

ENGLISH PROGRESSION MAP



Michelle Ricetti

OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL

Contents

English Vision

Our Reading Journey

Reading Progression

Word reading

Phonics and decoding

Common exception words

Fluency

Comprehension

Understanding and correcting inaccuracies

Comparing, contrasting and commenting

Words in context and author choices

Inferring and predicting

Poetry and Performance

Writing Progression

Spelling

Common exception words

Prefixes and Suffixes

Further spelling conventions

Handwriting

Letter formation, placement and positioning

Joining letters

Composition

Planning, writing and editing

Awareness of audience, purpose and structure

Grammar and punctuation

Sentence construction and tense

Use of phrases and clauses

Punctuation

Use of terminology

Progression of Grammar lenses

Progression of Genre



Our Lady Of Lourdes English Progression Map

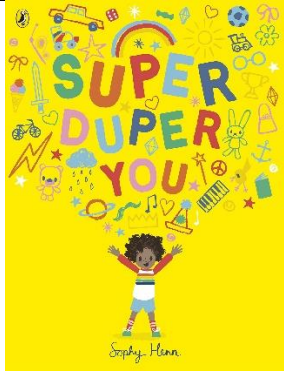

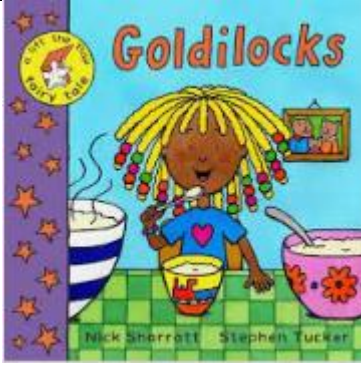
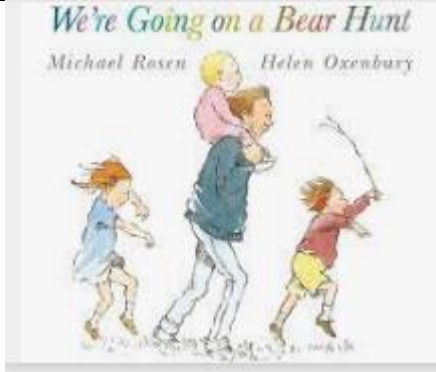
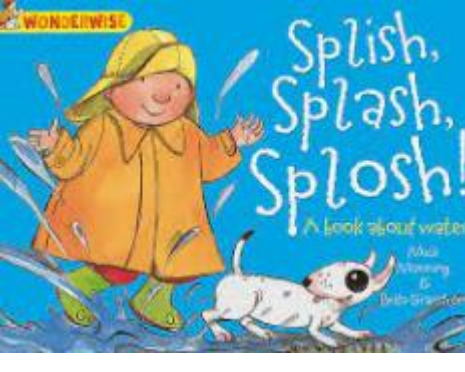


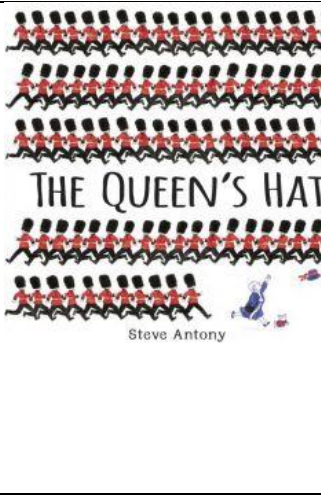
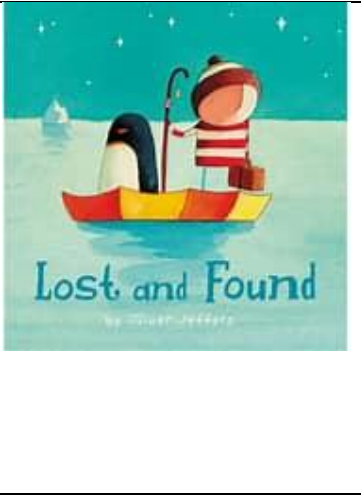
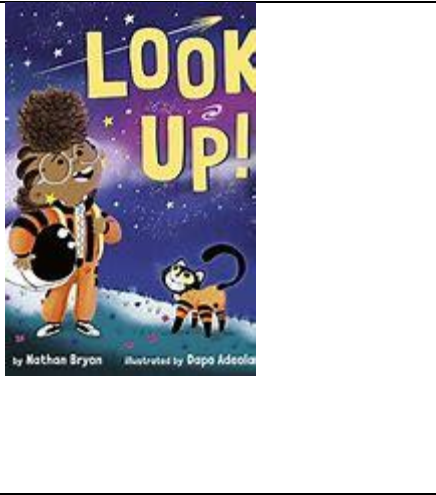

