



## Progression of English Skills Y4 – Y6

### Autumn 2

Reading	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> <li>▪ Listen to, read and discuss specific text</li> <li>▪ Retell text.</li> <li>▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust.</i></li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction which they might not choose to read themselves.</li> <li>▪ Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</li> <li>▪ Explore meaning of words in context.</li> <li>▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</li> <li>▪ Prepare formal presentations individually or in groups. Use notes to support presentation of information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand underlying themes, causes and consequences within whole texts.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▪ Compare texts written in different periods.</li> <li>▪ Analyse the conventions of different types of writing e.g. use of dialogue to indicate historical settings for a story.</li> <li>▪ Express preferences about a wider range of books including fiction from our literary heritage</li> <li>▪ Explore new vocabulary in context.</li> <li>▪ Making comparisons within and across texts.</li> <li>▪ Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>▪ Justify opinions and elaborating by referring to the text e.g. Point + Evidence + Explanation.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>▪ Read books and texts for a range of purposes and respond in a variety of ways.</li> <li>▪ Listen to, read and discuss a range of newspapers in print and on screen.</li> <li>▪ Demonstrate active reading strategies e.g. <i>generating questions, finding answers.</i></li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Analyse and evaluate how specific information is organised within text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Prepare non-fiction texts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to, reading and discussing an increasingly wide range of non-fiction.</li> <li>▪ Recognise authors' techniques to influence and manipulate the reader.</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> <li>▪ Scan for key information.</li> </ul>

	<ul style="list-style-type: none"> <li>Navigate texts to locate and retrieve information in print and on screen.</li> <li>Explain how paragraphs are used to order ideas, and how they are linked.</li> </ul>		<ul style="list-style-type: none"> <li>Skim for gist.</li> <li>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>Make comparisons within and across texts.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>Listen to, read and discuss a poem.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.</li> <li>Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Learn a poem by heart and rehearse for performance.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>.</li> <li>Explain the effect on the reader of the authors' choice of language</li> </ul>	<ul style="list-style-type: none"> <li>Explore poems in groups and deepening comprehension through discussion.</li> <li>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>Recognise themes within and across texts e.g. <i>friendship</i>, <i>loneliness</i>, <i>happiness</i>, <i>hope</i>.</li> <li>Discuss and evaluate how authors use language including figurative language.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems to read aloud and perform using dramatic effects.</li> </ul>
<b>Writing</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Fiction	<ul style="list-style-type: none"> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Use commas to mark clauses in complex sentences.</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Read and analyse a narrative text in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning e.g. <i>chunk a plot.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Think how authors develop characters and settings in books.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous</i>, <i>wicked</i>, <i>evil</i>, <i>impish</i>, <i>spiteful</i>, <i>well-behaved</i>.</li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime</i>, <i>meanwhile</i>, <i>in due course</i>, <i>until then</i>.</li> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Use devices to build cohesion.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate complex sentences using commas and explore ambiguity of meaning.</li> <li>Identify and use brackets and dashes.</li> <li>Identifying the audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting the appropriate language and structures.</li> <li>Use devices to build cohesion between paragraphs in non-fiction texts e.g. <i>on the</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The stranger, dressed in red and yellow...</i></li> <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 e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> Organise paragraphs in a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select the appropriate language and structures.</li> <li>▪ Note and developing ideas.</li> <li>▪ Think how authors develop characters and settings in films and performances.</li> <li>▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<p><i>other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <ul style="list-style-type: none"> <li>▪ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li> <li>▪ Evaluate and edit by: <ul style="list-style-type: none"> <li>- Reflecting upon the effectiveness of writing in relation to audience and purpose.</li> <li>- Suggesting and making changes to enhance effects and clarify meaning.</li> </ul> </li> </ul>
Poetry	<ul style="list-style-type: none"> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Create and punctuate sentences using simile starters.</li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Use similar writing models</li> <li>▪ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▪ Choose appropriate text-form and type for all writing.</li> <li>▪ Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>▪ Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> <li>- Intonation and volume.</li> <li>- Gesture and movement.</li> <li>- Audience engagement.</li> </ul> </li> </ul>