Princess May Primary School

English Curriculum Knowledge and Skills Progression Map 2026–27

A Spiral Curriculum

Our English curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum aims

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. English is at the heart of our curriculum and provides ample opportunities to develop these key values. Using the Literacy Tree pedagogical approach, pupils read, explore and respond to high-quality children's literature, which becomes the stimulus for purposeful, meaningful writing. Our curriculum is carefully sequenced to build reading, writing, grammar, spelling and handwriting skills progressively, ensuring pupils become fluent, confident readers who read for pleasure, and writers who can communicate their ideas clearly and creatively for a range of purposes and audiences.
Since our children follow the Read Write Inc Phonics programme for reading, we have decided to use Read Write Inc Spelling and Read Write Inc Handwriting, to reduce the cognitive load for children.

Skills developed within our curriculum

Reading
Through word reading (fluency, phonics, etymology and morphology, and non-rule words) and comprehension

Composition
Through planning, drafting and writing, evaluating and editing, and performing and publishing

Grammar and Punctuation
Through word, sentence and text-level grammar, punctuation, register and terminology

Transcription
Through spelling and handwriting

EYFS Framework

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

National Curriculum Programme 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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. At Princess May, the National Curriculum underpins our curriculum.

Progression of skills and knowledge

Grammar (Literacy Tree)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word		Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	The grammatical difference between plural and possessive –s	Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn]	Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]
Suffixes		• How the prefix un– changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the	• Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into	Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]	Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]	• Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify] • Verb prefixes [e.g.	How words are related by meaning as synonyms and antonyms [e.g. big, large, little]

		boat] • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	adverbs • Formation of adjectives using suffixes such as –ful, –less • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English			dis–, de–, mis–, over– and re–]	
Noun phrases		Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]	Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]	• (See relative clauses in Conjunctions) • Use of noun phrases to convey complicated information concisely	Use the full range of noun phrases to create descriptions in fiction and non-fiction
Adverbial phrases		Use simple adverbs to sequence writing	Use adverbs and simple adverbials to express time, place and manner	Use adverbial phrases to identify place, time, manner and frequency	Fronted adverbials [e.g. Later that day, I heard the bad news.]	Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs	Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
Tense	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.	Use of the simple past tense (–ed), present tense and present progressive (–ing) where there is no change to the root word	Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]	Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]	Use of the simple future tense [e.g. we will learn about Vikings]	• Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] • Use of the future tense using a range of modal verbs	Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]
Sentence	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.	• How words can combine to make sentences • Using and to join single clause sentences	• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Creating multi-clause sentences using subordination and co-ordination	• Create a range of multi-clause sentences using a wide range of conjunctions • Beginning a sentence with a subordinate clause	• Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.] • Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]	Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]	Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]
Sentence conjunctions	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.	Join words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]	• Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs • Understand that some prepositions and adverbs can be used in	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/implied relative pronoun	Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes

					a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]		
Punctuation		• Separate words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]	• Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] • Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]	• Apostrophes to mark plural possession [e.g. the girl's name, the girls' names] • Use of commas after fronted adverbials	• Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity
Speech		• Read, explore and identify speech punctuation in books and modelled writing • Use of some speech in writing but might not use inverted commas	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	• Use reporting clauses including relative clauses for description and specification • Use inverted commas to punctuate quotes in non-fiction writing	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation
Levels of formality and changes in register		Introduction to simple contracted forms using 'not' [e.g. can't, haven't and don't]	Contracted forms, e.g. [Let's get you an ice pack… They wouldn't have…if they hadn't... They've taken the sheep!]	Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]	• Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in… full of despair] • Vernacular (everyday) language, including idioms [e.g. …do your bit for the war. …the words are stuck in my throat.] • Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]	• Some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.] • The personal pronoun 'one', [e.g. One should not be concerned about… It is better to do this oneself.] • Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.] • Multi-word vs precise verbs [find out – discover; ask for – request; go in – enter]	• Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…] • The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?] • Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]

