</i> , (Spoken)	Use phonics knowledge to decode simple CVC words. Respond quickly with the correct sound to graphemes, including alternative sounds for graphemes. (20+ phonemes)	Use phonic knowledge to decode regular words and read them aloud accurately. Read common irregular words.	Respond quickly with the correct sound to graphemes. (all 40+ phonemes)	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read aloud accurately books based on my developing phonics knowledge.	Read accurately by blending the sounds in words linked to taught graphemes, recognising alternative graphemes.	Read phonics words quickly and accurately without the need to segment and blend.	Read books aloud sounding out unfamiliar words accurately and without hesitation.
		Answer 'how' and 'why' questions about experiences and in response to stories or events. Hold book right way up and turns pages. Look at books independently. Recognises familiar words and signs, including name.	Follow instructions involving several ideas or actions. Respond to what they hear with relevant comments, questions or actions Use past, present and future forms accurately when talking about events.	Read words containing, taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read common exception words	Read words of more than one syllable containing taught GPCs.	Read words with contraction, <i>e.g. I'm, I'll, we'll</i> Understand that the apostrophe represents the omitted letter(s).	Read accurately words of two or more syllables containing known GPCs.	Read words containing common suffixes and prefixes.	Read further exception words, noting links between spelling and sound and where they occur in a word.
Reading Comprehension	Shares favourite stories, rhymes, songs, poems and jingles. Repeat words and phrases from familiar stories.	Listen to, join in and talk about a range of poems, stories and non-fiction. Know that print carries meaning and, in English, is read from left to right, top to bottom. Know information can be relayed in print.	Read and understand simple sentences. Begin to read words and simple sentences. Demonstrate an understanding when talking to others about what has been read. Know that information can be retrieved from books and computers.	Draw on what I know and relevant information when discussing books I have read.	Make inferences based on what is being said and done. I can check that the text makes sense.	Predict what might happen on the basis of what has been read so far.	Answer and ask questions about the texts and predict what might happen based on what I have heard and read.	Listen to, discuss and express views about a wide range of poetry, stories and non-fiction.	Check that the text makes sense as I read and correct inaccurate reading.
	Recite familiar rhymes and poems by heart.	Make links between familiar rhymes and stories and own experiences. Describe main story setting events and main characters. Suggests how a story might end.	Develop own narratives and explanations by connecting ideas and events. Introduce a storyline or narrative into play.	Retell familiar stories, fairy stories and traditional tales.	Recognise and discuss the characteristics of stories, fairy stories and traditional tales.	Discuss the significance of the title and events.	Discuss the sequence of events in books and how items of information are related.	Retell in detail a wide range of stories, fairy stories and traditional tales.	Talk about the way in which different non-fiction books are structured.
		Join in with repeated refrains. Anticipates key events and phrases in rhymes and stories. Recognise rhyme in spoken words.	Continue a rhyming string. Find rhyming families. Extend vocab, by grouping and naming, exploring the meaning of new words.	Recognise and join in with predictable patterns.	Discuss word meanings and link to those already known.	Check that the text makes sense and correct inaccurate reading.	Discuss and clarify the meaning of word, including favourite words and phrases.	Recognise simple recurring literary language in stories and poetry.	Make inferences based on what is being said and done as well as past experiences.
Writing - Transcription Phonics	Begin to match phonemes to graphemes. <i>s, a, t, l, p, n</i> Blend and segment the phonemes and graphemes in simple CVC words. <i>cat, lip, tap etc</i>	Match, blend and segment CVC words using phonemes and short vowels. <i>w, j, v, z, zz, qu</i> . CVC words with <i>short</i> vowel digraphs, consonant digraphs and double letters. <i>ou, er, ch, sh, ff, ll, ss, zz, ck</i> .	Match, blend and segment a wide range of CVC words with vowel digraphs and trigraphs, <i>e.g. oa, ai, ea, ear, air, igh</i>	Segment and blend words containing adjacent consonants and apply this in spelling. <i>trend, pond, thread</i> A word that ends with 'k' will be spelt with <i>'ck', back, clock</i> .	Segment and blend two and three syllable words. I can spell words with a 'v' sound at the end of the word, <i>e.g. have, live, give</i>	Recognise that in onesyllable words with: a short vowel that ends with a consonant, <i>fl/s/z</i> ., the final consonant will be doubled. <i>Cliff</i> .	Recognise that where there is only one consonant after a short vowel the consonant is doubled before the suffix is added, <i>ed/er/est/ing/y hopped, biggest</i> .	Recognise that: where a word ends with <i>(le)</i> preceded by a short vowel there must be two consonants. <i>paddle, topple</i> . (Where there is no vowel before just add the suffix.)	
