

Settrington All Saints Primary School English Progression Document

Class 1/ Rec/Year 1												
	Year A			Year B			Year C			Year D		
Topic	Love	Time	Water	Space	Food	Journeys	Heroes	Inventions	Wonders	Kings & Queens	Life since the war	Enough for everyone
<p>Texts</p> <p><u>Traditional Tale</u></p> <p>Poetry</p> <p>Non-fiction</p>	<p>Smeds and Smoos</p> <p>The Proudest Blue</p> <p>Owl Babies</p> <p>Super Duper You / A</p> <p>Superpower Like Mine</p> <p>The Five Senses</p> <p><u>Sleeping Beauty</u></p> <p>Dinosaur Lady (Mary Anning)</p>	<p>The Way Back Home</p> <p><i>The Morning Rush</i> by Tom Foster (to recite)</p> <p>The Great Explorer - Chris Judge</p> <p>Katie in London-James Mayhew</p>	<p>Lighthouse Keeper's Lunch</p> <p>Seal Surfer</p> <p>Pirate Mums</p> <p><i>Commotion in the Ocean</i></p> <p>Flotsam</p> <p><u>Jack and the Beanstalk</u></p> <p>How to grow a beanstalk</p>	<p>How to Catch a Star</p> <p>Aliens Love Underpants</p> <p>Acrostic Poem</p> <p>Here We Are</p> <p>Look Up</p> <p>The Book of Bok (Armstrong story of space)</p> <p><u>The 3 Little Pigs</u></p>	<p>Sam's Disgusting Sandwich</p> <p>Recipe</p> <p>The Tiger who came to Tea</p> <p><u>The Gingerbread Man</u></p> <p>Care for Your Teeth</p>	<p><i>The Owl and the Pussycat</i> (to recite)</p> <p>The Jolly Postman</p> <p><u>Stone Soup</u></p> <p>Grandad's Island</p> <p>Naughty Bus</p> <p>Emma Jane's Aeroplane</p> <p>Lost and Found</p>	<p>Supertato</p> <p>Superworm</p> <p>Super Duper You / A</p> <p>Superpower Like Mine</p> <p>Billy and the Beast</p> <p>The Proudest Blue</p>	<p>Angelica Sprocket's Pockets</p> <p><u>The Gingerbread Man</u></p> <p>Everyday Materials</p> <p><i>Song of the Train</i> by David McCord (to recite)</p>	<p>My First Book of the Wonders of the World</p> <p><u>Jack and the Beanstalk</u></p> <p>How to grow a beanstalk</p> <p><i>On the Ning Nang Nong</i> by Spike Miligan</p> <p>Flotsam</p>	<p>The Kings's Hat</p> <p><i>If I was King</i> by AA Milne (to recite)</p> <p>After the Storm</p> <p><u>Sleeping Beauty</u></p> <p>Weather and Seasons</p>	<p><i>The Jumblies</i> (to recite)</p> <p>Peepo</p> <p>A Place called home</p> <p><u>The 3 Little Pigs</u></p> <p>The Day the Crayons Quit</p> <p>The Jolly Postman</p>	<p>The Smartest Giant in Town</p> <p>Tiger who came for tea</p> <p>A Squash and a Squeeze</p> <p><u>Stone Soup</u></p> <p>Recipe</p>
Stimulus genres (input)	Rotunda Museum (artifacts - fossils) Malton museum - Marvelous map of Malton Seaside then and now video clip Seaside Trip Growing a beanstalk			Baking - gingerbread man Cooking - vegetable soup Trip on a train/boat/bus			Baking - gingerbread man Growing a beanstalk DT - making inventions Hero-dress-up day Trip on a train/boat/bus			Cooking - vegetable soup DT - constructing castles		
Writing genres (output)	Labels / Captions Recount trip		Instructions Poetry recount	Recipes	Narrative	Postcards	Wanted Poster		Report / fact files			

