



Trimley St Mary - English - Progression of Knowledge and Skills



Reading

Read and understand simple sentences.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Demonstrate understanding when talking with others about what they have read.

- Continue a rhyming string.
- Hears and says the initial sound in words.
- Segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Begin to read words and simple sentences.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.

Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Reading

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.
- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, subheadings and indexes.
- Prepare poems and plays to read aloud with expression, volume, tone and intonation.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Recognise some different forms of poetry.
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

Reading

- Apply knowledge of root words, prefixes and suffixes.
- Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)
- Recommend books to peers, giving reasons for choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Retrieve and record information from non-fiction.
- Participate in discussion about books, taking turns and listening and responding to what others say.

	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 		<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.
<p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. 	<p>Writing</p> <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. • Re-read writing to check it makes sense. 	<p>Writing</p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptions phrases including some collective nouns. • Use organisational devices such as headings and sub headings. 	<p>Writing</p> <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.

<ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint. • Begin to break the flow of speech into words. • Continue a rhyming string. • Hears and says the initial sound in words. • Segment the sounds in simple words and blend them together. • Link sounds to letters, naming and sounding the letters of the alphabet. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Write own name and other things such as labels, captions. • Attempt to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Use the correct tenses. • Organise writing in line with its purpose. • Write about more than one idea. • Group related information. • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. 	<ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. • Organise paragraphs around a theme. • Sequence paragraphs. • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • Conjunctions • Adverbs • direct speech • correct punctuation • clauses and adverbial phrases. • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Write sentences dictated by the teacher. • Show an awareness of how writing differs from spoken language by: extending sentences using clauses and connectives such as when, if, because and although; choosing nouns and pronouns appropriately; using conjunctions, adverbs and prepositions to express time and cause. • Use adverbials. • Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> • Year 3 - word family, conjunction, adverb, preposition, direct, speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. • Year 4 - pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. • Write fluently and legibly with a personal style. • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly. • Develop understanding of writing concepts by:
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- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.
- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).
- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.
- Discuss writing with the teacher and other pupils.
- Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop,

- Read aloud writing to a group or whole class, using appropriate intonation.

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
 - Use and understand grammatical terminology when discussing writing and reading:
- Year 5 • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
- Year 6 • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
- Perform compositions, using appropriate intonation and volume.

punctuation, singular, plural, question mark, exclamation mark.

- Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.
- Read aloud writing clearly enough to be heard by peers and the teacher.
- Read aloud writing with some intonation.