Text	Write simple phrases and sentences that can be read by others.	Sequence sentences to form short narratives	• Correct choice and consistent use of present and past tenses including progressive forms throughout writing • Write simple, coherent narratives about personal experiences and those of others (real or fictional)	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]	• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]
Terminology		letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Composition (Literacy Tree)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan	Invent, adapt and recount narratives and stories with peers and their teacher	Write about real events	• Write narratives about personal experiences and those of others (real and fictional) • Write poetry • Write for different purposes	Discuss and recording ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings
Draft & write	Write simple phrases and sentences that can be read by others.	• Say out loud what they are going to write about • Write down ideas • Orally rehearse sentences	• Plan what they are going to write about • Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence	• Compose and rehearse sentences orally (including dialogue) • In narratives, creating settings, characters and plot	• Progressively build a varied and rich vocabulary and an increasing range of sentence structures • Organise paragraphs around a theme • In non-narrative material, using simple organisational devices [e.g. headings and sub-headings]	• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Précis longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and

							presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]
Evaluate & edit		Re-reading to check that their writing makes sense	• Evaluate their writing with the teacher and other pupils • 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 • Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]	• Suggest improvements to their own and others' writing • Propose changes to grammar and vocabulary to improve consistency, e.g. word choice	• Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	• Assess the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation • Ensure the consistent or correct use of tense throughout a piece of writing • Distinguish between the language of speech and writing and identify the level of formality required	• Assess the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure the consistent or correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choose the appropriate register
Perform & publish	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Read aloud what they have written	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation	Read aloud 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	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience

Reading: Word Reading (Read Write Inc)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Re-read books to build up their fluency and confidence in word reading • Read aloud accurately books consistent with their developing phonic knowledge	• Read most familiar words quickly and accurately, without overt blending • Re-read familiar books to build up their fluency and confidence in word reading	Continue to build up their fluency, stamina and confidence in word reading	Continue to build up their fluency, stamina and confidence in reading increasingly longer texts	Develop fluency, stamina and confidence in reading a wider range of longer texts	Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres
Phonics, etymology and morphology *Refer to PoS Appendix 1 for detailed information*	• Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic	• Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct graphemes	• Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to

	knowledge by sound-blending	for all 40+ phonemes, including graphemes with alternative sounds • Read accurately by blending sounds in unfamiliar words containing taught GPCs • Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes • Compound words	is fluent • Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes • Read words containing common suffixes • Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically	understand the meaning of new words they meet	understand the meaning of new words they meet	understand the meaning of new words they meet	understand the meaning of new words they meet
Non-rule words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• Read the following common exception words: • the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used • Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	• Read further common exception words: • door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	• Read further common exception words: • accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women	• Read further common exception words: • actual(ly), answer, appear, bicycle, breath, busy/business, caught, century, circle, consider, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight	• Read further common exception words: • accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle	• Read further common exception words: • accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht

Reading: Comprehension (Literacy Tree)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for pleasure	Listen attentively and respond to what they hear with relevant questions, comments and	Listen to and discuss a wide range literature beyond their independent reading ability, linking it to	Listen to, discuss and express views about a wide range literature beyond their independent	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction	• Continue to read and discuss a wider range of fiction, poetry, plays,	• Continue to read, discuss and express views about a wider

	actions when being read to and during whole class discussions and small group interactions	their own experiences	ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales	textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	non-fiction and reference books or textbooks • Increase familiarity with a wide range of books, including myths, legends and traditional stories • Recommend books to their peers • Make comparisons across books	range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction • Recommend books to their peers, giving reasons • Make comparisons within and across books
Structure		Recognise and join in with predictable phrases	Be introduced to non-fiction books structured in different ways	Read books that are structured in different ways	Read a wider range of books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
Poetry & rhymes	• Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Appreciate and recite some rhymes and poems	• Recognise simple recurring literary language • Build a further repertoire of poems learnt by heart, reciting with intonation	• Prepare poems and play scripts to read aloud and to perform, using intonation • Recognise some different forms of poetry [e.g. free verse]	• Prepare poems and play scripts to read aloud and perform, using intonation, tone and action • Recognise some different forms of poetry [e.g. narrative poetry]	• Learn a range of poetry by heart • Prepare poems and plays to read aloud and to perform, using intonation, tone and volume	• Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, using intonation, tone and volume
Understanding language	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words and their favourite words and phrases	• Discuss words and phrases that capture the reader's interest • Use dictionaries to check the meaning of words that they have read	• Discuss words and phrases that capture the reader's interest and imagination • Use dictionaries to check the meaning of words that they have read	Discuss and evaluate how authors use language, including figurative language	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Understand	Make comments about what they have heard and ask questions to clarify their understanding	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity	Check that the text makes sense to them, discuss their understanding and predict the meaning of new words	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context • Identify how language, structure and presentation contribute to meaning	• Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words • Identify how language, structure and presentation contribute to meaning
Identify & retrieve		Draw on what they already know [e.g. they are sad]	Draw on what they already know or on background information and vocabulary	• Identify how language and structure contribute to meaning	• Identify how language, structure, and presentation contribute	• Distinguish between statements of fact and opinion	• Distinguish between statements of fact, opinion and bias

