

English Skills Progression Tracker

Essential Skills	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	<ul style="list-style-type: none"> • To continue to read words that contain Phase 2 and 3 digraphs. • Continue to sound out and blend CVC , CCVC, CVCC, CCVCC, CCCVC and poly-syllabic words containing known GPCs. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • To read words ending in: -ing, -ed, -est • To read longer words by breaking them into smaller chunks. • Confidently read Yellow/Blue colour-banded books independently. • Use recently introduced vocabulary across a range of contexts e.g. discussions, re-telling stories and role play. • To make predictions and anticipate key events in stories. 	<ul style="list-style-type: none"> • Letter progression: See Little Wandle Letters and Sound Revised progressions document (here) • Can discuss the main characters in stories • Knows how non-fiction texts are sequenced • Ask questions about what they are reading (who, what, where, when, why, how) • Begins to give opinions and supports with reasons • Makes predictions based on what has been read • Makes basic inferences about what is being said and done • Connects what they read or hear to their own experiences • Begins to understand how written language can be structured differently according to genre • Knows words and phrases that identify type of story 	<ul style="list-style-type: none"> • Reads accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Maintains fluency when reading aloud by sounding out unfamiliar words accurately, automatically and without undue hesitation • Reads around 200 common words on sight • Can identify words and phrases that link events • Explains differences between fiction and non-fiction • With support, justifies their views about what they have read • Refers back to the text for evidence • Makes more accurate predictions and adapts these as they read • Makes inferences about what is being said and done, using adjectives, verbs and adverbs to support their judgements • Recognises that different characters have different thoughts/feelings 	<ul style="list-style-type: none"> • Read and understand the meaning of around half of the words on Y3/4 National Curriculum word list • Reads independently using intonation, tone and volume when reading aloud • Analyses and compares plot structures • Evaluates how specific information is organised within a non-fiction text • Recognises the move from general to specific detail, knowing how paragraphs build ideas • Summarises main ideas from a text 	<ul style="list-style-type: none"> • Read and understand meaning of most words on Y3/4 National Curriculum word list • Use punctuation to determine intonation and expression when reading aloud to a range of audiences • Explains and justifies an opinion on the resolution of an issue/whole narrative giving alternatives • Explains how paragraphs are used to order or build up ideas, and how they are linked • Identifies main ideas drawn from more than one paragraph and summarises these • Scans a whole to text to retrieve dates, numbers and names • Makes predictions based on information stated and implied • Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected, justifying 	<ul style="list-style-type: none"> • Read and understand meaning of around half of the words on Y5/6 National Curriculum word list • Checks that the book makes sense to them and demonstrates understanding • Uses knowledge of word derivations and word formation to construct the meaning of words in context • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • Summarises ideas across paragraphs, identifying key details that support the main ideas • Summarises main ideas from more than one text to support note taking • Justifies personal response to particular texts and characters with evidence (Point + Evidence + Explanation) 	<ul style="list-style-type: none"> • Read and understand meaning of most words on Y5/6 National Curriculum word list • Re-reads and reads ahead to locate clues to support understanding and justifying with evidence from the text • Uses a range of strategies to identify the meaning of new vocabulary • Uses a combination of skimming, scanning and close reading across a text to locate specific detail • Distinguishes between statements of fact or opinion across a range of text • Draws reasoned conclusions from non-fiction texts which present differences of opinion • Justifies agreement or disagreement with narrator's point of view when evaluating a text

	<ul style="list-style-type: none"> To read Phase 2, Phase 3 'Little Wandle' tricky words plus Phase 4 tricky words: said, so, have, like, some, come, do, love, were, here, little, says, there, when, what, one, out, today 	<ul style="list-style-type: none"> Knows the voice telling the story is called the narrator <p>Word Recognition</p> <ul style="list-style-type: none"> Children should be taught and should learn how to read all of the Year 1 'Little Wandle Tricky Words' (these include Y1 National Curriculum Common Exception words) and begin to learn how to read the Year 2 National Curriculum Common Exception Words. 	<p>about, views on and responses to particular scenarios</p> <ul style="list-style-type: none"> Recognises the difference between description in fiction and non-fiction including how information is organised Identifies how settings are created using specific vocabulary that creates imagery Knows characters, settings and common themes in different story types <p>Word Recognition</p> <ul style="list-style-type: none"> Children should be taught and should learn how to read all of the Year 2 National Curriculum Common Exception Words and begin to read the Year 3 National Curriculum Statutory words. 	<ul style="list-style-type: none"> Retrieves information from the text Asks increasingly informed questions to improve understanding of a text Predicts what might happen from details stated Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Justifies their views about what they have read with evidence from the text 	<p>with evidence from the text using point and evidence</p>	<ul style="list-style-type: none"> Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes Analyses, evaluates and explains the impact of authors' techniques and use of language Identifies and compares underlying themes within and across a range of narrative texts 	<ul style="list-style-type: none"> Considers when a classic story was first published, and discusses the audience that the author had in mind Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text
<p>Writing (Composition)</p>	<ul style="list-style-type: none"> To use a capital letter and full stop when writing a sentence. To use finger spaces between words when writing a sentence. To write simple sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> Uses full stops and capital letters to demarcate some sentences Begins to use question marks and exclamation marks appropriately Sequences sentences to form short narratives Makes some choices of appropriate vocabulary 	<ul style="list-style-type: none"> Uses the punctuation taught at key stage 1 mostly correctly, including full stops, capital letters, exclamation and questions marks and commas in a list Uses apostrophes for contraction Using apostrophes for the possessive (singular) mostly correctly Writes effectively and for different purposes 	<ul style="list-style-type: none"> Most sentences are grammatically correct and written in the correct person Expresses time, place and cause using conjunctions, adverbs, preposition phrases Uses commas after fronted adverbials Uses paragraphs more consistently to organise ideas Stories are balanced Uses some detail in the description of setting or characters including similes 	<ul style="list-style-type: none"> Uses an increasing range of sentence structures, appropriate to text type Dialogue layout and punctuation is accurate Pronouns and nouns are used appropriately within and across sentences to aid cohesion and avoid repetition Narrative events are well paced Paragraphs used accurately Uses a progressively varied and rich vocabulary with a 	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout a piece of writing Creates and punctuates complex sentences using -ed, -ing and simile starters Uses all previously taught punctuation correctly Uses conditional structures and modal verbs to suggest degrees of possibility Ideas are sustained and developed within and between paragraphs or sections 	<ul style="list-style-type: none"> Uses sentence length, sentence complexity and punctuation for effect Uses passive constructions where appropriate Uses the full range of punctuation (including semi-colons, dashes, colons and hyphens) correctly Secure use of cohesive devices within and across paragraphs Writes effectively for a range of purposes and audiences selecting the appropriate form and