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Spelling	<p>Rec: Orally segment sounds in simple words. Write own name. Spell and write simple words independently. Spell some common exception words. Spell simple words by drawing on knowledge of known graphemes. Make phonetically plausible attempts when writing unknown words.</p> <p>Year 1: Spell words correctly containing the phonemes taught. Spell most year 1 common exception words. Spell most days of the week. Spell most words correctly with the ff for /f/, ll for /l/, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound, 'tch' for the /ch/ sound, and words with the /v/ sound at the end of words, Spell most compound words. Add suffixes to spell some words correctly when no change in needed to the spelling of the root word e.g. -s, -es, -ing, -ed, -er, -est. Spell some words with the prefix 'un'.</p>
Punctuation	<p>Rec: Begin to recognise a sentence begins with a capital letter and full stop.</p> <p>Terminology for pupils: letter, word, sentence, capital letter word, full stop,</p> <p>Year 1: Using a capital letter on some occasions for names of people, places, the days of the week, and the personal pronoun 'I'. Demarcating most sentences with a capital letter and a full stop. Introduced to question marks and exclamation marks to demarcate sentences.</p> <p>Terminology for pupils: letter, word, sentence, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
Grammar	<p>Rec: Begin to break the flow of speech into words. Begin to recognise this needs to make sense. How words can combine to make sentences</p> <p>Year 1: How words can combine to make sentences Joining words and joining clauses using and</p>
Non-negotiables	<p>REC: spaces between words, letters formed correctly</p> <p>YR 1: capital letters, full stops, spaces between words, letters formed correctly.</p>
Editing	<p>Rec: Re-read what they have written to check it makes sense to themselves and others</p> <p>Year 1: Re-reading to check that their writing makes sense and that they have included capital letters, full stops, finger spaces and correct spelling. Discuss what they have written with the teacher or other pupils</p>
Presenting / Handwriting	<p>Rec: Draw lines and anti-clockwise circles. Write name. Write from left to right and top to bottom. Begin to form recognisable letters. Hold pencil effectively. Know how to form clear ascenders and descenders. Start and finish in letters the right place. Use tri-pod grip. Correctly form capital letters.</p> <p>Year 1: Forming capital letters and digits correctly Form some lower-case letters in the correct direction, starting and finishing in the right place. Ascenders and descenders in the correct place on the line. Letters clearly and consistently formed.</p>
Speaking & Listening	<p>Rec: To respond to instructions involving a two-part sequence. To understand humour, e.g., nonsense rhymes, jokes. To follow instructions involving several ideas or actions. (ELG) To maintain attention, concentrates and sits quietly during appropriate activity. To have two-channelled attention - can listen and do for short span. To listen attentively in a range of situations. (ELG) To answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG) To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG) To link statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To express themselves effectively, showing awareness of listeners' needs. (ELG) To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG) To develop their own narratives and explanations by connecting ideas or events. (ELG) To use language to imagine and recreate roles and experiences in play situations. To listen and responds to ideas expressed by others in conversation or discussion. To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG) To introduces a storyline or narrative into their play. To express themselves effectively, showing awareness of listeners' needs. (ELG)</p> <p>Year 1: To look at the person who is talking to them. To follow instructions whilst busy with another task. To be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door. To understand how or why questions. To understand and answer how, what and why questions, with obvious, straight-forward answers. To understand that</p>

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words can be put into categories e.g. animals, transport, characters. To recognise objects, characters and animals from a description. To use words more specifically to make their meaning clear. To show that they can use language to reason and persuade e.g. 'I think...because...'. To list events with some detail. To retell favourite stories. To describe events. These may not always be joined together or in the correct order. To start conversations with other people and join in with group conversations listening and responding to ideas expressed by others. To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. To produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors. To join in and organise role play with friends. To play cooperatively and pretend to be someone else talking. To re-tell favourite stories. To initiate conversations with others, understanding they need to look at the audience when they are speaking. To give details that they know are important and will influence the listener. To listen to others, taking account of their opinions. To take turns to speak to and with others. To use words more specifically to make their meaning clear. To show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.

