

Progression of English Skills Y4 – Y6

Spring 1

Reading	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. Regularly listen to whole novels read aloud by the teacher. Analyse and compare a range of plot structures. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i> Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 	<ul style="list-style-type: none"> Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Employ dramatic effect to engage listeners whilst reading aloud. Understand underlying themes, causes and consequences within whole texts. Recognise themes within and across texts e.g. heroism. Make comparisons within and across texts e.g. same scene in play script, narrative and film versions. Compare texts written in different periods. Prepare play scripts to read aloud and perform using dramatic effects. Explore new vocabulary in context. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. Predict what might happen from information stated and implied. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
Non-Fiction	<ul style="list-style-type: none"> Use suffixes to understand meanings, e.g. <i>-tion, -sion.</i> Listen to, read and discuss a range of the non-fiction text type being studied. Identify key points from the text using point and evidence. 	<ul style="list-style-type: none"> Read books and texts that are structured in different ways for a range of purposes. Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. 	<ul style="list-style-type: none"> Make comparisons within and across texts. Analyse the conventions of different types of writing. Explore texts in groups and deepen comprehension through discussion. Explore new vocabulary in context.

	<ul style="list-style-type: none"> ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Analyse and evaluate how specific information is organised within a persuasive text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 	<ul style="list-style-type: none"> ▪ Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal. ▪ Scan for key words and text mark to locate key information. ▪ Identify how language, structure and presentation contribute to meaning. ▪ Distinguish between statements of fact or opinion within a text. ▪ Use knowledge of root words to understand meanings of words. ▪ 	<ul style="list-style-type: none"> ▪ Reread and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Scan for key information. ▪ Skim for gist. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Distinguish between statements of fact or opinion across a range of texts. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Participate in debates on issues related to reading.
Poetry	<ul style="list-style-type: none"> ▪ Listen to, read and discuss a specific poem. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. ▪ Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. ▪ Learn a poem by heart and rehearse for performance. ▪ 	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of poetry which they might not choose to read themselves. ▪ Analyse the conventions of different types of writing. ▪ Read texts that are structured in different ways for a range of purposes. ▪ Learn a wider range of poems by heart. ▪ Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ▪ Explore meaning of words in context. 	<ul style="list-style-type: none"> ▪ Learning a wider range of poems by heart. ▪ Preparing poems to read aloud and perform using dramatic effects. ▪ Listen to, read and discuss an increasingly wide range of poetry. ▪ Recommending poems to their peers with detailed reasons for their opinions. ▪ Explore poems in groups and deepen comprehension through discussion. ▪ Explore new vocabulary in context. ▪ Reread and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Discuss and evaluate how poets use language including figurative language, considering the impact on the reader. ▪ Explore, recognise and use the terms personification and effect. ▪ Explain the effect on the reader of the poets' choice of language and reasons why the poet may have selected these.

			<ul style="list-style-type: none"> Participate in discussions about books building on their own and others' ideas and challenging views courteously.
Writing	Year 4	Year 5	Year 6
Fiction	<ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i> 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> Read and analyse narrative in order to plan and write their own versions. Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i> Develop characterisation using vocabulary to create atmosphere, suspense. Plan and write an opening paragraph which combines the introduction of a setting and character(s). Organise paragraphs in narrative. Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i> 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i> Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-</i>. Identify the audience and purpose. Select the appropriate language and structures. Think how authors develop characters and settings (in books, films and performances). Perform own compositions for different audiences using appropriate intonation and volume. 	<ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use ellipsis to link ideas between paragraphs. Investigate and collect a range of synonyms and antonyms e.g. <i>heroic, bold, courageous, daring, fearless, gallant, noble, valiant, cowardly, fearful, meek.</i> Draw on similar writing models and reading. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs. Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one-word sentence.
Non-Fiction	<ul style="list-style-type: none"> Identify, select and effectively use pronouns. Read and analyse specific non-fiction texts in order to plan and write their own versions. Identify and discuss the purpose, audience, language and structures of persuasion. Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i> Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration appropriate to persuasion.</i> 	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ... and numbers, e.g. Secondly, ...</i> Selecting the appropriate language and structures. Using similar writing models. Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Identify and use colons to introduce a list. Punctuate bullet points consistently. Investigate features of non-fiction text types. Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. Explore and collect vocabulary typical of formal and informal speech and writing. Identify audience and purpose. Draw on research. Select appropriate vocabulary and language effects for task, audience and purpose.

	<ul style="list-style-type: none"> ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in light of evaluation. Use appropriate intonation, tone and volume to present their writing to a range of audiences. 		<ul style="list-style-type: none"> ▪ Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> - intonation and volume. - gesture and movement. - audience engagement.
Poetry	<ul style="list-style-type: none"> ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> 	<ul style="list-style-type: none"> ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to vocabulary and to enhance effects. ▪ Perform own compositions for different audiences. 	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▪ Evaluate and edit by: <ul style="list-style-type: none"> - reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. - proofreading for grammatical, spelling and punctuation errors. ▪ Selecting the appropriate language and structures. ▪ Drawing on similar writing models, reading and research. ▪ Selecting appropriate vocabulary and language effects for precision and impact.