



Progression of English Skills Y1 – Y3

Spring 2

Reading	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> ▪ Listen to a range of texts (traditional tales) at a level beyond that at which they can read independently. ▪ Make predictions based on what has been read so far. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Make basic inferences about what is being said and done. ▪ Apply phonic knowledge when reading. ▪ Use patterns and repetition to support oral retelling. ▪ Retelling familiar stories in a range of contexts <i>e.g. small world, role play, storytelling.</i> ▪ Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read words containing common suffixes <i>e.g. -ness, -ment, -ful, -ly.</i> ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Listen to a range of texts at a level beyond that at which they can read independently. ▪ Retell a wider range of stories. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make predictions using evidence from the text. ▪ Make inferences about characters and events using evidence from the text <i>e.g. what is a character thinking, saying and feeling?</i> ▪ Give opinions and support with reasons. ▪ Consider other points of view. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Use intonation, tone and volume when reading aloud. ▪ Listen to and discuss a range of fiction. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Use dictionaries to check meanings of words they have read. ▪ Sequence and discuss the main events in stories. ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Raise questions during the reading process to deepen understanding <i>e.g. I wonder why the character ...</i> ▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. ▪ Use point and evidence to structure and justify responses. ▪ Make and respond to contributions in a variety of group situations <i>e.g. whole class, pairs, guided groups, book circles.</i>
Non-Fiction	<ul style="list-style-type: none"> ▪ Listen to a range of this unit's non-fiction text type. ▪ Listen to others. ▪ Activate prior knowledge. 	<ul style="list-style-type: none"> ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. 	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of this unit's non-fiction text type. ▪ Read a range of this unit's non-fiction text type.

	<ul style="list-style-type: none"> ▪ Recall specific information in texts. ▪ Relate texts to own experiences. ▪ Discuss key vocabulary. ▪ Check that texts make sense while reading and self-correcting. ▪ Read aloud texts using that are consistent with their developing phonic knowledge. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Read further common exception words, noting tricky parts. ▪ Use tone and intonation when reading aloud. ▪ Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction. ▪ Read a range of non-fiction texts. ▪ Discuss how specific information is organised within a non-fiction text. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make personal reading choices and explain reasons for choices. ▪ Consider other points of view. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Check that texts make sense while reading and self-correct. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Discuss their understanding of the text. ▪ Make predictions based on details stated. ▪ Use point and evidence to structure and justify responses. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i>
Poetry	<ul style="list-style-type: none"> ▪ Listen to a range of poems. ▪ Recognise and join in with language patterns and repetition. ▪ Recite rhymes and poems by heart. ▪ Use patterns and repetition to support oral retelling. ▪ Make personal reading choices and explain reasons for choices. ▪ Introduce and discuss key vocabulary. ▪ Listen to what others say. 	<ul style="list-style-type: none"> ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read further common exception words, noting tricky parts. ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. ▪ Identify, discuss and collect favourite words and phrases. ▪ Make personal reading choices and explain reasons for choices. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Make predictions using evidence from the text. ▪ Listen and respond to contributions from others. 	<ul style="list-style-type: none"> ▪ Use knowledge of root words to understand meanings of words. ▪ Read poems for a range of purposes e.g. <i>enjoyment.</i> ▪ Recognise some different forms of poetry e.g. <i>narrative, free verse.</i> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

Writing	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Reread every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use simple connectives to link ideas e.g. <i>and, but, or, so</i>. ▪ Say, and hold in memory whilst writing, simple sentences which makes sense. ▪ Sequence events in order. ▪ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<ul style="list-style-type: none"> ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use past tense for narrative. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Write about fictional events. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon</i>. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, in case</i>. ▪ Read and analyse narrative in order to plan and write own version. ▪ Identify and discuss the language and structures of narrative for writing. ▪ Create and develop settings for narratives. ▪ Create and develop characters for narrative. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs</i>, appropriate to text type. ▪ Group related material into paragraphs.
Non-Fiction	<ul style="list-style-type: none"> ▪ Write simple sentences that can be read by themselves and others. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Reread every sentence to check it makes sense. ▪ Use capital letter for the personal pronoun 'I'. ▪ Use capital letters for people, places and days of the week. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Write in different forms with simple text features. ▪ Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use correct tense for this unit's non-fiction text. ▪ Select, generate and effectively use adjectives. ▪ Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> ▪ Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ▪ Read and analyse this unit's non-fiction text type in order to plan and write own versions. ▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. ▪ Identify and discuss the language and structures of this unit's non-fiction text type for writing.

Poetry	<ul style="list-style-type: none"> ■ Orally plan and rehearse ideas. ■ Write poems with simple structures. ■ Write simple sentences that can be read by themselves and others. ■ Use capital letters for names of people. ■ Separate words with finger spaces. ■ Use their phonic knowledge when spelling any unfamiliar words. ■ Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> ■ Say, write and punctuate simple and compound sentences using the connectives <i>and, but, or</i>. ■ Select, generate and effectively use adjectives. ■ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. ■ Use specific text type features to write for a range of audiences and purposes. ■ Write simple poems based on models. ■ Evaluate their writing with adults and peers. ■ Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> ■ Read and analyse poetry in order to plan and write their own versions. ■ Identify and discuss the purpose, audience, language and structures of poetry for writing. ■ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms</i>. ■ Use appropriate intonation, tone and volume to present their writing to a group or class.
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