	Class 2/ Year 2											
	Year A			Year B			Year C			Year D		
Topic	Love	Time	Water	Space	Food	Journeys	Heroes	Inventions	Wonders	Kings & Queens	Life since the war	Enough for everyone

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Texts	Little Red Riding Hood Revolting Rhymes Little People, Big Dreams- Megan Rapinoe Meerkat Mail	The World of Dinosaurs (Usborne) Instructions Poems about Seasons (Brian Moses)	The Enormous Crocodile Vlad and the Great Fire/Samuel Pepys'	Little Red Riding Hood Revolting Rhymes Counting on Katherine Meerkat Mail	Where Food Comes From (Usborne) Recipe Poems about Seasons (Brian Moses)	Mrs Armitage on Wheels The Journey Little People, Big Dreams- Neil Armstrong/Mae Jemison	Little Red Riding Hood Revolting Rhymes Women who changed the world Meerkat Mail	See Inside Inventions (Usborne) Instructions Poems about Seasons (Brian Moses)	Mrs Armitage on Wheels The Journey Following the Great Wall	The Enormous Crocodile Vlad and the Great Fire/Samuel Pepys' Diary	Second World War (Usborne) WW2 Recipe Poems about Seasons (Brian Moses)	Little Red Riding Hood Revolting Rhymes Little People, Big Dreams- Marcus Rashford Meerkat Mail
Stimulus genres (input)	Seaside Trip Growing plants			Askham Bryan Baking/cooking			DT project Hero Day (dress up)			Yorkshire Air Museum Letters to local residential home World Book Day		
Writing genres (output)	Traditional tale Poetry FactFile Postcard/letter	Non-chronological report Instructions Poetry Recount	Narrative Diary Non-chronological report	Traditional tales Poetry Factfile Postcard/letter	Non-chronological report Instructions Poetry Recount	Narrative Diary Non-chronological report	Traditional tale Poetry Factfile Letter/postcard	Non-chronological report Instructions Poetry Recount	Narrative Diary Non-chronological report	Narrative Diary Non-chronological report	Non-chronological report Instructions Poetry Recount	Traditional tale Poetry Factfile Postcard/letter
Spelling	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ; learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ; learning to spell common exception words; distinguishing between homophones and near-homophones; learning the possessive apostrophe (singular); learning to spell more words with contracted forms; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly											
Punctuation	Learning 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)											
Grammar	Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Some features of written Standard English Suffixes to form new words (-ful, -er, -ness, -less, -est, -ly) Sentence demarcation Commas in lists											

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	Apostrophes for omission & singular possession
Non-negotiables	Capital letters at the start of a sentence and for a proper noun, correct punctuation to end sentences, finger spaces, expanded noun phrases, -ed suffix for regular verbs, conjunctions
Drafting	Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence
Editing	Evaluating 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 Proofreading to check for errors in spelling, grammar and punctuation
Presenting/ Hand-writing	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 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.
Speaking & Listening	To understand complex 2- or 3-part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story. To understand the key points, they need to focus on to answer a question or follow an instruction. To ask lots of questions to find out specific information including how and why. To 'dig deeper' when questioning others to extend their knowledge. To respond appropriately to the answers to their questions. To begin to choose from a range of imaginative and descriptive words in sentences. To be able to infer what a new word means by context. To be able to use classroom resources to support language choices To use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then. To describe their own experiences in detail and in the correct order. To tell a story with important key components in place. To use conjunctions to link their ideas together. To take turns to talk, listen and respond in two-way conversations and groups. To use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas. To use speech that is usually clear and easily understood by others. To have a growing awareness of grammatically accurate Standard English. To use an imaginative range of descriptive words when engaged in role play. To use speech that is consistently clear and easy to understand when presenting to others. To begin to be aware of what the listener knows already and make checks while telling the story. To take turns to talk, listen and respond in two-way conversations and groups. To listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'. To begin to recognise and value the opinions of others. To use the language that they hear other people using and begin to be aware of current peer language. To begin to understand that they need to use different styles of talk with different people.

