



## Progression of English Skills Y1 – Y3

### Summer 2

Reading	Year 1	Year 2	Year 3
Fiction	<ul style="list-style-type: none"> <li>▪ Read words containing –s, -es, -ing, -ed, -er, -est endings.</li> <li>▪ Read more challenging texts using phonics and high frequency word recognition.</li> <li>▪ Develop fluency, accuracy and confidence by re-reading books</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</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>▪ Retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i></li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Reread books to build up their fluency and confidence in word reading.</li> <li>▪ Read longer and less familiar texts independently.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Retell a wider range of stories, fairy tales and traditional tales.</li> <li>▪ Recognise use of repetitive language within a text or poem.</li> <li>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised.</i></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>▪ Give opinions and support with reasons, e.g. <i>Was Goldilocks a good or bad character?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use suffixes to understand meanings e.g. –ation, -ous.</li> <li>▪ Listen to and discuss a range of fiction, poetry, plays, non-fiction.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm’s Fairy Tales, Rudyard Kipling Just So Stories.</i></li> <li>▪ Identify and discuss themes e.g. <i>good over evil; weak and strong; wise and foolish; mean and generous; rich and poor.</i></li> <li>▪ Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination.</li> <li>▪ Discuss their understanding of the text.</li> <li>▪ Make predictions based on details stated.</li> <li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i></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>▪ Apply phonic knowledge for reading.</li> <li>▪ Automatically recognise approximately 150 high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read words containing common suffixes e.g. -ness, -ment, -ful, -ly.</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Listen to and discuss a range of this unit’s non-fiction text type.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Develop fluency, accuracy and confidence by re-reading books.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</li> <li>▪ Recall specific information in texts.</li> <li>▪ Relate texts to own experiences.</li> <li>▪ Activate prior knowledge.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Listen to what others say.</li> <li>▪ Take turns.</li> </ul>	<p>unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> <li>▪ Reread these books to build up their fluency and confidence in word reading.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including non-fiction.</li> <li>▪ Read a range of non-fiction texts.</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>▪ Introduce and discuss key vocabulary within the context of a text.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Demonstrate understanding of texts by asking and answering questions related to <i>who, what, where, when, why, how</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read a range of this unit's non-fiction text type.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>.</li> <li>▪ Use point and evidence to structure and justify responses.</li> <li>▪ Discuss the purpose of paragraphs.</li> <li>▪ Identify a key idea in a paragraph.</li> <li>▪ Evaluate 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>▪ Navigate texts in print and on screen.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>▪ Spilt two and three syllable words into the separate syllables to support blending for reading.</li> <li>▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> <li>▪ Apply phonic knowledge for reading.</li> <li>▪ Automatically recognise approximately 150 high frequency words.</li> <li>▪ Develop fluency, accuracy and confidence by re-reading books.</li> <li>▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Recite rhymes and poems by heart.</li> <li>▪ Introduce and discuss key vocabulary.</li> <li>▪ Give opinions and support with reasons.</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>▪ Reread these books to build up their fluency and confidence in word reading.</li> <li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Recognise use of repetitive language within a text or poem.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> <li>▪ Make contributions in whole class and group discussion.</li> <li>▪ Listen and respond to contributions from others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Listen to and discussing a range of poetry.</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> <li>▪ Discuss their understanding of the text.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <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>Develop and agree on rules for effective discussion.</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>Say and hold in memory whilst writing, simple sentences which make sense.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Separate words with finger spaces.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use capital letters for names of people, places and days of the week.</li> <li>Identify and use question marks and exclamation marks.</li> <li>Use simple 'joining words' to link ideas.</li> <li>Pluralise nouns – build on using '-s' e.g. <i>dog, dogs</i>, as addressed in previous units, to using '-es', e.g. <i>wish, wishes</i>.</li> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Sequence ideas/events in order.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Read aloud their writing to adults and peers.</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>Select, generate and effectively use nouns.</li> <li>Add suffixes <i>-ness</i> and <i>-er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>Use subordination for time and reason.</li> <li>Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>Use specific text type features to write for a range of audiences and purposes.</li> <li>Write about real and fictional events.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</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>Identify and discuss the purpose, audience, language and structures of narrative for writing.</li> <li>Discuss and record ideas for planning.</li> <li>Create and develop settings for narratives.</li> <li>Create and develop plots based on a model.</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>Say and hold in memory whilst writing, simple sentences which make sense.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Separate words with finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Use the suffix <i>-ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>.</li> <li>Say, write and punctuate simple and compound sentences using the joining words <i>and, but</i> and <i>or</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until</i>.</li> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ Punctuate simple sentences with capital letters and full stops.</li> <li>▪ Use capital letter for the personal pronoun I.</li> <li>▪ Use simple joining words to link ideas.</li> <li>▪ Pluralise nouns using '-s' and '-es' e.g. <i>dog, dogs; wish, wishes.</i></li> <li>▪ Add the prefix 'un-' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i></li> <li>▪ Reread every sentence to check it makes sense.</li> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Sequence ideas/events in order.</li> <li>▪ Write in different forms with simple text type features.</li> <li>▪ Discuss their writing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></li> <li>▪ Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes.</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>	<p><i>washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></p> <ul style="list-style-type: none"> <li>▪ Read and analyse non-fiction in order to plan and write their own versions.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</li> <li>▪ Discuss and record ideas for planning.</li> <li>▪ Generate and select from vocabulary banks e.g. technical language appropriate to text type.</li> <li>▪ Group related material into paragraphs.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>▪ <i>Separate words with finger spaces.</i></li> <li>▪ <i>Identify and use question marks and exclamation marks.</i></li> <li>▪ Orally plan and rehearse ideas.</li> <li>▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i></li> <li>▪ Read aloud their writing to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Use commas to separate items in a list.</i></li> <li>▪ <i>Select, generate and effectively use adjectives.</i></li> <li>▪ Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes.</li> <li>▪ Write simple poems based on models.</li> <li>▪ Evaluate their writing with adults and peers.</li> <li>▪ Read aloud their writing with intonation to make the meaning clear.</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>▪ <i>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, synonyms appropriate to text type.</i></li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>