		Spell words ending in 'l' and 'll', e.g. <i>all, ball</i> ,	Spell words beginning with 'wr', e.g. <i>write, wrong, wrap</i>	Spell words beginning with 'w' and 'qu', e.g. <i>watch, work, warm, quantity, squash</i>	Spell words ending in 'al' and 'il', e.g. <i>metal, pedal, animal, pencil, fossil</i> .	Spell words containing 'kn' and 'gn' e.g. <i>knock, knee and gnaw</i> Spell words containing 'le' and 'el' e.g. <i>table, bottle, apple, camel, tunnel, travel</i>	Add 'es' to nouns and verbs ending in 'y' e.g. <i>flies, copies, carries</i> Spell words ending in 'tion' e.g. <i>station, motion, section</i>	Spell words ending in 'ey', e.g. <i>monkey, valley</i> Spell words ending in <i>ge, dge</i> and <i>g</i> in words before <i>e, i</i> and <i>y</i> , e.g. <i>badge, age, gem, join</i>	

Strand	Foundation Stage		Stage One			Stage Two			
Spelling		Name familiar letters, e.g. the letters in name.	Name the letters of the alphabet in order. Link sounds to letters, naming and sounding the letters of the alphabet.	Spell words contain each of the 40+ phonemes	Spell simple common exception words, e.g. the, here, boy, girl Name the letters of the alphabet in order.	Spell compound words, e.g. football, farmyard, playground Spell the days of the week.	Segment spoken words into phonemes and represent these with correct graphemes.	Spell a range of phonemes represented by different graphemes, e.g. 'ee', 'ea', 'oy', 'oi'	Spell common homophones, e.g. pair-pear, stair-stare
		Spell simple CVC words, e.g. bed	Spell simple CCVC words, e.g. shed Write some irregular common words.	Use the spelling rule for adding -s or -es	Spell words with 's' spelt as a 'c' before 'e', 'i' and 'y', e.g. race, ice, city	Use letter names to distinguish between alternative spellings of the same sound.	Spell common exception words, e.g. today, said, were, was, there, come, some, once etc.	Spell more words with contracted forms, e.g. I'm, I'll, we'll	Use the possessive apostrophe (singular) e.g. the girl's book.
		Write the initial and sometimes the final letter in most words.	Use phonics knowledge to write words in ways which match the spoken sound.	Spell words with a 'y' at the end of the word, e.g. cry, fly, reply	Use -ing, -ed, -er and -est	Use the prefix -un I can spell the days of the week.	Add a suffixes to an adjective, eg -ment, -ness, -ful, -less, -ly	Write an increasing range of exception words, e.g. because, climb, only, great, father, should	Write an increasing range of exception words, e.g. beautiful, favourite
Writing Punctuation		Group marks/letters together in word-like clusters.	Write lines of word-like clusters and will sometimes put a full stop at the end of the line.	Put full stops in my writing. Separate words with spaces.	Begin to use a capital letter and a full stop to punctuate most of my sentences.	Use a capital letter for the names of people, places days of the week and the personal pronoun I .	Use a capital letter for the days of the week .	Use capital letters and full stops in all sentences.	Use capital letters and full stops in all sentences. Use question marks and exclamation marks .
		Write using a range of upper and lower case letters.	Sometimes start my writing with a capital letter. Use some clearly identifiable letters to communicate meaning.	Start writing with a capital letter .	Begin to use question marks and exclamation marks in my writing.	Use exclamation marks to create effect. Use question marks to punctuate questions.	Use question marks and exclamation marks .	Use apostrophes to mark where letters are missing. (Contractions) e.g. hasn't, couldn't, I'll Use apostrophes to mark singular possession in nouns, e.g. the girl's name.	Beginning to use commas in simple lists .
Writing Vocabulary		Recognise nouns, a person, a place, a building, an object . Show awareness of rhyme and alliteration.	Find words that begin with the same sound or letter, six small sunflowers. (Alliteration)	Recognise and use plurals adding (s) to nouns, cat/cats, girl/girls.	Recognise and use plurals adding (es) to nouns ending in sh/ch/s/z/x, churches, boxes	Use a pronoun to replace a noun . Jenny, John and Mary... (they)	Use simple imperative verbs accurately, stir, mix, chop.	Use begin to use coordination , conjunctions (or, and, but, so)	Begin to use subordination , conjunctions (when, if, that, because)
		Build up vocabulary that reflects the breadth of experiences.	Find words to describe, people, places and objects.	Recognise that proper nouns are preceded by a, an, the	Use simple adjectives, big, red, cold	Use simple verbs. The boy ran up the hill.	Use simple prepositions, at/by/for/of/in/on/to/up.	Use present and past tenses correctly and consistently.	Use time connectives, then, next, after, later.
				Use the prefix, un- to change the meaning of verbs and adjectives.	Add suffixes to verbs -ing, ed, -er and -est where the root does not need to be changed.	Use possessive adjectives to replace a noun and describe another by saying whose it is, my, yours, his, it, our, their.	Use a suffix to change an adjective into a verb e.g. fluffy, sparkly, older, strongest, wrinkled.	Form nouns using suffixes such as -ness, -er, -est and by compounding , e.g. superman	Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he is shouting.
Writing Sentence and Text		Recall and repeat words and phrases in stories and rhymes I know.	Make and share a simple sentence. I went to the park. (Some words spelt correctly)	Use words and phrases to make a simple sentence. The red bus is fast.	Use 'and' to join words and clauses in to a simple compound sentence. Sam went out and played in the sand.	Use simple sentences in my writing.	Write different types of sentences, including statement, question, exclamation and command	Use expanded noun phrases to describe and specify the beautiful, blue butterfly.	Use present and past tenses correctly and consistently.
		Make simple labels.	Write own name, labels and captions. Write short sentences.	Say out loud what is going to be written. Write a sentence about something familiar.	Compose a sentence orally before writing it. Write more than one sentence.	Repeat sentence openings. Sam and the dog went to the park. Sam ran to the slide.	Use a pronoun to replace a noun , e.g. I/you/he/she/it/we/you/they The boy went to the park. He went with his friends.	Use subordination, when, if, that, because And co-ordination, or, and, but	Use different ways to start a sentence. Suddenly...Just then...After a while. I can write in the first person, I...we...
