



Ringway Primary School

Progression Grid

English



	Transcription - Handwriting	Transcription - Spelling	Grammar & Punctuation	Composition	Speaking and Listening
Year 1	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To begin to use some of the diagonal and horizontal strokes needed to join letters.</p> <p>Form capital letters - form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (ie, letters that are formed in similar ways) and to practise these.</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes: Use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs. Use the prefix un- - use -ing, -ed, -er and -est where no change</p>	<p>Use and apply understanding of concepts.</p> <p>Leave spaces between words.</p> <p>Join words and clauses using and.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology when discussing writing.</p>	<p>Experiences:</p> <ul style="list-style-type: none"> - Develop sentence writing. <p>Planning:</p> <ul style="list-style-type: none"> - Say out loud what they are going to write about. <p>Drafting:</p> <ul style="list-style-type: none"> - Compose a sentence orally before writing it. - Sequence sentences to form short narratives. <p>Editing:</p> <ul style="list-style-type: none"> - Re-read what they have written to check that it makes sense. - Discuss what they have written with the teacher or other pupils 	<p>Speak clearly and confidently in front of others.</p> <p>Retell a well-known story, remembering the main characters.</p> <p>Prepare to use 'new' words when communicating.</p> <p>Hold attention well when collaborating with others.</p> <p>Do not stray away from main topic when engaged in collaborative talk.</p> <p>Prepare to ask relevant questions to extend understanding and knowledge.</p> <p>Initiate conversation in collaborative situation.</p>

		<p>is needed in the spelling of root words (ie, helping, helped, helper, eating, quicker, quickest).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far.</p>		<p>Read aloud their writing, clearly enough to be heard by their peers and the teacher.</p>	<p>Listen carefully to what others are saying in group talk.</p> <p>Happy to join in with role play.</p>
Year 2	<p>Form lower-case letters of the correct size relative to one another.</p> <p>To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones.</p> <p>To learn to spell common exception words.</p> <p>learn to spell more words with contracted forms.</p> <p>To learn the possessive apostrophe, singular, (for example, the girl's book).</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to describe and specify (for example, the blue butterfly).</p> <p>Use the present and past tenses correctly and</p>	<p>Experiences:</p> <ul style="list-style-type: none"> - Develop positive attitudes and stamina for writing by tackling a range of genres. - Write narratives about personal experiences and those of others (real and fictional). - Write about real / current events. - Write poetry. - Write for different purposes. <p>Planning:</p> <ul style="list-style-type: none"> - Consider what they are going to write before beginning. 	<p>Ask questions to gain information and to clarify meaning.</p> <p>Express themselves using complete sentences when required.</p> <p>Make more specific vocabulary choices – technical language.</p> <p>Take turns when talking in pairs or in small groups.</p> <p>Offer appropriate comments in paired or small group discussion.</p>

