



Starcross Primary School - English Progression

Learning for life

	Preschool	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Genres/ Key Texts	<p>Who Are You? Colour Monster People Who Help Us (a range of Non-fiction books) Little Red Riding Hood Goldilocks & The 3 Bears The Gingerbread Man Cinderella Zog We're Going on a Bear Hunt Dear Zoo Flip-Flap Safari, Flip-Flap Jungle books Farmyard Hullabaloo Farmer Duck Jack and the Beanstalk How to Spot a Dinosaur How to Spot a Dinosaur A First Book of Dinosaurs Stomp, Dinosaur, Stomp! Look What I Found at the Seaside Who Rules a Rockpool? Sharing a Shell</p>	<p>That's Not My Name! Colour Monster When I Grow Up! There is No Dragon in this Story Look Inside: Castles Zog We're Going on a Bear Hunt Lots of Dots 10 Reasons to Love a Lion Look What I found on the Farm Jasper's Beanstalk Luna Loves Gardening If I Had a Dinosaur My Small World Dinosaurs Dear Dinosaur Seaside Poems Seaside Poems Clem and Crab/Clean Up! How Does a Lighthouse Work?</p>	<p>Setting description Instructions Post card Poetry Traditional Tales Persuasive writing Job description Non-chronological report Character description Letter Journey story Poetry</p>	<p>Character description Non-chronological report Diary Poetry Traditional Tales Historical narrative Persuasive writing Recount Setting description Biography Journey story Poetry</p>	<p>Setting description Instructions Myths/Legends Poetry Traditional Tales Persuasive writing Job description Non-chronological report Character description Letter Biography Journey story Poetry</p>	<p>Character description Non-chronological report Myths/Legends Poetry Traditional Tales Recount Historical narrative Persuasive writing Setting description Biography Journey story Poetry</p>	<p>Setting description Instructions Recount Poetry Traditional Tales Persuasive writing Myths/ Legends Non-chronological report Suspense Story Biography Journey Story Poetry</p>	<p>Character description Non-chronological report Diary Poetry Traditional Tales Recount Myths/Legends Persuasive writing Suspense story Biography Journey Story Poetry</p>
Vocabulary/ Spelling	<p>Develop children's listening skills and awareness of sounds in the environment through talking about sounds, making sounds and listening walks. Develop vocabulary and children's identification and recollection of the difference between sounds through listening to and remembering sounds. Experience and develop awareness of sounds made with instruments and noise makers, to tune into sounds. Explore different instruments and volumes. To listen to and appreciate the difference between sounds made with instruments, to listen to and remember sounds. Explore matching sounds. To use a wide vocabulary to talk about the sounds instruments make, when talking about sounds. To develop awareness of sounds and rhythms, tuning into sounds. To distinguish between sounds and to remember patterns of sound, listening and remembering sounds. To talk about sounds we make with our bodies and what the sounds mean. Introduce</p>	<p>Orally segment sounds in CVC words, e.g. c-a-t. Say the initial sounds in most words. Write own name. Identify known letters to match initial sounds (phase 2). Match some phase 2 letters and sounds (GPC). Can write VC and some CVC words and labels with some support. Orally segment and write VC and CVC words independently Begin to use some phase 3 digraphs in their writing. Spell to write words independently using Phase 2 and some taught Phase 3 digraphs. Spell some High Frequency (red) words e.g., the, to etc independently. Spell words using knowledge of phase 3 and phase 3 graphemes. Attempting phase 4. Make phonetically plausible attempts when writing more complex unknown words. Spell words independently using Phase 2-Phase 4</p>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others Spell words containing each of the 40+ phonemes already taught Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes Spell a few common exception words (e.g. I, the, he, said, of) Spell some common exception words Spell the days of the week Name the letters of the alphabet in order Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Spell many common exception words Spell most common exception words Spell some words with contracted forms Spell most words with contracted forms Spell by learning the possessive apostrophe (singular) e.g. the girl's book Spell by distinguishing between homophones and nearhomophones Add suffixes to spell some longer words correctly,</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited Use the suffix -ly Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature Spell words with endings which sound like 'zhun' e.g. division, decision Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/mail, main/mane, meat/meet, peace/piece, plain/plane Spell most words that are often misspelt (English Appendix 1) Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p>	<p>Use the prefixes in-, im-, il-, i-, r, sub-, inter-, super-, anti-, auto Understand and add suffixes -ation, -ous Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique Spell words ending with the letter 'g' e.g. transparent/transparency, tolerant/tolerance Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1) Spell words with the 's' sounds spelt 'sc' e.g. science, scene Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough Spell some words with 'silent' letters e.g. knight, psalm, solemn Spell some of the year 5 and 6 words correctly (English Appendix 1)</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference Use prefixes involving the use of a hyphen e.g. co-ordinate, reenter Distinguish between homophones and other words which are often confused (English Appendix 1) Use dictionaries to check the spelling and meaning of words Spell most of the year 5 and 6 words correctly (English Appendix 1) Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) Use a thesaurus with confidence Understand how words are related by meaning as</p>