Writing Handwriting and Presentation		Form letters in my name correctly.	Sit correctly at a table holding a pencil in a tripod grip.	Form capital letters correctly.	Write most ascenders and descenders correctly.	Form digits 0-9 correctly.	Form letters with clear ascenders and descenders.	Form all lower-case and upper-case letters accurately.	Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.
		Carefully retrace lines.	Use a pencil to form some letters.	Start to form lower-case letters in the correct direction, starting and finishing in the right place.	Put a finger space between groups of letters.	Keep the size of the letters the same.	Use the diagonal and horizontal strokes needed to join letters.	Understand which letters, when adjacent to one another, are best left unjoined.	Use spacing between words that reflects the size of the letters.

Strand	Foundation Stage			Stage One			Stage Two		
Writing Composition	Talk about the different marks made.	Sometimes give meaning to marks drawn and painted. Ascribe meaning to marks they draw and paint.	Give meaning to marks, drawn, written and painted.	Say out loud what I am going to write.	Compose a sentence orally before writing it.	Sequence sentences to form short narratives	Plan or say out loud what to write about.	Plan by writing down ideas and/or key words.	Plan by sequencing ideas into sentences.
			Listen to and respond to the experiences of others.	Ask, and respond to simple questions.	Write sentences about experiences.	Write a series of sentences about mine and others experiences.	Write narratives about personal experiences and those of others (real and fictional)	Write about real events and poetry.	Develop stamina and write for a range of different purposes.
			Read writing to an adult.	Reread what I have written to make sure that it makes sense.	Discuss my writing and identify ways in which I could improve my writing.	Evaluate my writing by sharing it with others.	Evaluate writing by re-reading aloud with intonation to check that it makes sense.	Evaluate writing by re-reading to check that verbs to indicate time are used consistently.	Proof-read writing to check for errors in spelling, grammar and punctuation.
Writing Story		Talk about stories I know.	Use pictures and words to describe events in a story.	Describe a character or setting .	Use simple sentences to describe key events in a story.	Describe events, characters and settings in stories.	Write a story with a clear beginning, middle and end .	Use an increasing range of story openers in order to hook the reader, In a dark gloomy wood...	Sequence the events in my story.
		Talk about what the characters are doing.	Put key events in a story in order .	Write simple sentences to describe the beginning, middle and/or end of a story.	Identify and use repeating patterns and refrains, I'll huff and I'll puff...Run, run you can't catch me...	Use a range of traditional story openers . Once upon a time... Long, long ago...	Describe the appearance of my characters .	Describe the setting at the beginning of my story.	Describe the appearance, actions and feelings of characters .
Writing Information		Talk about pictures in books.	Talk about features of the front and back cover.	Identify some features of a non-fiction text, Photos, pictures, captions .	Talk about the main key features of a non-fiction text. Photos, captions, diagrams, contents page and index	Use some of the main key features of a non-fiction text., pictures, captions, and simple diagrams .	Include important facts in my writing.	Begin to write in a formal and impersonal style.	Use heading, sub-heading and introductory sentences
		Talk about objects, people and events.	Use the pictures in a book to find out what the book is about.	Use pictures and captions to find information.	Know that an index is arranged alphabetically.	Include a heading when recording information.	Include key features, title, captions, pictures/photos and bullet points .	Include headings, numbers bullet points and diagrams .	Use other sources of simple information to inform my writing, Internet etc
Writing Poetry		Join in with class rhymes and poems.	Find pairs of words that rhyme, pat/cat, ten/pen, pig/jig .	Identify word patterns, pat, mat, cat, bat pen, den, ten, ben	Use repeating patterns to create sentences and simple rhyme, The pink cat sat on a blue mat .	Identify groups of words to describe objects, people and places .	Use words and repeating phrases to create a Pattern or Shape poem .	Write a simple single verse poem using repeating patterns and rhyming words .	Recognise and use the features of a Calligram .
		Make up nonsense words that sound the same.	Find words that sound the same. pat, mat, cat, sat .	Recite some poems by heart.	Identify and create phrases using alliteration .	Use groups of word to create an Acrostic poem.	Recognise and can create words and simple phrases using alliteration .	Use simile in my poem. I can use alliteration to create a short rhyme.	Generate and use increasingly adventurous words and phrases.



KS2

Strand	Stage Three		Stage Four		Stage Five		Stage Six		Stage Seven	
Spoken Language	Share answers, arguments and opinions. Make basic predictions.	Share and justify answers, arguments and opinions.	Respond to the answers, arguments and opinions of others. Make reasoned predictions.	Use spoken language to imagine and explore ideas.	Use spoken language to speculate, evaluate, hypothesise, imagine and explore ideas, making use of technical vocabulary.	Participate in a range of discussions, presentations, performances and debates.	Gain, maintain and monitor the interest of the listener(s). Ask questions to improve understanding.	Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.	Give short speeches and presentations, expressing ideas and keeping to the point.	Participate in formal debates and structured discussions, summarising and/or building on what has been said.
Reading Word Reading	Begin to apply knowledge of root words, prefixes and suffixes when reading aloud. Read further exemption words.	Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words.	Apply knowledge of root words, prefixes and suffixes to understand the meaning of words Read further exemption words.	Use elements of words I know to decode new and unfamiliar words <i>e.g. technical, mechanical</i>	Apply knowledge of morphology (roots) and etymology (prefixes and suffixes) to read aloud.	Apply knowledge of morphology (roots) and etymology (prefixes and suffixes) to read new and unfamiliar words, focusing on the meaning and pronunciation of the word.	Gain an understanding of new vocabulary by making connections with known vocabulary.	Select and use appropriate registers for effective communication.	Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.	Choose and read books independently for challenge, interest and enjoyment.
