



## Progression of English Skills Y1 – Y3

### Autumn 2

Reading	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Use patterns and repetition to support oral retelling.</li> <li>▪ Make personal reading choices and explain reasons for their choice.</li> <li>▪ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>▪ Make basic inferences about what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Activate prior knowledge and raising questions e.g. <i>what do we know? What do we want to know? What have we learned?</i></li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i></li> <li>▪ Make personal reading choices and give reasons for choices.</li> <li>▪ Make inferences about characters and events using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i>.</li> <li>▪ Take account of punctuation, when reading.</li> <li>▪ Retell a range of fables.</li> <li>▪ Identify and discuss themes e.g. <i>weak and strong, wise and foolish</i>.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Make predictions based on details.</li>   <li>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>▪ Recall specific information in texts.</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge.</li> <li>▪ Introduce and discuss key vocabulary.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about the Fire of London?</i></li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Listen to what others say.</li> <li>▪ Take turns.</li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Sequence and discuss the main events in this unit's non-fiction text type.</li> <li>▪ Read a range of non-fiction texts including instructions.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Listen and responding to contributions from others.</li> <li>▪ Consider other points of view.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of this unit's non-fiction text type.</li> <li>▪ Read a range of this unit's non-fiction text type.</li> <li>▪ Analyse and evaluate this unit's non-fiction text type by looking at language, structure and presentation.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Discuss the purpose of paragraphs.</li> <li>▪ Identify a key idea in a paragraph.</li> </ul>

			<ul style="list-style-type: none"> <li>Evaluate how specific information is organised within this unit's non-fiction text type.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Listen to a range of poems at a level beyond at which they can read independently.</li> <li>Make personal reading choices and explain reasons for their choice.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Read words containing <i>-ed</i> endings.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Recite rhymes and poems by heart.</li> <li>Give opinions and supporting with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a range of poems at a level beyond that at which they can read independently.</li> <li>Learn and recite poems using appropriate intonation.</li> <li>Use tone and intonation when reading aloud.</li> <li>Participate in discussion about what is read to them, take turns and listen to what others say.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Make personal reading choices and explain reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of this unit's poem type.</li> <li>Read a range of poems and use intonation, tone and volume when reading aloud.</li> <li>Discuss their understanding of poems read.</li> <li>Analyse and evaluate poems looking at language, structure and presentation.</li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Writing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Fiction	<ul style="list-style-type: none"> <li>Use question marks.</li> <li>Use capital letters for names of people.</li> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Say, and hold in memory whilst writing, simple sentences which makes sense.</li> <li>Separate words with finger spaces.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the connectives <i>and, but and or</i>.</li> <li>Select, generate and effectively use verbs.</li> <li>Use past tense for narrative.</li> <li>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to entertain</i>.</li> <li>Write about fictional events.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>Read and analyse this unit's fiction genre in order to plan and write their own versions.</li> <li>Create and develop characters.</li> <li>Discuss and record ideas for planning.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type.</li> <li>Group related material into paragraphs.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Use question marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>commas</b> to separate items in a list.</li> <li>Select, generate and effectively use <b>verbs</b>.</li> <li>Plan and discuss what to write about e.g. <i>key words and ideas</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>In Year Three we have been researching the different foods which are healthy</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Punctuate simple sentences with capital letters and full stops.</li> <li>▪ Write non-fiction texts with simple text type features.</li> <li>▪ Discuss their writing with adults and peers.</li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>.</li> <li>▪ Edit and improve their own writing in relation to audience and purpose.</li> <li>▪ Evaluate their writing with adults and peers.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, so, although</i>.</li> <li>▪ Explore and identify main and subordinate clauses in complex sentences.</li> <li>▪ Read and analyse this unit's non-fiction text type in order to plan and write their own.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of this unit's non-fiction text type.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Discuss and propose changes with partners and proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in the light of evaluation.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Write poems with simple structures.</li> <li>▪ Read aloud their writing to adults and peers.</li> <li>▪ Separate words with finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select, generate and effectively use adjectives.</li> <li>▪ Write simple poems based on models.</li> <li>▪ Edit and improve their own writing in relation to audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>.</li> <li>▪ Discussing and proposing changes with partners and in small groups.</li> <li>▪ Improving writing in the light of evaluation.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>