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Class 3/ Year 3 & 4												
	Year A			Year B			Year C			Year D		
Topic	Love	Time	Water	Space	Food	Journeys	Heroes	Inventions	Wonders	Kings & Queens	Life since the war	Enough for everyone
Texts	Charlotte's Web (E. B. White) Shakespeare (Romeo and Juliet)	The Incredible Adventures of Professor Branestawm (Norman Hunter) Seasons of Splendor (Madhur Jaffrey)	Matilda (Roald Dahl) Recipe Book	Hidden Figures The Danger Gang (Tom Fletcher)	The Bolds (Julian Clary) The Twitts (Roald Dahl)	The Butterfly Lion (Michael Morpurgo) Journey to the River Sea (Eva Ibbotson)	Charlotte's Web (E. B. White) Shakespeare (Romeo and Juliet)	The Incredible Adventures of Professor Branestawm (Norman Hunter) Seasons of Splendor (Madhur Jaffrey)	Matilda (Roald Dahl) Recipe Book	Hidden Figures The Danger Gang (Tom Fletcher)	The Bolds (Julian Clary) The Twitts (Roald Dahl)	The Butterfly Lion (Michael Morpurgo) Journey to the River Sea (Eva Ibbotson)
Stimulus genres (input)	Fantasy Story, Historical Fiction, Historical Fact, Adventure Story, Playscripts. Non-fiction, Recipe Books. School Trip, Films, Music, Art, Artefacts.			Fantasy Story, Poetry, Historical Fact, Narrative - (stories from another culture), School Trip, Films, Music, Art, Artefacts.			Fantasy Story, Historical Fiction, Historical Fact, Adventure Story, Playscripts. Non-fiction, Recipe Books. School Trip, Films, Music, Art, Artefacts.			Fantasy Story, Poetry, Historical Fact, Narrative - (stories from another culture), School Trip, Films, Music, Art, Artefacts.		
Writing genres (output)	Reports - Newspapers Persuasion - Adverts and Brochures Instructions and Explanations, Poetry Playscripts Recounts Chronological reports			Narrative - Story Writing Narrative - Fables (Aesop's Fables) Poetry Letter writing - Informal Recounts Diaries and Journals			Reports - Newspapers Persuasion - Adverts and Brochures Instructions and Explanations, Poetry Playscripts Recounts Chronological reports			Narrative - Story Writing Narrative - Fables (Aesop's Fables) Poetry Letter writing - Informal Recounts Diaries and Journals		
Spelling	Year 3 and Year 4 – Adding suffixes beginning with vowel letters to words of more than one syllable, The /ɪ/ sound spelt y elsewhere than at the end of words, The /ʌ/ sound spelt ou, The suffix –ation, The suffix –ly, Words with endings sounding like /ʒə/ or /tʃə/, Endings which sound like /ʒən/, The suffix –ous, Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian, Words with the /k/ sound spelt ch (Greek in origin), Words with the /j/ sound spelt ch (mostly French in origin), Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), Words with the /s/ sound spelt sc (Latin in origin), Words with the /ei/ sound spelt ei, eigh, or ey, Possessive apostrophe with plural words, Homophones and near-homophones.											
Punctuation	Year 3 - Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. Year 4 - Using commas after fronted adverbials.											

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	<p>Indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas).</p>
Grammar	<p>Year 3 - 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, differences in informal and formal language, synonyms & Antonyms, further cohesive devices such as grammatical connections and adverbials, use of ellipsis.</p> <p>Year 4 - using the present perfect form of verbs in contrast to the past tense, form nouns using prefixes (super-, anti-), use the correct form of 'a' or 'an', word families based on common words (solve, solution, dissolve, insoluble)</p>
Non-negotiables	<p>Year 3 - Capital letters, full stops, commas (in a list), Past tense, Expanded Noun Phrases, Adverbs, Apostrophes, Commas after subordinate clauses, Apostrophes to show possession.</p> <p>Year 4 - Capital letters, full stops, Question marks, exclamation marks, commas (in a list), Apostrophes, Past tense, expanded noun phrases, Adverbs, Paragraphs, Conjunctions (coordinating and subordinating) commas after subordinate clauses.</p>
Drafting	<p>Year 3 and Year 4 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.</p>
Editing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, • proofread for spelling and punctuation errors. • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • proofread for spelling and punctuation errors
Presenting/ Hand-writing	<p>Year 3 - 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. increase the legibility, consistency and quality of their handwriting.</p> <p>Year 4 - 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 increase the legibility, consistency and quality of their handwriting</p>
Speaking & Listening	<p>To listen to information, work out what is the important information they need to convey to their audience. To be specific when asking for clarification. To infer meanings and make predictions from what's said and how it is said. To ask question to seek additional information for clarification. To begin to understand that there is a logical sequence to asking questions. To use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices. To use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. To link points made with appropriate conjunctions and connecting phrases to provide a coherent thread. To select appropriate detail and chronology to include in their descriptions, explanations, narratives - increasingly aware of the need for brevity or extension. To vary the tone of their voices to make story telling exciting and come to life. To understand the interests of the listener, e.g. 'guess who I saw yesterday' To select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating. To use grammatically accurate standard English. To recognise the difference between formal and informal language. To speak clearly, fluently and accurately in a range of collaborative situations offering relevant contributions to the task. To vary tone of voice to make role play/information more exciting. To add detail or leave information out according to how much is already known by the listener. To understand the interests of the listener and respond appropriately. To join in discussions using appropriate and relevant vocabulary. To keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints. To use formal or informal language where appropriate in familiar situations to ensure the listener understands.</p>