	Recognise a range of prefixes , e.g. where the root does not change, <i>'dis', 'mis', 'in', 're', 'sub', 'inter'</i> . <i>e.g. dismiss, mislead, inactive, refresh, submerge,</i>	Recognise an increasing range of prefixes , e.g. <i>super-, anti-, auto,</i> e.g. <i>supermarket, antiseptic, autobiography</i>	Recognise most prefixes .	Recognise that where a word ends in 'e' and suffix begins with a vowel, remove the 'e' first. <i>brave/braver, like/liking</i>	Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel. The final consonant must be doubled first. <i>run/running</i>	Recognise word families based on common words , showing how words are related in both form and meaning, e.g. <i>solve, solution, solver</i>	Retrieve record and present information in a range of different ways	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Improvise rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
	Make inferences based on what is being said and done as well as past experiences.	Talk about the way in which different non-fiction books are structured.	Discuss the key features of main genres, <i>story, poetry, recount, explanation etc.</i>	Use a dictionary to check the meaning of words read.	Check that the book makes sense, discuss my understanding and explain the meaning of words in context.	Distinguish between statements of fact and opinion.	Check that a book makes sense by discussing understanding and exploration of the meaning of words in context.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea. Use a thesaurus.	Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisons
Reading Comprehension	Retrieve and record information from nonfiction texts.	Summarise information from fiction and non-fiction texts.	Identify the themes and conventions used in a wide range of books. Identify main ideas drawn from more than one paragraph and summarise accurately.	Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas. Retrieve record and respond to information.	Draw detailed inferences, such as inferring characters' feelings, thoughts and motives for their actions and justify with detailed evidence.	Draw detailed inferences, such as inferring characters' feelings, thoughts and motives for their actions and justify with detailed evidence.	Explain and discuss my understanding of what has read, maintaining a focus on the topic and making notes where necessary.	Make inferences and refer to evidence in text. Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.	Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	Check that the text makes sense, discuss understanding and explain the meaning of words in context.	Ask questions to improve understanding of the text.	Ask a range of questions to improve understanding of the text.	Draw inferences, such as inferring characters' feelings, thoughts and motives for their actions.	Justify my inferences with evidence and predict what might happen from details stated and implied' Recommend books read to peers giving reasons for choices.	Identify and discuss themes and conventions in and across a wide range of writing'	Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion. Identify and discuss themes and conventions across a wide range of writing.	Explain and discuss understanding of what has been read, including through formal presentations and debates. Maintain a focus on a topic making use of notes where necessary.	Check understanding to make sure that what has been read makes sense.	Know how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning.
	Discuss words and phrases that capture the reader's interest and imagination.	Take part in discussion about books, taking turns to listen to what others say.	Take part in discussion about books, taking turns to listen and respond to what others say.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books.	Identify how language, structure and presentation contribute to meaning.	Ask questions in order to improve understanding. Provide reasoned justifications to support views with relevant textual reference or quotation.	Take part in discussions about books, building on my own and others' ideas,	Provide reasoned justification of views and challenge the views of others.	Make critical comparisons across texts.	Study the effectiveness and impact of the grammatical features of the texts being read.

Strand	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
--------	-------------	------------	------------	-----------	-------------

Writing Phonics and Spelling	Use an increasing range of prefixes , e.g. where the root does not change, 'dis', 'mis', 'in', 're', 'sub', 'inter' . e.g. dismiss, mislead, inactive, refresh, submerge, international	Use the prefix in , where it can mean both 'not' and in/into, inactive, inaccurate	Use an increasing range of prefixes , e.g. super-, anti-, auto , e.g. supermarket, antiseptic, autobiography (Year Three and Four)	Add a prefix to a root word beginning with, 'l' which becomes 'll' as in 'illegal' 'm', 'p', 'r' or 'in' which becomes 'immortal', impatient, irregular	Spell words containing the suffix '-ly' e.g. words ending in a consonant apply 'ly', as in sadly . In a root word with more than one syllable with a consonant before the 'y', change the 'y' to an 'i', as in 'happily' In a root ending in 'le' change to 'ly' as in 'gently' In a word ending in 'ic' add 'ally' as in 'frantically'	Apply the suffix, 'ous' , e.g. poisonous, famous, various . Where the word ends in 'our' it is changed to 'or' before adding 'ous' e.g. humorous, vigorous Where the word ends in 'e' the letter is kept, e.g. courageous, outrageous . Some words with an 'i' sound before the 'ous' are spelt with an 'i' as in serious, obvious Some contain an 'e'. e.g. hideous, spontaneous	Spell words ending in 'tion', 'sion', 'ssion', 'cian', e.g. If the root word ends in 't' or 'te' the word ends in 'tion', e.g. invention, action, completion If a root word ends in 'ss' or 'mit' the word will end in 'ssion', e.g. expression, discussion . If a root word ends in 'd' or 'se' the word will end in 'sion', e.g. expansion, comprehension Exceptions include, attention and intention If a root word ends in 'c' or 'cs' the word will end in 'cian', e.g. electrician, mathematician thistle	Spell words with 'ch' that sounds like 'k', e.g. scheme, chorus, chemist, character, echo Add suffixes beginning with vowel letters to words ending in 'fer' e.g. double r where the 'fer' is stressed, referring, referred, referral . A single 'r' where the 'fer' is not stressed, e.g. reference, referee, preference Spell words with 'cial' (added after a word ending with a vowel) e.g. official, special, partial and 'tial' (added after a word ending with a consonant) e.g. confidential, essential Exceptions include initial, financial, commercial, provincial	Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	Draw on new vocabulary and grammatical constructions from reading and listening, and using these consciously in their writing and speech to achieve particular effects.