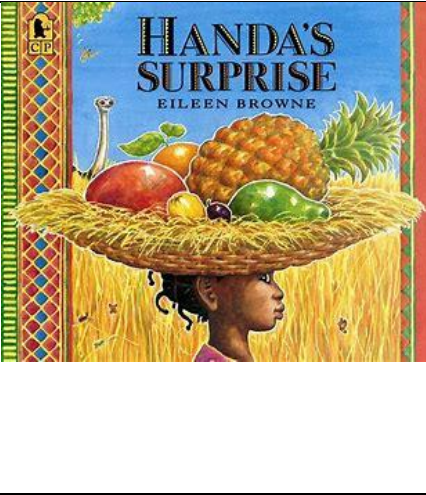
Vision

At Our Lady of Lourdes, books are at the heart of our curriculum. We believe that through the power of reading, children are immersed in the beauty of our world's rich tapestry of diverse cultures and experiences. Through immersion in reading, children become active citizens who develop awareness and empathy for the lived experiences of others, as well as crucially developing their ability to precisely communicate their ideas with those around them. This is achieved through the consistent exposure to a diverse range of texts, which challenge children to think deeply through their differing structures, presentations, vocabulary and themes. Fundamentally, they develop a love of books and the world around them.

Furthermore, we believe that reading, writing and spoken language are inextricably intertwined and we never miss an opportunity to explore the richness of the English language and how its unique history enables us to confidently communicate and express the subtle nuances of our thoughts and ideas to others precisely.

