

Progression of Knowledge and Skills R-6

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C&L</p> <ul style="list-style-type: none"> • Listens to stories, songs & rhymes & asks for favourites • Can shift attention when interested in conversation • Understands longer instructions, containing 3 key words • Actions demonstrate understanding of simple concepts <p>PD</p> <ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. <p>Literacy</p> <ul style="list-style-type: none"> • Write some or all the letters of their name. • Develop understanding of 5 key concepts about print. • Listen to longer stories. • Hear and use ambitious vocabulary. 		<p>C&L</p> <ul style="list-style-type: none"> • Listens to the opinions of others in a small group. • Follows longer, more complex instructions • Retells simple stories sometimes using the vocabulary from books • Understands who, what, where, how and why questions • Sometimes uses tenses correctly <p>Ask questions about events in the past or future & uses vocabulary associated with the events</p> <p>PD</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Literacy</p> <ul style="list-style-type: none"> • Begins to write letters to represent initial sound of words. • Extended conversations about stories, learning new and ambitious vocabulary. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Use prediction skills. 		<p>C&L</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Understands a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how <p>PD</p> <ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently <p>Literacy</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Listen, retell and predict new endings. 	

Y1 Spelling, Punctuation and Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none">• Using finger spaces• Capital letters and full stops.• Capital letter for personal pronoun 'I' and for the name of people and places.• Name letters of the alphabet in order• Add suffix -s• Add suffixes -ing, -ed		<ul style="list-style-type: none">• Finger spaces• Capital letters and full stops.• Conjunction – and• Using Question marks• Capital letter for personal pronoun 'I' and for the name of people, places and days of the week.• Spell days of the week• Add suffixes -s and-es.• Add suffixes -ing, -ed, -er		<ul style="list-style-type: none">• Finger spaces• Capital letters and full stops.• Conjunction – and• Using Question marks and exclamation marks• Capital letter for personal pronoun 'I' and for the name of people, places, days of the week and months of the year.• Add prefix un-• Add suffixes -ing, -ed, -er, -est	

Y1 Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Form lowercase letters in the correct direction, starting and finishing in the right place. • Form capital letters correctly • Form digits 0-9 • Saying sentence out loud. • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher 		<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Form lowercase letters in the correct direction, starting and finishing in the right place. • Form capital letters correctly • Saying sentence out loud. • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher • Read writing aloud. 		<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Saying sentence out loud. • Sequence sentences to form narratives. • Re reading to check it makes sense • Discuss writing with teacher • Read writing aloud. 	

Y1 Reading Comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. 		<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Link texts to their own experiences 		<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Link texts to their own experiences 	

- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Check that the text makes sense to them
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss meaning of new vocabulary
- Check that the text makes sense to them
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

- Be familiar with traditional tales and retell them.
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- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Check that the text makes sense to them
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

1/2 Spelling, Punctuation and Grammar

Y1 Knowledge

- Finger spaces
- Conjunction – and
- Capital letters and full stop.
- Question mark and exclamation mark
- Capital letter for proper noun (people, places, days, months and I)

- Spell days of the week
- Name letters of the alphabet in order
- Add suffixes -s and -es.
- Add prefix un-
- Add suffixes -ing, -ed, -er, -est

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - Capital Letters, Finger spaces and Full Stops - Questions - Capital letters for proper nouns - Spell days of the week - Conjunction – and - Alphabet <p>Y2</p> <ul style="list-style-type: none"> o Full Stops o Capital Letters o Question Marks o Statements, Questions and Commands o Word Classes – Noun, Adjective, Verb 	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - Capital letters for proper nouns - Spell days of the week - Suffixes -s and -es - Suffixes -ed <p>Y2</p> <ul style="list-style-type: none"> o Full Stops o Capital Letters o Question Marks o Statements, Questions and Commands o Commas for lists o Conjunction – because and but o Word Classes – Noun, Adjective, Verb o Contractions o Past Tense 	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - Capital letters for proper nouns - Spell days of the week - Suffixes -s and -es - Suffixes -ing, -er, -est <p>Y2</p> <ul style="list-style-type: none"> o Statements, Questions, Commands and Exclamations o Commas for lists o Conjunction – because, but, if, or o Word Classes – Noun, Adjective, Verb, Adverbs o Expanded Noun phrases. o Contractions o Present Tense 	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - Spell days of the week - Suffixes -s and -es - Suffixes -ing, -er, -est - Prefix un- <p>Y2</p> <ul style="list-style-type: none"> o Statements, Questions, Commands and Exclamations o Conjunctions o Word Classes – Noun, Adjective, Verb, Adverbs o Expanded Noun phrases. o Contractions o Present Tense 	<p>Y2 Revisit:</p> <ul style="list-style-type: none"> o Statements, Questions, Commands and Exclamations o Conjunctions o Word Classes – Noun, Adjective, Verb, Adverbs o Expanded Noun phrases. o Past Tense o Present Tense o Contractions 	