	Recognise that where a word ends in 'e' and suffix begins with a vowel, remove the 'e' first. brave/braver, like/liking	Recognise that where a word ends in 'e' and suffix begins with a vowel, remove the 'e' first. brave/braver, like/liking	Recognise that where a word ends with a consonant immediately after a vowel and the suffix starts with a vowel. The final consonant must be doubled first. run/running	Recognise that where a word ends in 'y', in most words replace the 'y' with an 'i' before adding the suffix, hurried, scurried .	Spell words ending in 'sure', and 'ture', e.g. measure, treasure, creature, furniture . Spell words ending in 'sion', e.g. invasion, collision, television .	Add 'able' to words ending in 'ce' and 'ge' e.g. changeable, noticeable Spell words ending with 'ant' and 'ance/ancy' (linked to words ending in 'ation') e.g. observant, observance, (observation), hesitant, hesitancy (hesitation)	Spell words with 'cious' and 'tious' If the root word ends in 'ce' remove the 'e', e.g. vicious, precious nutritious The exception is anxious	Add 'ent', and 'ency' to words containing a soft 'c', 'g' and 'qu' e.g. innocent, innocence, decent, decency, frequent, frequency .		
	Segment and blend compound words, laptop, football, bedroom	Segment and blend compound words, farmyard, suitcase	Use the first three or four letters of a word to check the spelling and meaning of words in a dictionary.	Spell words that have unstressed vowels or double consonants, ideas, bottles .	Spell words with 'ch' that sounds like 'sh', e.g. chef, chalet, machine, and brochure .	Spell words containing 'ough', e.g. bought, thought, rough, cough, through dough . Spell words with silent letters, e.g. doubt, island ,	Spell words ending in '-gue' and '-que' e.g. league, tongue, antique, unique .	Add 'able' to root words e.g. dependable, comfortable, and understandable . Add 'ible' to root words first removing the 'e' e.g. possible/possibly, visible/visibly		
	Spell words containing 'ei', 'eigh' and '-ey' e.g. vein, weight, neighbour, they, obey	Spell words 'sc' , Science, scene, discipline, crescent	Recognise word families based on common words , showing how words are related in both form and meaning, e.g. solve, solution, solver	Spell words with silent letters, e.g. knight, psalm, solemn	Spell words containing 'sc' e.g. science, scene, fascinate, crescent	Spell words that are often misspelt (See English Appendix 1)	Use a hyphen to join a prefix to root word, e.g. co-ordinate, re-enter, co-operate	Spell a wide range of words with 'silent' letters'.		
	Spell most homophones , their/there/they're . I can use a thesaurus effectively.	Spell homophones and most near homophones, Accept/except, affect/effect, grate/great etc.	Use the possessive apostrophe (singular) e.g. the girl's book . Identify and correct commonly misspelt words.	Use the possessive apostrophe accurately in words with regular plurals, e.g. girls', boys'	Spell a range of complex homophones , e.g. Farther/father, advice/advise, prophecy/prophesy	Spell all homophones, e.g. accept/except, affect/effect, medal/medal, whether/weather	Use the possessive apostrophe accurately in words with irregular plurals, e.g. children's			
	Use an apostrophe to replace the letter omitted in a two-word contraction, Can't (Cannot) .	Use possessive apostrophe for singular noun e.g. Megan's .	Use an apostrophe to show possession, Jack's dog (with singular and plural nouns)	Use an apostrophe where a plural ends in 's' James' cat	Use ellipses to good effect. Suddenly...	Use brackets within sentences to group and order associated information. The man, (from the ministry) slowly walked away .	Punctuate bullet points consistently.	Use brackets, dashes or commas , to group and order associated information.	Use brackets, dashes or commas , to group and order associated information.	Use syntax and full range of punctuation accurately in a variety of sentence structures
Some use of inverted commas to show when someone is speaking (direct speech). "I'll meet you at the harbour."	Begin to use inverted commas to demarcate direct speech accurately. "Stop!" He shouted.	Use inverted commas to demarcate direct speech accurately. "Stop!" He shouted.	Begin to use inverted commas to demarcate indirect speech . "Ran away without stopping." The man had told the policeman.	Use inverted commas to demarcate indirect speech . "Ran away without stopping." The man had told the policeman.	Use a comma before/after direct speech to indicate a pause .	Use semi-colons, colons or dashes to mark boundaries between clauses.	Use the full range of punctuation to good effect across a wide range of writing genres.	Use the full range of punctuation to good effect across a wide range of writing genres.		
Use commas in lists.	Use commas after fronted adverbials .	Use commas after fronted adverbials .	Use a comma to indicate clauses in a sentence. He left the house quietly, then slipped silently away .	Use commas to mark clauses and phrases in a sentence accurately.	Use a colon to introduce a list. Use brackets, dashes or commas to indicate parenthesis.	Use colons and semicolons to demarcate longer lists. The lady bought: two apples; six lemons; a cabbage and a punnet of raspberries .	Use a wide range of punctuation including hyphens, colons, semicolons, brackets and ellipses accurately.	Use a wide range of punctuation including hyphens, colons, semicolons, brackets and ellipses accurately.		