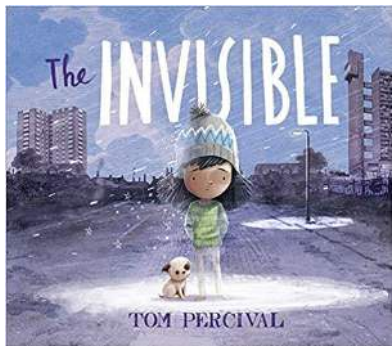


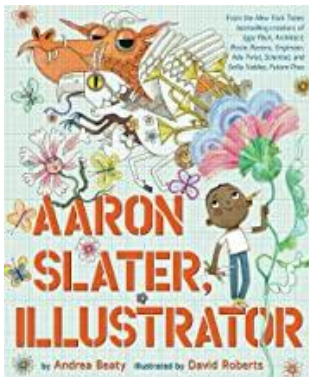

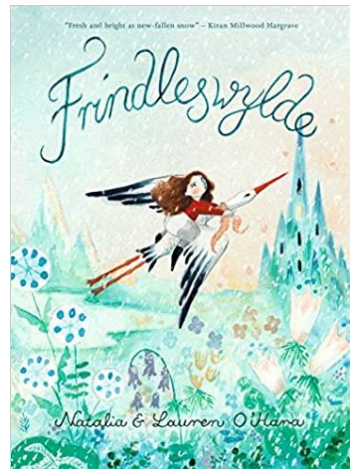
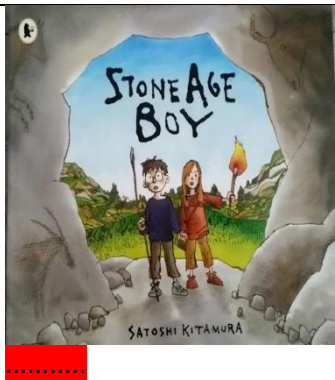
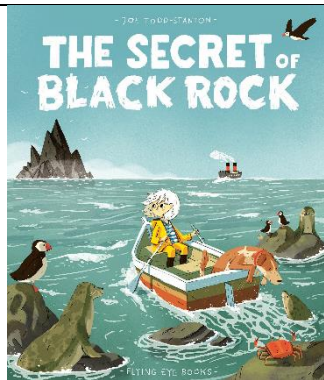
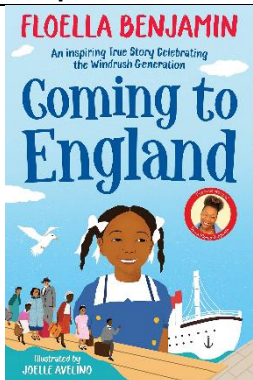
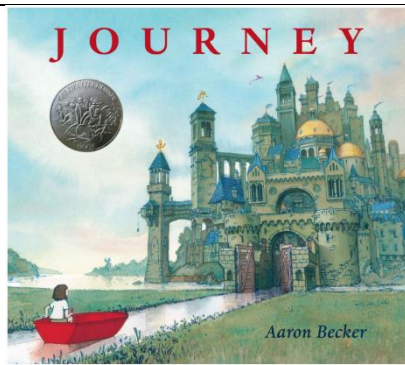
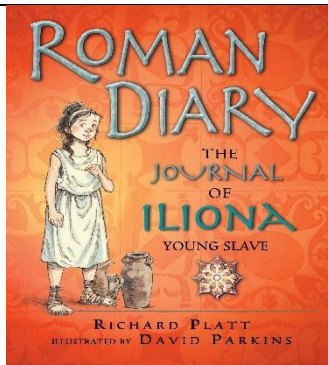
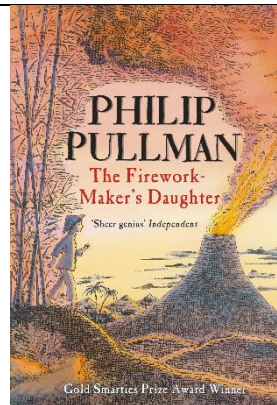
Our Reading Journey

Our book(s) for each half-term underpins everything we do in our wider curriculum, to which we make links where possible. Through immersion in this rich range of texts, our pupils become active, empathetic citizens and strong and effective communicators.

<p>Reception</p>						
<p>Rationale</p>						
<p>Year 1</p>						
<p>Rationale</p>	<p>In this quirkily illustrated text, children are introduced to the concepts of maps. It allows the children to view maps of things that are relevant to them, such as <i>Map of My Day</i> and <i>Map of My Tummy</i> and is a springboard into the features of maps, such labels</p>	<p>Through this whimsical story, children are able to learn more about the important landmarks of London, further building on the ideas presented in <i>My Map Book</i>.</p>	<p>Written by an award-winning author (Oliver Jeffers), children will explore the themes of friendship and loneliness in an accessible way.</p>	<p>Featuring a strong female lead character, Rocket, <i>Look Up</i> challenges expectations of race and gender in a fun and upbeat way. This idea is further explored in Year 3's <i>The Firework Maker's Daughter</i>. Children will also make links and learn about meteors and</p>	<p>Bringing to life an important part of British history, this book retells the real-life story of <i>The Fire of London</i>.</p>	

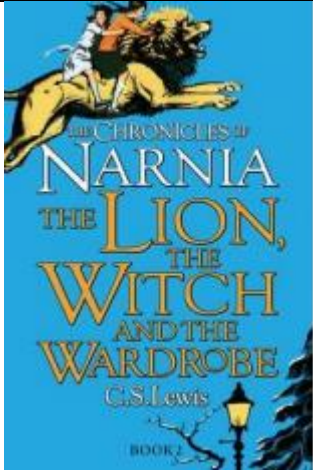
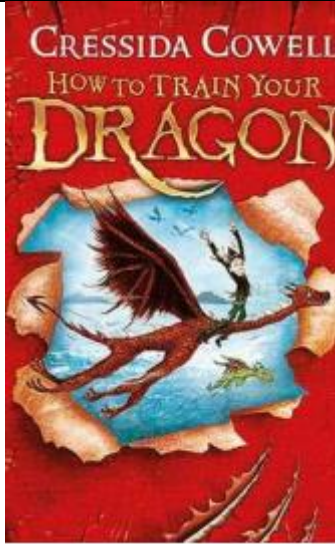
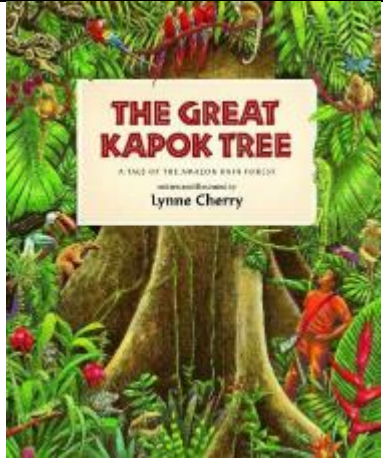
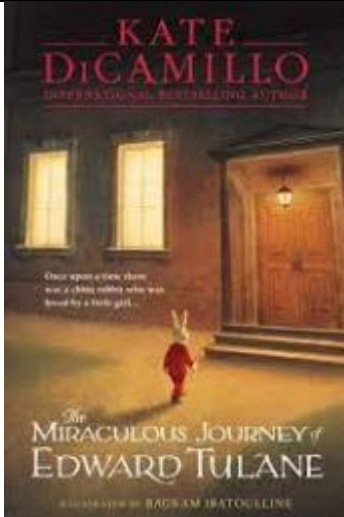