1/2 Writing

Y1 Knowledge					
<ul style="list-style-type: none"> • Saying sentence out loud • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher 			<ul style="list-style-type: none"> • Read writing aloud. • Form capital letters • Form lowercase letters • Form digits 0-9 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - saying sentence aloud - sequence sentences - re-read writing - form lowercase and capital letters <p>Y2</p> <ul style="list-style-type: none"> o Form lowercase and uppercase letters o Start joining handwriting. o Suffix -ment o Spelling Common Exception Words o Saying sentence aloud o Write down ideas. o Evaluate writing. o Re-read writing. o Proofread writing. o Begin spelling homophones 	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> - saying sentence aloud - sequence sentences - re-read writing - form lowercase and capital letters <p>Y2</p> <ul style="list-style-type: none"> o Joining handwriting o Suffix -ment, -ly, -ness, -er o Spelling Common Exception Words o Possessive apostrophe o Saying sentence aloud o Write down ideas. o Evaluate writing. o Re-read writing. o Proofread writing. o Begin spelling homophones 	<p>Y2</p> <ul style="list-style-type: none"> o Joining handwriting o Suffix -ment, -ly, -ness, -ful, -less, -er o Spelling Common Exception Words o Possessive apostrophe o Saying sentence aloud o Write down ideas. o Evaluate writing. o Re-read writing. o Proofread writing. o Begin spelling homophones
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1/2 Reading Comprehension

Y1 Knowledge	
<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Link texts to their own experiences • Be familiar with traditional tales and retell them. • Recognise and join in with predictable phrases. • Learn poems and rhymes by heart 	<ul style="list-style-type: none"> • Discuss meaning of new vocabulary • Discuss significance of title and events • Make inferences based on what is being said. • Predict what might happen based on what has already been read. • Take turns in discussions.

			<ul style="list-style-type: none"> Explain their understanding of what is read to them 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Revisit: - As above Y2 <ul style="list-style-type: none"> Discuss sequence of events in books Recognise recurring literary language. Discuss new vocabulary. Discuss favourite words and phrases. Learn poem by heart. Prediction Answer and ask questions. 		Y1 Revisit: - As above Y2 <ul style="list-style-type: none"> Discuss sequence of events in books Recognise recurring literary language. Discuss new vocabulary. Discuss favourite words and phrases. Learn poem by heart. Prediction Answer and ask questions. Make inferences on what is being said and done. 		Y1 Revisit: - As above Y2 <ul style="list-style-type: none"> Discuss sequence of events in books Recognise recurring literary language. Discuss new vocabulary. Discuss favourite words and phrases. Learn poem by heart. Prediction Answer and ask questions. Make inferences on what is being said and done. 	

3/4 Spelling, Punctuation and Grammar

Prior Knowledge

- Finger spaces
- Conjunction – and
- Capital letters and full stop.
- Question mark and exclamation mark
- Capital letter for proper noun (people, places, days, months and I)
- Word Classes
- Conjunctions
- Past tense
- Suffixes