			<ul style="list-style-type: none"> • Draws on reading to inform vocabulary and grammar choices 		growing awareness of audience	<ul style="list-style-type: none"> • Controls the length, pacing and detail in their writing • Well-chosen and effective vocabulary is used to describe settings, character and atmosphere • Uses contracted forms in dialogue when appropriate to convey character and advance action 	<p>drawing independently on what they have read as models for their own writing</p> <ul style="list-style-type: none"> • Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and <i>vocabulary to achieve this</i>
<p style="text-align: center;">Writing (Transcription)</p>	<ul style="list-style-type: none"> • To hold their pencil effectively (the tripod grip) in preparation for fluent writing. • To form capital letters correctly • To correctly form all lower-case letters when writing words using cursive formation in preparation for joining handwriting in Year 1. <ul style="list-style-type: none"> • To spell some high frequency words correctly from memory or using a word mat if needed: the, to, no, go, I, he, she, we, me, be, you, all, are, her, was, they, my 	<ul style="list-style-type: none"> • Adds –s or –es to nouns or verbs • Uses suffixes –ing or –ed • Almost all Y1 common exception words are spelled correctly • Writes with spaces between words accurately • Forms lower-case letters of the correct size relative to one another in some writing • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices 	<ul style="list-style-type: none"> • Uses suffixes er, est, ness, ful, less, • Almost all Y2 common exception words are spelled correctly • Joins handwriting using the cursive style using diagonal and horizontal strokes • Uses spacing between words that reflects the size of the letters • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices 	<ul style="list-style-type: none"> • Common homophones are spelled correctly • Spells some Y3 and Y4 National Curriculum Statutory words correctly • Handwriting is joined and legible • Overall presentation is good • Children should continue to progress through the St Mary’s Spelling document • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices 	<ul style="list-style-type: none"> • Further homophones and near homophones are spelled correctly • Spells most Y3 and Y4 National Curriculum Statutory words correctly • Writes consistently with neat, legible and joined handwriting • Children should continue to progress through the St Mary’s Spelling document • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices 	<ul style="list-style-type: none"> • Uses knowledge of morphology and etymology in spelling • Spells some Y5 and Y6 National Curriculum Statutory words correctly • Children should continue to progress through the St Mary’s Spelling document • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices 	<ul style="list-style-type: none"> • Uses a dictionary to check the spelling of more ambitious vocabulary • Spells most Y5 and Y6 National Curriculum Statutory words correctly • Maintains legibility in joined handwriting when writing at speed • Uses an appropriate style of handwriting for the purpose • Children should continue to progress through the St Mary’s Spelling document • Links should continue to be made with ‘Little Wandle Grow the code’ to support correct spelling choices

Speaking

- I can answer questions in more detail.
- I can ask more questions to find out more and deepen my understanding.
- I can listen to adults and other children attentively.
- I can initiate and join in with conversations.
- I can explain what I am doing and the process I have used.
- I can use new vocabulary in a range of contexts.
- I can speak in full sentences using past, present and future tenses correctly.
- I can explain how and why things might happen when I answer questions.

- Take turns to talk, listening carefully to the contribution of others.
- Talk about things of personal interest.
- Suggest words and phrases appropriate to the topic being discussed.

- Sift information and focus on the important points.
- Suggest words and phrases appropriate to the topic
- Use subject specific vocabulary to explain and describe.
- Speak in a way that is clear and easy to understand.
- Give well-structured descriptions and explanations for different purposes including expressing feelings.

- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
- Compose and rehearse sentences orally.
- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.

- Respectfully challenge opinions or points offering an alternative.
- Articulate arguments and opinions.
- Consider and evaluate different viewpoints.
- Engage in discussions, making relevant points.
- Ask relevant questions to extend their understanding and knowledge.

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Ask appropriate questions to clarify or further understanding.
- Use adventurous and sophisticated vocabulary.
- Participate in discussion, listening and responding to what others say

- Justify reasoning, adding information to clarify position.
- Negotiate and compromise by offering alternatives.
- Debate, using relevant ideas details to support points.