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Class 4/ Year 5&6												
	Year A			Year B			Year C			Year D		
Topic	Love	Time	Water	Space	Food	Journeys	Heroes	Inventions	Wonders	Kings & Queens	Life since the war	Enough for everyone
Texts	Antony and Cleopatra Shakespeare Ruby Redfort Lauren Child	The Invention of Hugo Cabret Brian Seznick	The Many Worlds of Albie Bright Christopher Edge	The Spy Catchers of Maple Hill Megan Frazer Blakemore	It's a no money day Kate Milner Poetry by Benjamin Zepheniah Chocolate Cake and other poems by Michael Rosen	The Explorer Katherine Rundell	Ruby Redfort Lauren Child The Saga of Bjorn - Literacy Shed	The Invention of Hugo Cabret Brian Seznick	Wonder by RJ Palacia The Many Worlds of Albie Bright Christopher Edge Antony and Cleopatra Shakespeare	Spy Master Jan Burchett	Windrush Child and Poetry by Benjamin Zepheniah The Spy Catchers of Maple Hill Megan Frazer Blakemore	Earth Heroes Lily Dyu The Explorer Katherine Rundell It's a no money day Kate Milner Window Jeannie Baker
Stimulus genres (input)	Film, plays, art, music, trips, visitors, artefacts Plays, graphic novel, narrative, mystery, sci-fi, myths and legends, biography & autobiographies			Film, plays, art, music, trips, visitors, artefacts Performance poetry, realistic narrative, historical fiction, picture books, non-fiction information text.			Film, plays, art, music, trips, visitors, artefacts Plays, graphic novel, narrative, mystery, sci-fi, myths and legends, biography & autobiographies			Film, plays, art, music, trips, visitors, artefacts Performance poetry, realistic narrative, historical fiction, picture books, non-fiction information text.		
Writing genres (output)	Myths and legends, Persuasive writing, Newspaper article, argument and discussion, recount, biographies, playscripts			Non-chronological report, diary entry, formal letter, poetry, setting description, character description, recount, recipe			Myths and legends, Persuasive writing, Newspaper article, argument and discussion, recount, biographies, playscripts			Non-chronological report, diary entry, formal letter, poetry, setting description, character description, recount, recipe		
Spelling	<u>Year 5</u>						<u>Year 6</u>					
	<u>Autumn Term 1</u> Words with endings that sound like /shuhs/ spelt with -cious, Words with the short vowel sound /i/ spelt with y, Homophones & near homophones.						<u>Autumn Term 1</u> Ambitious Synonyms: Adjectives Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity.					
	<u>Autumn Term 2</u> Words with 'silent' letters, modal verbs, words ending in ment, adverbs of frequency and possibility.						<u>Autumn Term 2</u> Words ending in -able Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning, Creating diminutives using prefixes micro or mini.					
	<u>Spring 1</u> Creating nouns using -ity suffix, Homophones & Near Homophones						<u>Spring Term 1</u> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words.					
	<u>Spring 2</u>						<u>Spring Term 2</u>					