Our Lady Of Lourdes English Progression Map

	and captions, helping to develop their early writing skills.			space, whilst also being uplifted with the idea that you can do anything you set your mind to.		
Year 2						
Rationale	Children begin Year 2 by exploring the theme of togetherness and how starting something new can be a positive experience	This colourfully illustrated non-fiction text celebrates our world's cultural and environmental diversity. Through twenty different children from around the world, it develops our pupil's sense of awe, wonder and empathy of others and our world.	Retelling of a traditional Chinese folktale, children explore a tale featuring a female protagonist ending with a moral. The book also enables children to delve into a culture different from their own, enabling them to make comparisons.	This richly illustrated story tells the true story of an African-American boy with dyslexia, in rhythmic, poetic prose. Children explore the idea of not everyone being good at the same thing and that differences should be celebrated and accepted.	Retelling the true-story of Malala in an age appropriate way and the issues of war, poverty and holding onto hope in difficult times. These themes will be further explored in..	Full of rich, evocative language, this is a fantastical tale, reminiscent of the classic fairy tale 'The Snow Queen'. This text exposes the children to the fantasy genre of writing, enabling them to make links to other traditional tales they may already know.
Year 3						
Rationale	We do Stig of the Dump in Autumn term instead of Stone Age boy	In this surreal, modern folk-tale, children will follow the brave female protagonist, who stands up for the natural world. The illustrations and how these add layers of meaning of the story will also be explored-this idea is further revisited in Year 4 with	This modern classic introduces children to the idea of economic migration, specifically those of The Windrush generation. This is further explored in Year 5's <i>The Boy at the Back of the Class</i> and Year 6's <i>The Arrival</i> . Through the point of the	Pupils are exposed to the idea that a text can be completely wordless-a concept further explored in Year 6's <i>The Arrival</i> . This fantasy story builds on the idea of escape visited in Year 2's <i>The Magic Paintbrush</i> and <i>Malala's Magic Pencil</i> . Children	Written in diary form, children learn about the Ancient Romans through the first person perspective of Iliona. Immersed in this world, they are able to develop an understanding of this world and empathy for Iliona's plight. In history lessons, they will further explore this civilisation,	A modern classic with a mystical and magical atmosphere. This story features a strong female protagonist, who sets off on her own adventure. Children will make links with <i>Coming to England</i> and <i>Journey</i> and explore