Strand	Stage Three		Stage Four		Stage Five		Stage Six		Stage Seven	
Writing Vocabulary	Use increasingly complex adjectives , <i>delicious, fragile</i> .	Use time connective phrases . <i>After that, the next day, some time later.</i>	Use conjunctions to link ideas, <i>so, if, however</i> .	Use increasingly complex conjunctions to link ideas, <i>therefore, while, next</i> .	Use subordinated conjunctions , <i>if, when, because</i> .	Use an increasing range of subordinated conjunctions , <i>if, when, because</i> .	Use a range of time conjunctions , <i>meanwhile, finally, in conclusion... to summarise, and time adverbials, later, nearby, secondly</i> , to develop cohesion within and across paragraphs.	Use a wide range of conjunctions to identify the link between ideas, <i>furthermore, never the less, on the other hand</i> .	Use of a wide range of subordinating connectives , <i>whilst, until, despite</i>	Use of subordinating connectives manipulated to place emphasis or to nominalise for succinctness. <i>Because of that, he failed</i>
	Use prepositions , <i>in out, up, down</i> .	Use increasingly complex prepositions , <i>above, after, around, behind, beside</i> .	Use complex prepositions , <i>past, through, towards, under</i> .	Expand descriptive phrases by using a list. <i>Silver, speckled, shimmering stars lit up the miserable night sky</i> .	Use expanded descriptions adverbial phrases , <i>Silently, the fox slipped away into the night... He is the youngest of the four children</i> .	Use comparatives to compare a noun with another item. <i>The boy is younger than the girl</i> .	Use a superlative to compare a noun with two items or more.	Identify how words are related by meaning as synonyms and antonyms , e.g. <i>big, large, little</i>	Apply growing knowledge of vocabulary, grammar, and text structure to writing selecting the appropriate form.	Amend the vocabulary, grammar and structure of writing to improve its coherence and overall effectiveness.
	Use adverbial starters to open/link paragraphs, <i>suddenly, slowly</i> .	Use fronted adverbials , e.g. <i>Before we begin, make sure you have a pencil.</i> (remembering to use a comma after the fronted adverbial) (Stage Three and Four)	Use the perfect form of verbs for time and cause, e.g. <i>she has downloaded some songs (present perfect) I had eaten lunch when you came (past perfect)</i> (Stage Three and Four)	Use passive verbs , e.g. <i>a visit was arranged by the school</i> (the use of a passive version of an active verb) Use a range of imperative verbs , <i>increase, preserve</i> .	Recognise standard English forms for verb inflections instead of local spoken forms, e.g. <i>we were instead of we was</i> Indicate degrees of possibility using adverbs, e.g. <i>perhaps, surely</i>	Use modal verbs in sentences, the fox, <i>should be, could be, would be...</i> Convert nouns or adjectives into verbs using suffixes, e.g. <i>-ate, -ise, -ify</i> .	Use a modal verb , e.g. <i>will, would, can, could, might, shall, should, must, ought</i> (A modal verb changes the meaning of other verbs) Use verb prefixes , e.g. <i>dis-, de-, mis-, over-, re-</i>	Use correct subject and verb agreement when using singular and plural. Identify how words are related by meaning as synonyms and antonyms , e.g. <i>big, large, little</i>	Use a range of verb forms to develop meaning and maintain appropriate tense choice, <i>It will probably leave of its own accord...</i>	Select and use verb forms to convey precise meaning, <i>It would be helpful if you could let me know, as this will enable me to take further action</i> .
	Use increasingly complex adverbial starters to open/link paragraphs, <i>suddenly, slowly</i> .	Recognise and use abbreviated words , <i>Mrs, Dr</i> , Show knowledge of word families, e.g. <i>solve, solution, solver, dissolve, insoluble</i> .	Recognise the difference between plural and possessive -s Use standard English forms for verb inflections, e.g. <i>'We were'</i> , instead of <i>'We was'</i> .	Use verbs to create tension and suspense, <i>Suddenly</i> Use expanded noun phrase, by adding modifying adjectives , nouns and preposition phrases .	Use expanded noun phrases to convey complicated information concisely, e.g. <i>Almost all adult foxes in this area can jump</i> .	Use fronted adverbials , e.g. <i>later that day, I heard the bad news</i> .	Identify the difference between the vocabulary of informal and formal writing and speech, e.g. <i>find out/discover, ask for/request, go in-enter</i> .	Identify the difference between the vocabulary of informal and formal writing and speech such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> Or subjunctive forms e.g. <i>If I were or Were they to come...</i>	Create emphasis through the use of word order and accurate use of verb phrases, including the passive voice where appropriate, <i>the centre has been visited often</i>	Make accurate use of KS1 and KS2 grammar, punctuation and spelling.
Writing Sentence and Text	Use the forms, a and an according to whether the next word begins with a vowel or a consonant , e.g. <i>a rock, an open box</i>	Write in the third person , <i>she, he, they, them</i> .	Write in the past tense , <i>He ran to the shop</i> .	Write in the present tense , <i>He is running to the shop</i> .	Write consistently using the correct tense .	Use short sentences to create impact . <i>Silence fell</i> .	Edit and reorder sentences to create greater impact or effect . Write consistently using the correct tense .	Use opening and closing sentences to link ideas effectively, or an omitted relative pronoun .	Use different sentence types, questions, direct/reported speech, commands (Turn upside down) used appropriately.	Use a range of sentence features to give clarity and emphasise meaning, fronted adverbials – As a consequence of...Complex noun phrases – The mysterious girl in the portrait..., prepositional phrases – In the event of...