		<p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far.</p>	<p>consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use features of written Standard English.</p> <p>Use and understand grammatical terminology when discussing writing.</p>	<ul style="list-style-type: none"> - Plan or say out loud what they are going to write about. <p>Drafting:</p> <ul style="list-style-type: none"> - Write down ideas and/or key words, including new vocabulary. - Encapsulate what they want to say, sentence by sentence. <p>Editing:</p> <ul style="list-style-type: none"> - Make simple additions, revisions and corrections to their own writing. - Evaluate their writing with the teacher and other pupils. - Re-read to check that their writing makes sense and that verbs are used correctly and consistently. - Proof-read to check for errors in spelling, grammar and punctuation. <p>Read Aloud: their writing, with appropriate intonation to make the meaning clear.</p>	<p>Begin to be aware that formal and informal situations require a different role and language.</p> <p>Retell a familiar story using narrative language and linking words and phrases.</p> <p>Hold the attention of listeners by adapting the way they talk.</p> <p>Begin to understand how to speak for different purposes and audiences.</p> <p>Perform a simple poem from memory.</p>
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<p>Year 3</p>	<p>Continue to practise correct letter formation to develop speed and consistency.</p> <p>Use the diagonal and horizontal strokes that are needed to join letter.</p> <p>Understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Ensure that the downstrokes of letters are parallel and equidistant.</p> <p>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>To use further prefixes and suffixes and understand how to add them.</p> <p>Spell simple homophones - there, their, they're, too, to, two, where, wear.</p> <p>Spell common words that are often misspelt.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far.</p> <p>Adding suffixes beginning with vowels to words of more than one syllable: - doubling the consonant, forgotten - the i sound as 'y' as in gym - the u sound as ou as in touch - -ation, -ly - -sure, -ture, -er - -sion, -tion.</p> <p>Adding prefix: - un, dis, mis where they have negative</p>	<p>Learn, use and develop understanding of concepts.</p> <p>Extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use present perfect form of verbs in contrast to the past tense.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Highlight grammatical and other features in writing through punctuation.</p> <p>Introduce use and punctuation of direct speech.</p> <p>Use and understand grammatical terminology when discussing writing and reading: - preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant</p>	<p>Experiences:</p> <ul style="list-style-type: none"> - Discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar. <p>Planning:</p> <ul style="list-style-type: none"> - Discuss and record ideas informally before writing initial draft. - Compose and rehearse sentences orally (including dialogue). - Build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures. <p>Drafting:</p> <ul style="list-style-type: none"> - Introduce use of paragraphs linked to themes in writing. - In narratives, create settings, characters and plot - in non-narrative writing, use simple organisational devices (ie, headings and sub-headings). 	<p>Talk and listen confidently in different situations.</p> <p>Show they have listened carefully by asking relevant questions.</p> <p>Develop and explain their ideas giving reasons.</p> <p>Sequence and communicate ideas in an organised and logical way in complete sentences as required.</p> <p>Vary the amount of detail dependent on the purpose and audience.</p> <p>Participate fully in paired and group discussion.</p> <p>Show understanding of the main points in a discussion.</p> <p>Vary the use and choice of vocabulary dependent on the audience and purpose.</p> <p>Start to show awareness of how and when standard English is used.</p>
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		meanings ch as in chorus and in chef -ei, -eigh, - ey.	letter, vowel letter, inverted commas / speech marks. Use of a and an according to whether the noun begins with a vowel or a consonant.	<ul style="list-style-type: none"> - Assess the effectiveness of own and others' writing. <p>Editing:</p> <ul style="list-style-type: none"> - Suggest improvements, ie changes to grammar and vocabulary to reflect consistent application of knowledge, with support. - Proof-read for spelling and punctuation errors. <p>Read Aloud:</p> <ul style="list-style-type: none"> - To a group or whole class. - Begin to use appropriate intonation and control the tone and volume so that the meaning is clear. 	<p>Retell a story using narrative language and added relevant detail.</p> <p>Perform poems from memory adapting expression and tone as appropriate.</p> <p>Show they have listened carefully through making relevant comments.</p> <p>Formally present ideas or information to an audience.</p> <p>Recognise that meaning can be expressed in different ways dependent on the context.</p> <p>Begin to adapt use of language to meet the needs of the audience/listener.</p>
Year 4	Apply knowledge of letter formation to produce consistently well-formed and effective handwriting.	Use further prefixes and suffixes and understand how to add them. Spell further homophones, including near homophones, effect, affect - spell common	Choose nouns or pronouns appropriately for clarity and cohesion. Use conjunctions, adverbs and prepositions to express time and cause, using	Experiences: <ul style="list-style-type: none"> - Discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar. 	Talk and listen confidently in a wide range of contexts. Ask questions to clarify or develop understanding.

	<p>Use the diagonal and horizontal strokes that are needed to join letter.</p> <p>Understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Ensure that the downstrokes of letters are parallel and equidistant.</p> <p>To ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals (ie, girls', boys') and in words with irregular plurals (ie, children's).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far.</p> <p>Adding prefixes: - im-, re-, sub-, inter-, super-, anti-, auto Adding suffixes: - ous - tion, -sion, -ssion, -cian Spelling patterns -gue, -que sc - science.</p>	<p>commas to add clauses to sentences.</p> <p>Use fronted adverbials.</p> <p>Highlight grammatical and other features in writing through consistent use of punctuation.</p> <p>To use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech with speech marks and commas to mark start of speech.</p> <p>To use and understand grammatical terminology when discussing writing and reading: determiner, pronoun, possessive pronoun, adverbial, verb inflexions.</p>	<ul style="list-style-type: none"> - Compare different genres of writing to explore differences and similarities. - Link to own experiences to compose texts for specific purpose / audience. <p>PLANNING:</p> <ul style="list-style-type: none"> - Discuss and record ideas in detail before writing initial draft. - Compose and rehearse sentences orally (including dialogue). - Build a varied and rich vocabulary linked to GPS. - Develop an increasing range of sentence structures. <p>Drafting:</p> <ul style="list-style-type: none"> - Organise paragraphs around a theme. - In narratives, create settings, characters and plot using models from own reading experiences. 	<p>Give an answer and justify it with evidence.</p> <p>Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required.</p> <p>Show understanding of the main points and significant details in a discussion.</p> <p>Show they have listened carefully through making relevant comments.</p> <p>Increasingly able to adapt what they say to meet the needs of the audience/listener.</p> <p>Vary the use and choice of vocabulary dependent on the audience and purpose.</p> <p>Vary the amount of detail dependent on the purpose and audience.</p> <p>Show understanding of how and why language choices vary in different contexts.</p>
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				<ul style="list-style-type: none"> - In non-narrative writing, use simple organisational devices (ie, headings and sub-headings). - Assess the effectiveness of own and others' writing linked to improving skills. <p>Editing:</p> <ul style="list-style-type: none"> - Suggest improvements, ie changes to grammar and vocabulary to improve consistency. - Proof-read independently for spelling and punctuation errors. <p>Read Aloud:</p> <ul style="list-style-type: none"> - Confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear. 	<p>Use some features of standard English.</p> <p>Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</p> <p>Understand when the context requires the use of standard English.</p>
Year 5	Write legibly, fluently and with increasing speed.	To use further prefixes and suffixes and understand the guidance for adding them.	To recognise vocabulary and structures appropriate for formal speech.	<p>Planning:</p> <ul style="list-style-type: none"> - Identify audience and purpose. 	Talk and listen confidently in a wide range of contexts,