Our Lady Of Lourdes English Progression Map

		<p><i>The Great Kapok Tree</i>, in Year 5's <i>The Watertower</i> and Year 6's <i>Shackleton's journey</i>.</p>	<p>view of Floella Benjamin, they are able to learn about the geography of the UK, what Britain is like to an outsider and an understanding that each country has its own unique customs and geography.</p>	<p>are able to explore the fantasy world through the eyes of young girl and discuss the power of imagination and exploration.</p>	<p>making links with other slave owning civilisations, such as the Ancient Greeks in Year 6.</p>	<p>the themes of darkness and light, self-belief and the role of girls.</p>
Year 4						
Rational e	<p>A classic British sci-fi novel, by former Poet Laureate Ted Hughes, this novel features rich language and imagery, whilst exploring the themes of bravery, irrational fear and acceptance of others.</p>	<p>Another classic British novel, this exposes the children to the fantasy genre, further building on the study of this genre with Findleswyld in Year 2. Through this text, children will explore the themes of Good v.s evil, which they will later encounter with Beowulf in Year 5, betrayal and forgiveness.</p>	<p>A mysterious and adventurous historical fiction story, set in 1920 by Emma Carroll. This novel immerses children in the world of the discovery of Tutankamen's tomb and includes through a sub plot set in Ancient Egyptian times. Dual narrative is revisited in Year 6 in The Titanic Detective Agency and Thornhill.</p>	<p>In this fantastical, humorous modern classic, children will explore the Vikings, a topic studied in more depth in Year 5. They also explore the themes of good vs. evil (comparing this to The Iron Man) friendship, and that strength and courage comes from inside of us.</p>	<p>This beautifully illustrated story enables children to understand the issue of deforestation and to emphasise with the plight of the wildlife of the rainforest. The illustrations play a role in adding meaning to the story-this concept is further explored in Year 5 with <i>The Watertower</i> and in Year 6 with <i>Shackleton's Journey</i>.</p>	<p>With echoes of the classic story 'The Velveteen Rabbit' (itself illustrated in Rottingdean) this adventurous novel features a strong character arc, in which the main character develops from vain and selfish into someone who truly understands that love is the point of life. Children explore the themes of self-discovery, loss, and compassion for others.</p>



Our Lady Of Lourdes English Progression Map

Year 5						
Rationale	<p>Wonder is a powerful story of a 10-year-old boy named August Pullman, who has a facial anomaly. The children will learn of his struggles as those around him learn to accept his differences, and will challenge the children to wonder about the true nature of empathy, compassion, acceptance, friendship and kindness</p>	<p>Michael Morpurgo's adaption of 'Beowulf' is an opportunity for children to engage with classic literature and the classic theme of Good vs. Evil. The children will study the Viking invasion of England in History to complement their understanding of this text. They will be able to make comparisons with <i>How to Train your Dragon</i>, studied in Year 4.</p>	<p>'The Wolf Wilder' by Katherine Rundell is an exciting adventure story filled with rich vocabulary. The story features a strong female lead character and a historical context outside of the children's own experience (the Russian Revolution), as well as enabling children to explore a geographical location different to their own.</p>	<p>This exciting tale of shipwreck and survival will allow children to develop an appreciation and understanding for non-Western cultures. There are excellent cross-curricular Geography and Art links to this text.</p>	<p>Onjali Rauf's 'The Boy at the Back of the Class' gives the children the opportunity to learn about and empathise with the experience of a refugee, through the eyes of ten year old Ahmet, building on 'Coming to England' studied in Year 3 and preparing for studying 'The Arrival' in Year 6.</p>	<p>Gary Crew's eerie and evocative setting provides children with ample opportunities to create their own 'spooky' atmospheric writing. The illustrations enable the reader to delve into the story, not just through the language but also through the presentation of the text, which adds additional layers of meaning.</p>
Year 6						
Rationale	<p>This inspiring text tells the story of Ernest Shackleton's expedition to the Antarctic and his perseverance through hardship.</p>	<p>This thoroughly researched and suspenseful adventure story describes life on board the Titanic from the point of view of</p>	<p>Learning about World War 2 will give the children an understanding of a significant period of British and world</p>	<p>The children will explore the theme of journeys, particularly focused around the experience of refugees, through the wordless</p>	<p>This ghostly novel features dual narratives set in different times, one told in prose and one in pictures, which converge as a girl</p>	<p>This text is written from the point of view of Tally, an 11-year-old girl with autism who is preparing to move to secondary school. The</p>