	Write simple sentences with simple subject/verb , <i>I sat...Dad went...</i> Simple variation in sentence structure, <i>Today was exciting... Yesterday we went...</i>	Write simple sentences using repeated subject/verb , <i>We played...Dogs are</i> Some sentence variation created, <i>we played after tea,,It was scary in the tunnel</i> .	Write simple and compound sentences using a wider range of conjunctions , <i>so, if, however, meanwhile, although, since, until</i> . Adverbs , <i>then, so, soon</i> Or prepositions , <i>before, after, during, in, because of</i>	Use a range of sentence openings to highlight main ideas.	Write varied sentences both short and complex including a range of techniques such as, questions and direct speech .	Link ideas across paragraphs using adverbials of time, <i>later, nearby, secondly</i> Use speech and dialogue effectively. <i>"No," He whispered. "It's too late."</i>	Use a range of sentence structures, expanded phrases and clauses to express and extend ideas. Build cohesion within a paragraph, e.g. <i>then after, firstly</i> .	Use sentences of different lengths to create different effects. I can link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis , e.g. <i>on the other hand, in contrast, as a consequence</i> .	Develop depth of information and events within paragraphs and sections.	Shape paragraphs by highlighting or prioritising information, providing chronological links, building tension or interject comment or reflection.
	Write a range of sentences with a main clause <i>You are my friend.</i> [statement] <i>Are you my friend?</i> [question] <i>Be my friend!</i> [command] <i>What a good friend you are!</i> [exclamation]	Write a sentence with a co-ordinate clause . <i>It was sour, but looked very tasty</i> .	Write sentences with a main and subordinate clauses . <i>The apple that I ate was sour</i> .	Begin to use relative clauses beginning with who, which, where, when, whose, that ,	Use relative clauses beginning with who, which, where, when, whose, that ,	Use relative clauses to modify a noun using, who, which, where, when, whose , that, eg <i>That's the boy who lives near school</i>	Use passive tense to affect the presentation of information in a sentence, e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i> .	Use clauses to create a range of effects. <i>The man disappeared silently into the night. Into the night, the man silently disappeared</i> .	Use several subordinate clauses to aid economy of expression. <i>Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle...</i>	

Strand	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
--------	-------------	------------	------------	-----------	-------------

Writing Handwriting and Presentation	Begin to use the diagonal and horizontal strokes needed to join letters.	Use the diagonal and horizontal strokes needed to join letters consistently. (Year Three and Four)	Write clearly, using neat and joined handwriting.	Increase the legibility, consistency and quality of handwriting.	Ensure that letters and words in handwriting are appropriate in size and position on the page.	Ensure that handwriting is consistent and fluent.	Ensure that handwriting is fluent with words and letters appropriately placed.	Adapt style effectively in response to a range of writing contexts/genre.	Use a wide range of different styles of writing effectively to create impact and atmosphere.	Consider how writing reflects the audiences and purposes for which it is intended.
	Understand which letters, when adjacent to one another, are best left unjoined.	Explore the use of different styles and scripts.	Begin to adapt style for different genres, e.g. posters.	Use a style that suits the genre, e.g. newspaper headings.	Begin to adapt handwriting for different purposes.	Adapt handwriting for different purposes.	Use different styles of handwriting for different purposes.	Use an effective personal style. Choose writing implement that is best suited for task.	Know and understand the differences between spoken and written language, including formal and informal registers, and Standard English and other varieties of English.	Draw on literary and rhetorical devices from reading and listening to enhance impact on writing.
Writing Composition	Identify examples of similar writing when planning own writing in order to develop own structure, vocabulary and grammar.	Use examples of similar writing when planning own structure, vocabulary and grammar.	Discuss and adapt examples of similar writing when planning writing to develop own structure vocabulary and grammar.	Discuss and record my developing ideas in detail when planning my writing.	Identify the audience I am writing for and the purpose of the writing.	Use a range of other or similar writing as a model for my own writing.	Make notes and develop initial ideas in detail. Draw on reading and research to support my plans.	Take in to account the way in which an author may have been influenced by what they have seen or experienced.	Identify and apply where appropriate the factors that may have influenced an author into my own plans.	Use Standard English in writing and speech.
	Begin to compose and rehearse sentences (including dialogue) building a varied and rich vocabulary. Attempt to use paragraphs to group related material.	Compose and rehearse sentences (including dialogue) building a varied and rich vocabulary. Define paragraphs by organising ideas with related points placed next to each other.	Compose and rehearse sentences (including dialogue) using an increasing range of sentence structures.	Organise paragraphs around a theme.	Select appropriate grammar and vocabulary to change and enhance meaning.	Generate a range of grammar and vocabulary to select from in order to change, create impact and enhance meaning.	Precise longer passages effectively. Use a wide range of devices to build cohesion within and across paragraphs.	Use a wide range of organisational and presentational devices to structure text, e.g. headings, subheadings, columns, bullet points or tables	Use a wide range of organisational and presentational devices to structure text and guide the reader.	Write well-structured formal expository and narrative essays. Write stories, scripts, poetry and other imaginative writing. Notes and scripts for talks and presentations.
	Begin to evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements.	Evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements.	Evaluate and edit by assessing the effectiveness of own and others' writing proposing changes to grammar and vocabulary to improve consistency.	Proof-read for spelling and punctuation errors.	Proof-read for consistent and correct use of the language of speech within my writing.	Proof-read for consistent and correct use of tense throughout my writing. Make notes and develop initial ideas, drawing on reading and research where necessary.	Check for correct subject and verb agreement when using singular and plural. Proof-read the work of others providing suggestions for improvement.	Proof read and where appropriate change, my use of vocabulary, grammar and punctuation to create greater impact. Utilise a wide range of strategies when proofreading my own and the work of others.	Summarise and organise material and supporting ideas and arguments with any necessary factual detail.	Use a range of narrative and non-narrative texts, including arguments, personal and formal letters.
