



Progression of English Skills Y1 – Y3

Summer 1

Reading	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> ▪ Make predictions based on what has been read so far. ▪ Explain clearly their understanding of what is read to them. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Make basic inferences about what is being said and done. ▪ Read words containing <i>-s, -es, -ing</i> and <i>-ed</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. 	<ul style="list-style-type: none"> ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. ▪ Read longer and less familiar texts independently. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories. ▪ Sequence and discuss the main events in stories. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. ▪ Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ▪ Give opinions and support with reasons e.g. Was Goldilocks a good or bad character? 	<ul style="list-style-type: none"> ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. ▪ Listen to and discuss this unit's fiction genre. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Sequence and discuss the main events in stories. ▪ Prepare this unit's fiction genre to read aloud, showing understanding through intonation, tone, volume and action. ▪ Discuss their understanding of the text ▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</i>
Non-Fiction	<ul style="list-style-type: none"> ▪ Recall specific information in texts. ▪ Read aloud books closely matched to their improving phonic knowledge. ▪ Introduce and discuss key vocabulary. ▪ Activate prior knowledge e.g. <i>what do you know about camping/the park/our school grounds etc?</i> ▪ Explain clearly their understanding of what is read to them. ▪ Listen to what others say. 	<ul style="list-style-type: none"> ▪ Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. <i>shoulder, roundabout, grouping</i>. ▪ Listen to a range of texts at a level beyond that at which they can read independently. ▪ Read longer and less familiar texts independently. ▪ Read a range of non-fiction texts. ▪ Discuss how specific information is organised within a non-fiction text. 	<ul style="list-style-type: none"> ▪ Use suffixes to understand meanings e.g. <i>-ous</i>. ▪ Listen to and discuss non-fiction. ▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Discuss their understanding of the text.

	<ul style="list-style-type: none"> ▪ Take turns. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why. 	<ul style="list-style-type: none"> ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised</i>. ▪ Make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? ▪ Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i> ▪ Consider other points of view. 	<ul style="list-style-type: none"> ▪ Explain the meaning of unfamiliar words by using the context. ▪ Raise questions during the reading process to deepen understanding. ▪ Discuss the purpose of paragraphs. ▪ Identify a key idea in a paragraph. ▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Quickly appraise a text to evaluate usefulness. ▪ Navigate texts in print and on screen. ▪ Develop and agree on rules for effective discussion. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups</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 frequently encountered words quickly without overt sounding and blending. ▪ 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 classic poetry. ▪ Learn and recite a range of poems using appropriate intonation. ▪ Recognise use of repetitive language within a text or poem. ▪ Introduce and discuss key vocabulary within the context of a text. ▪ Make contributions in whole class and group discussion. ▪ Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of this unit's poem type. ▪ Read a range of poems and use intonation, tone and volume when reading aloud. ▪ Discuss their understanding of poems read. ▪ Analyse and evaluate poems looking at language, structure and presentation. ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest. ▪ 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"> ▪ Reread every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helping, camp – camping, think-thinking etc.</i> ▪ Identify and use question marks. ▪ Use simple joining words to link ideas e.g. <i>and</i>. ▪ Use familiar plots for structuring the opening, middle and end of their stories. ▪ Discuss their writing with adults and peers. ▪ Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> ▪ Use subordination for time, e.g. <i>when, while, as, before, after.</i> ▪ Use subordination for reason, e.g. <i>because, if, unless.</i> ▪ Use the suffix <i>-ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> ▪ Select, generate and effectively use adjectives. ▪ 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. ▪ 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"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> ▪ Read and analyse this unit's fiction genre in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of this unit's fiction genre. ▪ Discuss and record ideas for planning. ▪ Create and developing characters for narrative. ▪ Creating and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>synonyms for said</i> appropriate to text type. ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in the light of evaluation. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class.
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. ▪ Use question marks. ▪ Re-read every sentence to check it makes sense. ▪ Use simple joining words to link ideas e.g. <i>and etc.</i> ▪ Write this unit's non-fiction text type with simple text type features. 	<ul style="list-style-type: none"> ▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ▪ Use correct tense for this unit's non-fiction text. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker.</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. 	<ul style="list-style-type: none"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>since, until, before, after.</i> ▪ Read and analyse non-fiction in order to plan and write own versions. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning.

	<ul style="list-style-type: none"> Discuss their writing with adults and peers. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Write about real and fictional events. Evaluate their writing with adults and peers. Read loud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type. Group related material into paragraphs. Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.
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 places 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"> Select, generate and effectively use adjectives. Select, generate and effectively use verbs. Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. Write simple poems based on models. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear. 	<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.