Our Lady Of Lourdes English Progression Map

	<p>Children are exposed to a unique non-fiction text that visually explores the tale through informative illustrations and exploded diagrams. This builds upon further richly illustrated texts studied in Year 3 (<i>Secret of Black rock</i>) and Year 4 (<i>The Great Kapok Tree</i>).</p>	<p>two young passengers. Children will explore issues of class inequality and gender roles through the dual narrative characters of Bertha (a first-class girl passenger) and Johan (a 3rd class immigrant and stowaway). Dual narrative was first introduced in Year 4's <i>Secrets of a Sun King</i> and will be further explored in <i>Thornhill</i>.</p>	<p>history which has shaped the society they live in today. The text <i>Letters from the Lighthouse</i> explores the experience of WW2 from the point of view of a Jewish evacuee. The children will discuss issues of diversity and tolerance, as well as gaining empathy towards others, when being displaced.</p>	<p>graphic novel <i>The Arrival</i>. This text further builds on the theme of being displaced and showing empathy and tolerance from the previous text. This will also facilitate discussion of current events of people being displaced (such as from in Afghanistan in 2021 and Ukraine in 2022) and build on other books of a similar theme studied in KS2 (<i>Coming to England and The Boy at the Back of the Class</i>).</p>	<p>unravels the mystery of the abandoned Thornhill Institute next door. This builds upon the children's exposure to dual narrative in <i>The Titanic Detective Agency</i> and on the mystery/horror and graphic novel genres from Year 5's <i>The Watertower</i>.</p>	<p>story will allow children to discuss their hopes and anxieties about starting Year 7, as well as developing their understanding of difference and disability. They will make links with the character of Augie from Year 5's <i>Wonder</i>.</p>
--	---	---	--	--	---	--

Reading Progression

At Our Lady of Lourdes, our book(s) are central to our learning journey each half-term. In Reception and Year 1, children's reading sessions are mainly focussed on securing their phonics, following the Read Write Inc (RWI) programme. creating a strong foundation for all future reading. From Year 2 onwards, we use a whole class reading (WCR) approach, in which we study our book and the author's choices in depth.



Our Lady Of Lourdes English Progression Map

Word reading

Word reading	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>To read words containing taught GPCs</p> <p>To read words containing -s, -es, -ing, -ed and -esl endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To accurately read most words of two or more syllables</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception words	<p>Read a few common exception words, identifying the RWI</p> <p>To read some common irregular words</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	



Our Lady Of Lourdes English Progression Map

Word reading	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>Weekly fluency practice developing intonation and how this relates to meaning</p> <p>Developing knowledge of Tier2 vocabulary</p>	<p>Weekly fluency practice developing intonation and how this relates to meaning</p> <p>Developing knowledge of Tier2 vocabulary</p>	<p>Weekly fluency practice developing intonation and how this relates to meaning</p> <p>Developing knowledge of Tier2 vocabulary</p>	<p>Weekly fluency practice developing intonation and how this relates to meaning</p> <p>Developing knowledge of Tier2 vocabulary</p>



Our Lady Of Lourdes English Progression Map

Comprehension

Comprehension	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand "why" questions like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To check that a text makes sense to them as they read and to self-correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	Applying KS1 skills to their own reading			



Our Lady Of Lourdes English Progression Map

Comprehension	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing and contrasting and commenting	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</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>Anticipate where appropriate key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>



Our Lady Of Lourdes English Progression Map

Comprehension	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Words in context and author choices	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play throughout the day.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



Our Lady Of Lourdes English Progression Map

Comprehension	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and prediction	<p>Understand 'why' questions like: "Why do you think the caterpillar got so fat?"</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>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>



Our Lady Of Lourdes English Progression Map

<p>Poetry and performance</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story arcs.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and naturally introducing vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
-------------------------------	--	---	---	--	--	--	--



Our Lady Of Lourdes English Progression Map

Comprehension	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to play a time to music.</p>						
Non-fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play.</p>	<p>To understand books can be fiction or non-fiction.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>



Our Lady Of Lourdes English Progression Map

Writing Progression

At Our Lady of Lourdes, we follow *The Write Stuff* approach, from Reception through to Year 6. This process involves a 2-3 week process, in which pupils work on sentence stacking sessions, in which they thoroughly explore a modelled example text, discussing the author's use of language and intent and trying out these techniques in their own writing. Pupils then plan, draft, edit and publish their own work completely independently, selecting the most effective language to express their thoughts and ideas.