				• Retrieve and record information from non-fiction	to meaning • Retrieve and record information from non-fiction	• Provide reasoned justifications for their views	• Provide reasoned justifications for their views
Inference		Make simple inferences about characters	Make inferences on the basis of what is being said and done	Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text
Prediction	Anticipate – where appropriate – key events in stories	Predict what might happen based on previous experience	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied and knowledge of other texts	Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons
Discussion	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	• Discuss the significance of the title and events • Participate in discussion about what is read to them, taking turns and listening to what others say	• Answer and ask questions • Participate in discussion about books, poems and other works, taking turns and listening to what others say	• Ask questions to improve their understanding of a text • Participate in discussion about books	• Ask questions to improve their understanding of a text • Participate in discussion about books, taking turns and listening to what others say	• Ask questions to improve their understanding • Participate in discussions about books, building on their own and others' ideas	• Ask questions to improve their understanding • Participate in discussions about books, building on their own and others' ideas and challenging views courteously
Explanation	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Explain and discuss their understanding of what they have read through discussion, and written responses	Explain and discuss their understanding of what they have read through discussion, reading journals and written responses	Explain and discuss their understanding of what they have read, including through presentations and debates	Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Summarising	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Be familiar with a wide range of key stories and their characteristics	Discuss the sequence of events in books and how information is related	Identify main ideas and summarise them	Identify main ideas drawn from more than one paragraph and summarise them	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieve and record information from non-fiction	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Retrieve, record and present information from non-fiction
Themes	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Discuss the main ideas in stories	Discuss the meaning, main ideas and morals in stories	Identify themes and conventions in some books	Identify themes and conventions in a wide range of books	Identify and discuss themes and conventions in a wider range of books	Identify and discuss themes and conventions across all reading

Transcription: Spelling (Read Write Inc)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Patterns *Refer to PoS Appendix 1 for detailed information*	Spell words by identifying sounds in them and representing the sounds with a letter or letters	• Words containing each of the 40+ phonemes already taught • Apply simple spelling rules and guidance • /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • /ŋ/ spelt n before k • -tch • /v/ at the end of words • ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur, oo (/uː/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/), Words ending –y (/iː/ or /ɪ/) • New consonant spellings ph and wh • Using k for the /k/ sound	• Segment spoken words into phonemes and representing these by graphemes, spelling many correctly • Apply spelling rules • /dʒ/ spelt as ge or dge at the end of words, (or g before e, i and y) • /n/ spelt kn or gn • /r/ spelt wr, at the start of words • /l/ or /əl/ spelt –le, • /l/ or /əl/ spelt –el • /l/ or /əl/ spelt –al at the end of words • words ending –il • /aɪ/ spelt –y at the end of words • /ɔː/ spelt a before l / ll • /s/ spelt c before e/i/y • /ʌ/ spelt o • /iː/ spelt –ey • /ɒ/ spelt a after w/qu • /ɜː/ spelt or after w • /ɔː/ spelt ar after w • /ʒ/ sound spelt s	• Spell words that are often misspelt • Apply spelling rules patterns to spell new words • The /ɪ/ sound spelt y elsewhere than at the end of words • Words with endings sounding like /ʒə/ or /tʃə/, –sure, –ture	• Spell words that are often misspelt • Apply spelling rules patterns to spell new words • The /ʌ/ sound spelt ou	• Spell some words with ‘silent’ letters [e.g. knight, psalm, solemn] • Use knowledge of morphology and etymology to spell words • /k/ spelt ch • /ʃ/ spelt ch • /g/ spelt –gue • /k/ spelt –que • /s/ spelt sc • /eɪ/ spelt ei, eigh, ey	• Spell some words with ‘silent’ letters [e.g. knight, psalm, solemn] • Use knowledge of morphology and etymology and know some words need to be learnt specifically • /iː/ spelt ei after c • letter-string ough
Prefixes / suffixes *Refer to PoS Appendix 1 for detailed information*		• Division of words into syllables • Use the prefix un– • Use –ing, –ed, –er and –est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest]	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	• Use further prefixes and suffixes and understand how to add them • Adding suffixes beginning with vowel letters to words of more than one syllable • un–, in–, re–, sub–, inter–, super–, anti–, auto–, • –ation, –ly, –tion, –sion, –ssion, –cian, –	• Use further prefixes and suffixes and understand how to add them • l, in– becomes il • m or p, in– becomes im– • r, in– becomes ir– • –sure, –ture, –ically, –icly	• Use further prefixes and suffixes and understand the guidance for adding them • –able/–ably, –ible/–ibly, –cious, –tious, –tial, –cial	• Use further prefixes and suffixes and understand the guidance for adding them • –spelt, –tion, –sion, –ssion, –cian, –ant, –ance/–ancy, –ent, –ence/–ency, –fer

