



## Progression of English Skills Y1 – Y3

### Spring 1

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>▪ Discuss the title and how it relates to the whole story.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Apply phonic knowledge when reading.</li> <li>▪ Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>.</li> <li>▪ Use patterns and repetition to support oral retelling.</li> <li>▪ Give opinions and support with reasons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Make predictions using evidence from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regularly listen to whole novels read aloud.</li> <li>▪ Use dictionaries to check meanings of words they have read.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why she...</i></li> <li>▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> <li>▪ Use point and evidence to structure and justify responses.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>▪ Listen to a range of this unit's non-fiction text type.</li> <li>▪ Recall specific information in texts.</li> <li>▪ Introduce and discuss key vocabulary.</li> <li>▪ Check that texts make sense while reading and self-correcting.</li> <li>▪ Listen to others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read this unit's non-fiction text type.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Read books and texts for a range of purposes.</li> <li>▪ Identify a key idea in a paragraph.</li> </ul>

	<ul style="list-style-type: none"> <li>Take turns.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>Read aloud accurately texts that are consistent with their developing phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>Discuss how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>Check that texts make sense while reading and self-correct.</li> <li>Make contributions in whole class and group discussion.</li> <li>Listen and respond to contributions from others.</li> <li>Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how specific information is organised within this unit's non-fiction text type.</li> <li>Use point and evidence to structure and justify responses.</li> <li>Develop and agree on rules for effective discussion.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Listen to a range of poems.</li> <li>Recognise and join in with language patterns and repetition.</li> <li>Recite rhymes and poems by heart.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Make personal reading choices and explain reasons for choices.</li> <li>Introduce and discuss key vocabulary.</li> <li>Listen to what others say.</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>Use knowledge of root words to understand meanings of words.</li> <li>Read poems for a range of purposes e.g. <i>enjoyment.</i></li> <li>Recognise some different forms of poetry e.g. <i>narrative, free verse.</i></li> <li>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</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>▪ Orally compose every sentence before writing.</li> <li>▪ Reread 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>▪ Sequence events in order.</li> <li>▪ Identify and use exclamation marks.</li> <li>▪ Add suffixes to verbs where <b>no spelling change is needed to the root word, e.g. pull – pulled.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>▪ Use subordination for time, e.g. build on <i>when</i> (autumn term), and extend to other time connectives: <i>while, as, before, after.</i></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>▪ Write about fictional events.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation.</li> <li>▪ Read aloud their writing with intonation to make their meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▪ Use inverted commas to punctuate direct speech (speech marks).</li> <li>▪ Read and analyse narrative in order to plan and write their own versions.</li> <li>▪ Create and develop plots based on a model.</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Punctuate simple sentences with capital letters and full stops.</li> <li>▪ Reread every sentence to check it makes sense.</li> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Sequence ideas in order.</li> <li>▪ Write in different forms with simple text features e.g. instructions.</li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use subordination for reason, e.g. build on <i>because and so</i> (autumn term), extend to other reason connectives; <i>if, then, for, unless.</i></li> <li>▪ Use correct tense for this unit's non-fiction text.</li> <li>▪ Plan and discuss what to write about e.g. <i>text mapping, collect new vocabulary, key words.</i></li> <li>▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to inform.</i></li> <li>▪ Write about real events.</li> <li>▪ Edit and improve their own writing in relation to audience and purpose.</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, although.</i></li> <li>▪ Read and analyse this unit's non-fiction text type in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of this unit's non-fiction text type for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>technical language</i>, appropriate to discussion texts.</li> <li>▪ Group related material into paragraphs.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Write poems with simple structures.</li> <li>▪ Write simple sentences that can be read by themselves and others.</li> <li>▪ Use capital letters for names of people.</li> <li>▪ Separate words with finger spaces.</li> <li>▪ Use their phonic knowledge when spelling any unfamiliar words.</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>▪ Read and analyse poetry in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of poetry for writing.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms.</i></li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>

	■ Read aloud their writing to adults and peers.		
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