Story	Use past tense for stories.	Use past tense for stories accurately.	Use past tense for narration and simple present tense for writing speech .	Ensure that events in my story are related to one another .	Ensure that the opening, development and conclusion of my story are clearly related and varied .	Use shifts in time and place to help shape the story and guide the reader through the text. Write dialogue, action and descriptions that are detailed, varied and clear . I can ensure that characters actions are linked to key events . Make increasing use of sub-plots, detours, dilemmas and resolutions	Manipulate the setting and pace to reflect the mood of the piece. Use a wide range of literacy features effectively, personification, rhetorical questions, metaphor etc			
	Include more detail in the opening to a story to set the scene .	Introduce and describe key characters in the opening of a story to set the scene .	Include a dilemma that needs to be resolved in the story.	Use paragraphs to show changes in time .	Ensure that the story conclusion makes reference to the scene set at the beginning of the story.	Use paragraphs to link sections of the story, time, scene event, action, mood/atmosphere .	Ensure that events re developed in the paragraphs around a main introductory sentence	Ensure that characters are well developed and direct reported speech is used to move the story forward .	Show how the impact of relationships between characters and key events can change as a result of what happens to them in the story.	
	Describe the appearance, actions and feelings of characters .	Describe the appearance, actions and feelings of characters .	Describe the impact of characters actions on others.	Include description of more than one characters point of views, actions, impact on others and the direction of the story.	Include action and dialogue between characters	Use character and setting to create mood .	Begin to interweave dialogue; action and description effectively.	Use a range of elements of dialogue, action and description to good effect.	Study setting, plot and characterisation, and the effect of these.	

Strand	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
--------	-------------	------------	------------	-----------	-------------

Information	Record key words and phrases from given text	Record important key words and phrases using a range of sources of information to support my work.	Begin to generalise when expressing point of view, <i>rarely, sometimes, always.</i>	Use <i>tables</i> and <i>graphs</i> to support ideas and points of view.	Ensure that each section or paragraph is clearly marked by <i>sub-headings</i> or <i>introductory sentences.</i>	Exemplify points of view with clearly referenced factual evidence.	Include reflective comments in my conclusion and summaries.	Ensure that information is well-structured and convincing with good coverage of the main points or issues.	Understand how the work of dramatists is communicated effectively through performance and how staging allows for different interpretations of a play.	
	Use <i>bullet points and notes.</i>	Use <i>heading, subheading and introductory sentences</i>	Include an <i>introduction</i> and a <i>summary.</i> Use an <i>index</i> to support work.	Organise work effectively using, <i>headings, subheadings, contents page and index, bullet points, numbers, line breaks and paragraphs</i> etc.	Ensure that writing is <i>factual</i> and contains a well-structured <i>introduction, conclusion/summary</i>	Support work with <i>statistical information</i> presented in a range of formats.	Report on an issue from a range of different views, supported by factual information and detail.	Provide factual information and statistical information to support predictions and hypothesis.		
	Make effective notes from a range of sources.	Begin to edit and restructure my work where necessary.	Enable others to extract information from my text.	Extract information from secondary sources.	Ensure that the main ideas in my writing are supported by relevant argument or detail.	Reedit and reword work to make it more precise.	Order the sections writing to ensure they are welllinked and that the coverage of information is balanced.	Ensure that writing is wellstructured and convincing, with a range of information covered in detail, in a range of different ways.		
Poetry	Perform poems and play scripts aloud.	Prepare poems and play scripts to read aloud and perform.	Invent nonsense words and imaginary places to use in my poetry.	Use detail and images I have observed to bring my poetry to life.	Write poems using complex repeating patterns. I can include humour in my poetry	Use a range of expressive and descriptive language to evoke emotion.	Adapt the phrases used to portray a range of emotions	Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion.	Recognise a range of poetics conventions and understand how these may have been used.	
	Recognise and use <i>similes</i> to compare two objects with similar characteristics.	Recognise and use complex <i>similes</i> to compare two objects, places or events with similar characteristics.	Use <i>similes</i> to help build up vivid images to include in nonsense <i>poems, rhymes</i> and <i>riddles.</i>	Explore unusual language effects such as <i>onomatopoeia</i> and <i>metaphor</i> to create <i>impact, mood</i> and <i>emotion.</i>	Use complex <i>similes</i> and <i>metaphor</i> to create mood and impact	Use <i>metaphor</i> and <i>personification</i> to create poems based on real or imagined experiences.	Use <i>similes, metaphor</i> and <i>personification</i> to create strong images.	Use <i>personification</i> to create strong emotional responses.		
	Recognise an increasing range of poetry, e.g. free verse and narrative poetry.	Talk about the features of a range of poetry, e.g. free verse and narrative poetry	Recognise and use the features of a <i>Tanka</i> poem.	Recognise and create a <i>Cinquain</i> poem	Recognise and can create a <i>Haiku</i> poem.	Prepare poems and plays to read aloud & perform, making effective use of intonation, tone & volume.	Use imaginative language to create surreal, surprising, amusing and inventive poetry.	Use effectively a wide range of language features to create impact, tension, and mood, and evoke emotion.		