Spelling

Spelling	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letters.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance* which includes:</p> <ul style="list-style-type: none"> the sounds /f/, /l/ /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, 	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); 	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuh/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuh/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuh/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuh/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'se' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuh/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuh/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuh/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>



Our Lady Of Lourdes English Progression Map

		<p>jumping);</p> <ul style="list-style-type: none"> adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); spelling words with the vowel digraphs and trigraphs; -ai and 'oi' (e.g. rain, wait, train, point, soil); -oy and 'ay' (e.g. day, toy, enjoy, annoy); -a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); -ar' (e.g. car, park); -ee' (e.g. green, week); -ea' (e.g. sea, dream); -ea' (e.g. meant, bread); -er' stressed sound (e.g. her, person); -er' unstressed schwa sound (e.g. better, under); -ir' (e.g. girl, first, third); -ur' (e.g. turn, church); -oo' (e.g. food, soon); -oo' (e.g. book, good); -oa' (e.g. road, coach); -oe' (e.g. toe, goes); -ou' (e.g. loud, sound); -ow' (e.g. brown, down); -ow' (e.g. own, show); -ue' (e.g. true, rescue, Tuesday); -ew' (e.g. new, threw); -ie' (e.g. lie, dried); -ie' (e.g. chief, field); -igh' (e.g. bright, right); -or' (e.g. short, morning); -ore' (e.g. before, shore); -aw' (e.g. yawn, crawl); -au' (e.g. author, haunt); -air' (e.g. hair, chair); -ear' (e.g. beard, near, year); 	<ul style="list-style-type: none"> the /ai/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey; the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash); the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ɜ:/ sound spelt 's' (e.g. television, usual). 				
--	--	---	---	--	--	--	--



Our Lady Of Lourdes English Progression Map

		<p>-ear* (e.g. bear, pear, wear);</p> <p>-are* (e.g. bare, dare, scared);</p> <ul style="list-style-type: none"> spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin). 					
Common exception words	To write some irregular common words	<p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly</p>	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further spelling conventions		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To 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>To segment spoken words into phonemes and to then represent all of the phonemes.</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>



Our Lady Of Lourdes English Progression Map

			<p>using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
--	--	--	---	--	--	--	---



Our Lady Of Lourdes English Progression Map

Handwriting

Handwriting	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter formation, placement, positioning and joining.	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant, that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)</p> <p>and capital letters (e.g. for filling in a form).</p>



Our Lady Of Lourdes English Progression Map

Composition

Composition	EFYS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, writing and editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>



Our Lady Of Lourdes English Progression Map

	<p>different contexts</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</p> <p>Re-read what they have written to check it makes sense</p> <p>Develop storylines in their pretend play</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
Awareness of audience, purpose and structure	<p>Use a wider range of vocabulary</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Describe events in some detail</p> <p>Use talk to help work on problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Use new vocabulary in different contexts</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>



Our Lady Of Lourdes English Progression Map

	<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>						
--	---	--	--	--	--	--	--



Our Lady Of Lourdes English Progression Map

Grammar and Punctuation

Grammar and Punctuation	EYFS	KS1		KS2			
	Three and four year olds Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently</p> <p>To form sentences with different forms: statement, question, exclamation, command</p> <p>To use some features of written Standard English</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>



Our Lady Of Lourdes English Progression Map

<p>Use of phrases and clauses</p>	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
<p>Punctuation</p>		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - Apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<p>Use of terminology</p>		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate</p> <p>Clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>