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	<p>Words with "or" sound spelt or and au, convert nouns into adjectives using the suffix "ate", "ise" "ify" and "en".</p> <p>Summer 1</p> <p>Words containing the letter string 'ough', adverbials of time and place, words with an "ear" sound spelt ere,</p> <p>Summer 2</p> <p>Unstressed vowels in polysyllabic words, Adding verb prefixes de- and re-, Adding verb prefix over-, Convert nouns or verbs into adjectives using suffix -ful, Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al</p>	<p>Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words.</p> <p>Summer Term 1</p> <p>Word families based on common words, words that can be nouns and verbs, words with long "o" sounds spelt with ou or ow, words ending with ible and ibly,</p> <p>Summer Term 2</p> <p>Synonyms and antonyms</p>
Punctuation	<p>Year 5 using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis</p> <p>Year 6 using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list punctuating bullet-points consistently.</p>	
Grammar	<p>Year 5 - Relative clauses, Figurative language, Fronted adverbial/ adverbial phrases, Speech, build cohesion across paragraphs, Parenthesis, Formal language, Headings and subheadings, Modal verbs and adverbs, Formal language, Emotive language, Difference between language and speech, Emotive language, reported speech, Past tense, Modal verbs, build cohesion across paragraphs, Range of clauses, relative, subordinate (using commas), -Perform their own composition, Use appropriate intonation and volume. Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Year 6 - 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. Differences in informal and formal language. Synonyms & Antonyms. Further cohesive devices such as grammatical connections and adverbials. Use of ellipsis. Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	
Non-negotiables	<p>Year 5 - Use of capital letters, full-stops, question marks, exclamation marks, commas in a list, apostrophes, expanded noun phrases, joined handwriting, adjectives, adverbs, conjunctions, subordinate clauses, paragraphs, First, second and third person pronouns, past and present tense.</p> <p>Year 6 - All previous years requirements including: Punctuation, capital letters, full-stops, question marks, exclamation marks, commas in a list, Speech, seating position, figurative language, compound, complex and simple sentences for effect, past tense consistently used, expanded noun phrases, paragraphs, conjunctions (coordinating and subordinating), commas after subordinate clauses, joined handwriting, using commas to clarify meaning, formal and informal language (shift in formality) Active and passive voice, dashes, hyphens, active and passive voice.</p>	
Drafting	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader.</p>	
Editing	<p>Assessing the effectiveness of their own and others' writing: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. proofread for spelling and punctuation errors.</p>	
Presenting/ Handwriting	<p>Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement that is best suited for a task. Use of computer software (word, publisher, powerpoint etc..) to type and present written work.</p>	
Speaking & Listening	<p>To understand different types of questions - open, closed, rhetorical. To understand sarcasm. To understand and use phrasal verbs appropriately e.g. 'putting up with'. To understand and enjoy jokes and recognise simple idioms. To understand and use different question types i.e. open / closed/ rhetorical. To keep conversations going with a range of people by asking</p>	

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relevant questions relating to the previous remark. To explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error. To be able to select the most appropriate resource to support vocabulary choices. To negotiate an agreement explaining other possible outcomes and options. To realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc. To tell elaborate entertaining stories which are full of detailed descriptions. To use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned, making verb choices that accurately reflect the time-frame. To manage and organise collaborative tasks with little adult supervision. To use appropriate expression and tone for the purpose and the audience. To use speculative and hypothetical language to explore a range of ideas and situations. To negotiate an agreement explaining other options and possible outcomes. To select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English. To participate confidently in debate, understanding and sustaining the conversations and demonstrating a range of debating skills. To instigate, participate and improvise appropriately in collaborative tasks To tell elaborate entertaining stories using expression and tone of voice to engage the listener. To incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc. To explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes. To negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others. To select and use the appropriate formality of language depending on the audience. To explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations.

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Immersion in stimulus. Determine purpose, audience and form. Enjoy, explore and respond to text.	Familiarisation with text structures. (looking at good examples, features of text genres) Familiarisation with language features. How has the writer/ film maker created effects?	Gather ideas Plan, Modelled and guided writing. Application of skills and knowledge, Independent drafting, revising and editing.	Presenting written work in suitable form for a real purpose. For example a letter to the Prime Minister, creating a class book or making a double spread information sheet in science.
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Writing Journey

Appendix

<https://clpe.org.uk/books/corebooks?f%5B0%5D=collection%3A3> CLPE Corebooks database of high-quality texts for learning to read and for English stimuli.

<https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/> Lists of books by year group

<https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/teaching-sequences-and-texts-that-teach/texts-that-teach/> Lists of texts for teaching separated into year groups, fiction, non-fiction and poetry.

<https://www.literacywagoll.com/> Lots of great examples of shorter texts to use as WAGOLLS

SPAG Overviews

[Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#) [Year 5](#) [Year 6](#)

[Speaking and Listening Progression Document](#)