<p>Choose which shape of a letter to use when given choices.</p> <p>Decide whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries to check the spelling and meaning of words. To use a thesaurus</p>	<p>Begin to use passive verbs to affect the understanding of information.</p> <p>Begin to use the perfect form of verbs to mark relationships of time and cause.</p> <p>Begin to use expanded noun phrases to convey information.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility. To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely.</p> <p>Indicate grammatical and other features in writing through punctuation.</p> <p>Use commas appropriately to clarify meaning or avoid ambiguity in writing.</p>	<ul style="list-style-type: none"> - Select appropriate form, use similar writing as model. - Note and develop initial ideas, drawing on reading and research. - Consider how authors develop characters and settings. <p>Drafting:</p> <ul style="list-style-type: none"> - Select appropriate grammar and vocabulary, showing how meaning can be enhanced. - Describe settings, characters and atmosphere. - Integrate dialogue to convey character and advance the action. - Begin to use a wide range of devices to build cohesion across paragraphs. - use organisational and presentational devices to structure text and guide the reader. 	<p>including some that are formal.</p> <p>Engage the interest of the listener by varying their expression and vocabulary.</p> <p>Adapt spoken language to the audience, purpose and context.</p> <p>Explain the effect of using different language for different purposes.</p> <p>Develop ideas and opinions with relevant detail.</p> <p>Express ideas and opinions, justifying a point of view.</p> <p>Show understanding of the main points, significant details and implied meanings in a discussion.</p> <p>Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.</p>
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			<p>To use hyphens to avoid ambiguity.</p> <p>Begin to use brackets, dashes or commas to indicate parenthesis.</p> <p>Use and understand grammatical terminology when discussing writing and reading.</p>	<p>Editing:</p> <ul style="list-style-type: none"> - Begin to assess the effectiveness of own and others' writing. - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout. - Ensure correct subject and verb agreement, singular and plural - distinguish between language of direct and indirect speech and writing. - Proof-read for spelling / punctuation errors. <p>Read Aloud:</p> <ul style="list-style-type: none"> - Perform own compositions, use appropriate intonation, volume and movement so that meaning is clear. 	<p>Begin to use standard English in formal situations.</p> <p>Begin to use hypothetical language to consider more than one possible outcome or solution.</p> <p>Perform their own compositions, using appropriate intonation and volume so that meaning is clear.</p> <p>Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.</p> <p>Understand and begin to select the appropriate register according to the context.</p>
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<p>Year 6</p>	<p>To continue to: Write legibly, fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices.</p> <p>Decide whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>To spell some words with 'silent' letters eg/ Knight, Solemn. Use dictionaries to check the spelling and meaning of words.</p> <p>To include and spell accurately words from the Year 5/6 word list.</p> <p>Be able to successfully use a thesaurus</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>	<p>To continue to recognise vocabulary and structures appropriate for formal speech. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Modal verbs or adverbs to indicate degrees of possibility.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p>	<p>Planning;</p> <ul style="list-style-type: none"> - To identify audience and purpose. - Select appropriate form, use similar writing as model - note and develop initial ideas, drawing on reading and research – consider how authors develop characters and settings. <p>Drafting:</p> <ul style="list-style-type: none"> - To select appropriate grammar and vocabulary, showing how meaning can be enhanced. - Describe settings, characters and atmosphere. - Integrate dialogue to convey character and advance the action. - Continue to use a wide range of devices to build cohesion across paragraphs. - To continue to use organisational and 	<p>Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.</p> <p>Ask questions to develop ideas and make contributions that take account of others' views.</p> <p>Use evidence to support ideas and opinions.</p> <p>Explain ideas and opinions, elaborating to make meaning explicit.</p> <p>Take an active part in discussions, taking different roles.</p> <p>Use hypothetical and speculative language to express possibilities.</p> <p>Use standard English fluently in formal situations.</p> <p>Debate an issue, maintaining a focused point of view.</p>
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			<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list.</p>	<p>presentational devices to structure text and guide the reader.</p> <p>Editing:</p> <ul style="list-style-type: none"> - Assess the effectiveness of own and others' writing. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout. - Ensure correct subject and verb agreement, singular and plural. - To continue to distinguish between language of direct and indirect speech and writing - proof-read for spelling / punctuation errors. <p>Read Aloud:</p> <ul style="list-style-type: none"> - Publish and perform own compositions, use appropriate intonation, volume and movement so that 	<p>Use formal language of persuasion to structure a logical argument.</p> <p>Perform their own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.</p> <p>Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.</p> <p>Talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression.</p> <p>Pay close attention to and consider the views and opinions of others in discussion.</p> <p>Make contributions to discussions, evaluating others' ideas and responding to them.</p>
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				<i>meaning is clear by differentiating genres.</i>	<i>Understand and select the appropriate register according to the context</i>
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