Our Lady Of Lourdes English Progression Map

Progression of Grammar Lenses in Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adverbs and adverbial phrases 			Use adverbs to express time and cause (then, next, soon, therefore)	Use fronted adverbials (and use commas after them)	Indicate degrees of possibility using adverbs (such as perhaps, surely) Use adverbials to link ideas across paragraphs (time – later, place – nearby, number – secondly)	Link ideas using adverbials
Basics 	Leave spaces between words Compose a sentence orally before writing it	Use expanded noun phrases to describe and specify Understand what the role of a noun, adjective, adverb and verb is within a sentence	Use <i>an</i> or <i>a</i> according to whether the following word begins with a consonant or vowel Accurately use pronouns within a sentence Choose nouns and pronouns appropriately for clarity and cohesion Use prepositions to express time and cause (before, after, during, in, because of)	Use Standard English forms for verb inflections instead of spoken forms (<i>we were</i> instead of <i>we was</i>) Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases (the strict Maths teachers with curly hair) Understand and use determiners in writing	Use modal verbs to indicate possibility or certainty Understand and use relative pronouns when composing relative clauses.	Use expanded noun phrases to convey complicated information concisely. Understand how to make writing cohesive by repeating words or phrases.
Sentence structures 	Join words and clauses using 'and'	Learn to use subordination (when, if, that, because) and coordination to link sentences (or, and, but) Understand what is meant by a compound sentence and use them within writing	Use conjunctions to express time, place and cause (when, before, after, while, so, because) Understand what is meant by a clause and a subordinate clause, consider how they rely on each other and use correctly in writing	Appropriate use of pronoun or noun within or across sentences to aid cohesion	Use relative clauses that begin with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> or an omitted relative pronoun	Use colons, semi-colons and dashes to link independent clauses
Dialogue and contracted forms 		Spell words with the contracted form	Compose sentences that include dialogue (introduce inverted commas to punctuate speech)	Correctly punctuate direct speech (including comma after reporting clause and punctuation to end speech before inverted comma)	Revisit, reinforce and develop upon previous year groups	Understand the difference between vocabulary typical of informal speech and the appropriate register for formal speech and demonstrate this in writing



Our Lady Of Lourdes English Progression Map

						Use question tags (such as isn't he?) to show the difference between informal and formal speech
Purpose 		Write for different purposes including: narratives, poetry and real events Use sentences with different forms: statement, question, command and exclamation	Use headings and sub-headings to aid presentation	Revisit, reinforce and develop upon previous year groups	Revisit, reinforce and develop upon previous year groups	Use subjunctive to show the difference between informal and formal speech (If I were/were they to come) Use layout devices (such as headings, sub-headings, columns, bullet points or tables) to structure a text
Paragraphs 	Sequence sentences to form short narratives	Revisit, reinforce and develop upon previous year groups	Introduce paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	Revisit, reinforce and develop upon previous year groups	Revisit, reinforce and develop upon previous year groups
Passive/active voice 						Use passive to affect the presentation of information in a sentence.
Past and present tense 		Use the simple present and the simple past tenses correctly throughout writing Use the progressive form to mark actions in progress (she is drumming).	Use the present perfect forms of verbs in contrast to the past tense .	Revisit, reinforce and develop upon previous year groups.	Use tense choices to link ideas across paragraphs (he had seen her before) . Use the perfect form of verbs to mark relationships between time and cause (he had seen her before).	Revisit, reinforce and develop upon previous year groups.
Punctuation 	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use the possessive apostrophe (singular) Use apostrophes to mark where letters are missing in spelling Use full stops, capital letters, exclamation marks and question marks to demarcate sentences Use commas to separate items in lists	Introduce inverted commas to punctuate direct speech Place the possessive apostrophe in regular and irregular plurals	Use commas after fronted adverbials Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause, punctuation to end speech) Use apostrophes to mark plural possession	Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity	Use semi-colons, colons and dashes to mark the boundary between independent clauses Use a colon to introduce a list Use semi-colons within lists Punctuate bullet points appropriately to list information Understand how hyphens can be used to avoid ambiguity and demonstrate this in writing Use ellipsis to link ideas across paragraphs and create cohesion



Our Lady Of Lourdes English Progression Map

Progression of Genre

There are four key purposes for writing: to entertain, inform, persuade and discuss. It is expected that roughly 50% of the writing children will do will be writing to entertain. Children will explore the features of these different texts in their English sentence stacking lessons, applying the features in their own independent writes, as well as across the wider curriculum.

	<u>Writing to Entertain</u>	<u>Writing to Inform</u>	<u>Writing to Persuade</u>	<u>Writing to Discuss</u>
Years 1 and 2	Story Descriptions Poetry	Recount Letter Instructions		
Years 3 and 4	Narrative Descriptions Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Years 5 and 6	Narrative – Year 5-Year 6 Descriptions – Year 5 Poetry – Year 5 Year 6	Reports – Year 5 (non chron) Biography – Year 5 Newspaper – Year 5 Essay	Advertising- Year 6 Speech – Year 5 Campaign	Argument Newspaper- Year 6 Review – Year 5