Starcross Primary School - English Progression

Learning for life

	<p>vocabulary such as slow and noisy.</p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech, tuning into sounds.</p> <p>To increase awareness of words that rhyme and to develop knowledge about rhyme, listening to and remembering sounds.</p> <p>To talk about words that rhyme and to produce rhyming words, talking about sounds.</p> <p>To develop understanding of alliteration, tuning into sounds.</p> <p>To listen to sounds at the beginning of words and hear the differences between the, listening and remembering sounds.</p> <p>To explore how different sounds are articulated, and to extend understanding of alliteration, talking about sounds.</p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting, tuning into sounds.</p> <p>To explore speech sounds, listening to and remembering sounds.</p> <p>To talk about the different sounds that we can make with our voices.</p> <p>To develop oral blending and segmenting of sounds in words.</p> <p>To listen to phonemes within words and to remember them in the order in which they occur.</p> <p>To talk about the different phonemes that make up words.</p>	<p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Spell some High Frequency (red) Words e.g., he, she, we, be, me independently.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p>	<p>third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>including -ment, -ness, -ful, -less, -ly</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use the first three or four letters of a word to check its spelling in a dictionary</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</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 include words and punctuation taught so far</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Form nouns using a range of prefixes e.g. super-, anti-, auto</p>	<p>Use a thesaurus</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>synonyms and antonyms e.g. big, large, little</p> <p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types</p>
Punctuation		<p>Write short sentences using a capital letter and full stop.</p> <p>Use finger spaces between their words independently.</p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Separate words with spaces</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Use question marks and exclamation marks appropriately</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular</p>	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Use commas after fronted adverbials</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus</p>



Starcross Primary School - English Progression

Learning for life

				<p>possession in nouns e.g. the girl's name</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name</p>				<p>maneating shark, or recover versus re-cover</p> <p>Use bullet points to list information</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use the full range of punctuation taught at key stage 2 (e.g. semicolons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity</p>	
Grammar				<p>Understand how words can combine to make sentences</p> <p>Join words and clauses using 'and'</p>	<p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p>	<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Express time, place and cause using coordinating and subordinating 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</p> <p>Use 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</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Understands the grammatical difference between plural and possessive -s</p>	<p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</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>



Starcross Primary School - English Progression

Learning for life

Organisation and Layout					Use headings and subheadings to aid presentation Begin to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly Link 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	Use layout devices e.g. headings, subheadings, columns, bullets, or tables, to structure text Link ideas within and 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
Composition	<p>To make up simple sentences Talk in greater detail about sounds.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p> <p>Talk to link ideas, clarify thinking and feelings. Write their name by copying it from a name card or memory. Begin to write some initial sounds.</p> <p>Segment CVC words and attempting to write using taught sounds. Begin to write short phrases with support. (the cat) Know there is a sound/symbol relationship.</p> <p>Orally compose a 4-5-word phrase and hold it in memory.</p> <p>Writing short captions/phrases independently. (4-5 words) Begin to write a simple sentence with support.</p> <p>Developing the ability to write captions and short sentences independently.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher</p> <p>Write down one of the sentences that he/she has rehearsed</p> <p>Discuss what he/she has written with the teacher or other pupils</p> <p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Compose and write sentences independently to convey ideas</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about</p> <p>Write poetry to develop positive attitudes and stamina for writing</p> <p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</p> <p>Write about real events, recording these simply and clearly</p> <p>Write sentences that are linked thematically e.g. about</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Draft and write non-narrative material, using simple organisational devices</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Draft and write by 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</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by précising longer passages</p> <p>Proof-read for spelling errors linked to spelling statements for year 5</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullets or tables</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Draft and write by accurately précising longer passages</p>	



Starcross Primary School - English Progression

Learning for life

		<p>Can read writing back to themselves.</p> <p>Write short sentences using a capital letter and full stop.</p> <p>Write different text forms for different purposes (e.g., lists, simple stories, instructions).</p> <p>They can read their own sentences and so can teachers.</p>		<p>personal experiences and those of others (real and fictional)</p> <p>Make simple additions, revisions and corrections to his/her own writing by rereading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to his/her own writing by proofreading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>phrases and fronted adverbials</p> <p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure)</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p> <p>Proof-read for punctuation errors, including use of semicolons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
--	--	--	--	---	--	--	---	--



Starcross Primary School - English Progression

Learning for life

Terminology	line draw letter word write	word letter letter formation write orally sentence segment blend capital letter finger space full stop	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
Handwriting	Making spontaneous scribbles in different directions using pencils, crayons, paint, chalk. Forming marks and shapes demonstrated by an adult. Scribble writing from left to right. Creating pictures that convey a meaning or a story. Name copying. Creating symbols that represent meaning or letters	Draws lines and circles Form some recognisable letters from name. Form letters from their name correctly. Modelling comfortable pen grip. Beginning to form other recognisable letters from Phase 2 phonics. Shows a dominant hand. Write from left to right and top to bottom. Forming recognisable letters. Modelling a tripod grasp. Retrace vertical lines and working on improving anticlockwise movements Begin to control letter size. Holds a pencil effectively to form recognisable letters (all lowercase letters) Starting to use Capital letters. Begin to form clear ascenders and descenders. Focus on developing a comfortable way of writing - tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed. Form most lower-case letters correctly. Can include spaces between words. Write more capital letters correctly. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.	Sit correctly at a table, holding a pencil comfortably and correctly Form most lower-case letters correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	Form lower-case letters of the correct size relative to one another in some of his/her writing Form lower-case letters of the correct size relative to one another in most of his/her writing Use the diagonal and horizontal strokes needed to join letters in some of his/her writing Use the diagonal and horizontal strokes needed to join letters Understand which letters, when adjacent to one another, are best left unjoined 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	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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 Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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	Write increasingly legibly, fluently and with increasing speed through improving choices of 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 by choosing the writing implement that is best suited for a task