				ous, –sure, –ture, –ically, –icly			
Homophones *Refer to PoS Appendix 1 for detailed information*		• Learn to spell some words that will later be identified as homophones, [e.g. to, of, were, I, your, no, by, here, there, where, one] • Using letter names to distinguish between alternative spellings of the same sound	• Learn some words with alternative graphemes for known phonemes • Distinguish between homophones and near-homophones • there/their/they're, here/hear, sun/son, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew, night/knight	• Spell further homophones: • accept/except, ball/bawl, brake/break, grate/great, here/hear, knot/not, mail/male, meat/meet, missed/mist, plain/plane, scene/seen, whose/who's	• Spell further homophones: • affect/effect, berry/bury, fair/fare, groan/grown, heel/heal/he'll, main/mane, medal/meddle, peace/piece, rain/rein/reign, weather/whether	• Continue to distinguish between homophones and other words which are often confused • advice/advise, licence/license, prophecy/prophesy, guessed/guest, led/lead, past/passed	• Continue to distinguish between homophones and other words which are often confused • device/devise, practice/practise, farther/father, heard/herd, morning/mourning, precede/proceed
Plurals & apostrophes & hyphens		Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	• Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [e.g. the girl's book]	Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]	Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]	• Revise the possessive apostrophe and apostrophes for contraction • Use of the hyphen to form compound adjectives	• Revise the possessive apostrophe and apostrophes for contraction • Use of the hyphen to avoid awkward repeated vowels in prefixed words
Dictionaries & thesauruses *Refer to PoS Appendix 1 for detailed information*		• Name the letters of the alphabet: • Naming the letters of the alphabet in order	Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these	Use the first two letters of a word to check its spelling in a dictionary	Use the first three letters of a word to check its spelling in a dictionary	• Use the first three letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus to identify synonyms	• Use the first four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus to identify appropriate synonyms and antonyms
Dictation & recall *Refer to PoS Appendix 1 for detailed information*	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Common exception & spelling words *Refer to PoS Appendix 1 for detailed information*		• The days of the week • Common exception words: • the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others,	• Common exception words: • door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove,	• Learn LKS2 spelling words: • accident(ally), address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material,	• Learn LKS2 spelling words: • actual(ly), answer, arrive, bicycle, breathe, busy/business, caught, century, circle, consider, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine,	• Learn UKS2 spelling words: • accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience*, controversy, correspond, definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty,	• Learn UKS2 spelling words: • accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), curiosity, desperate, develop, disastrous, environment,

		according to the programme used	improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight	minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women	government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht	especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle

Transcription: Handwriting (Read Write Inc)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Formation & orientation	Write recognisable letters, most of which are correctly formed	• Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9	• Form lower-case letters of the correct size relative to one another • 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	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	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency	• Write legibly and with increasing speed • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	• Write legibly, fluently and with increasing speed • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
Legibility, control & consistency		• Sit correctly at a table, holding a pencil comfortably and correctly • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters	Increase the legibility and consistency of their handwriting [e.g. by ensuring that the spacing and size of letters is even]	Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	Make writing consistent and legible when writing with a range of implements	Choose the writing implement that is best suited for a task