- Spell days of the week
- Name letters of the alphabet in order
- Add suffixes -s and -es.
- Add prefix un-
- Add suffixes -ing, -ed, -er, -est
- Sentence types
- Commas in a list
- Expanded Noun Phrases
- Contractions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> - Conjunctions and prepositions for time - Pronouns for cohesion - a/an rule with vowels and consonants <p>Y4</p> <ul style="list-style-type: none"> - Sentences with ore than one clause using conjunctions, including: when, if, because, although - Conjunctions, adverbs and prepositions to express time and cause - Fronted adverbials 	<p>Y3</p> <ul style="list-style-type: none"> - Conjunctions for time - Pronouns for cohesion - a/an rule with vowels and consonants - Conjunctions – because - Apostrophe for possession - Begin using direct speech <p>Y4</p> <ul style="list-style-type: none"> - Using fronted adverbials with commas - Possessive apostrophe with plural nouns 	<p>Y3</p> <ul style="list-style-type: none"> - Adverbs for time - Pronouns for cohesion - Conjunctions – because, although, if -Begin using fronted adverbials - Apostrophe for possession -Using commas for fronted adverbials <p>Y4</p> <ul style="list-style-type: none"> - Present perfect form of verbs - Begin choosing nouns or pronouns - Begin using and punctuating direct speech 	<p>Y3</p> <ul style="list-style-type: none"> -Conjunction, prepositions and adverbs for time - Pronouns for cohesion - Conjunctions – because, although, if, when -Begin using fronted adverbials -Using commas for fronted adverbials - Begin using direct speech <p>Y4</p> <ul style="list-style-type: none"> - Nouns and pronouns for clarity - Direct speech 	<p>Y3</p> <ul style="list-style-type: none"> - Conjunctions, prepositions and adverbs for time - Pronouns for cohesion -Begin using fronted adverbials -Using commas for fronted adverbials - Apostrophe for possession - Begin using direct speech <p>Y4</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p>	

3/4 Writing

Prior Knowledge					
<ul style="list-style-type: none"> Saying sentence out loud Sequence sentences to form short narratives. Re reading to check it makes sense Discuss writing with teacher Suffixes ment, ly, ness, ful, less, er Spelling CEW Proofreading Homophones Possessive apostrophe Joined handwriting 			<ul style="list-style-type: none"> Read writing aloud. Form capital letters Form lowercase letters Form digits 0-9 Begin planning writing by recording ideas. Draft writing by orally rehearse sentences Begin to organise writing using paragraphs Begin to create settings, characters and plot in narratives Begin to use non fiction organisational devices 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> - Spell a range of homophones - Start joining handwriting - Begin planning writing by recording ideas. - Draft writing by orally rehearse sentences - Begin to organise writing using paragraphs - Begin to create settings, characters and plot in narratives - Begin to use non fiction organisational devices - Evaluate and edit writing - Proofread writing <p>Y4</p> <ul style="list-style-type: none"> - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing - Proofread writing 		<p>Y3</p> <ul style="list-style-type: none"> - Spell a range of homophones - Possessive apostrophe - Joined handwriting - Begin planning writing by recording ideas. - Draft writing by orally rehearse sentences - Begin to organise writing using paragraphs - Begin to create settings, characters and plot in narratives - Begin to use non fiction organisational devices - Evaluate and edit writing - Proofread writing <p>Y4</p> <ul style="list-style-type: none"> - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing - Proofread writing - Read writing aloud 		<p>Summer term 2 to be spent recapping learning based on needs of the class.</p> <p>Y3</p> <ul style="list-style-type: none"> - Spell a range of homophones - Possessive apostrophe - Joined handwriting - Begin planning writing by recording ideas. - Draft writing by orally rehearse sentences - Begin to organise writing using paragraphs - Begin to create settings, characters and plot in narratives - Begin to use non fiction organisational devices - Evaluate and edit writing - Proofread writing <p>Y4</p> <ul style="list-style-type: none"> - Spell a range of homophones - Possessive apostrophes - Join handwriting - Planning writing by recording ideas by discussing writing that is similar - Draft writing by orally rehearse sentences - Organise writing using paragraphs and theme - Create settings, characters and plot in narratives - Use non fiction organisational devices - Evaluate and edit writing 	

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|--|--|--|
| | | <ul style="list-style-type: none">- Proofread writing- Read writing aloud |
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3/4 Reading Comprehension

Prior Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss sequence of events in books
- Recognise recurring literary language.
- Discuss favourite words and phrases.
- Prediction
- Make inferences on what is being said and done.
- Use dictionaries with confidence
- Prepare poems to read aloud

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them
- Discuss meaning of new words
- Ask questions about a text
- Prediction
- Retrieve information
- Make inferences and justify with evidence
- Begin to summarise ideas from 1 paragraph

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> - increase familiarity with a wide range of books - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information <p>Y4</p> <ul style="list-style-type: none"> - increase familiarity with a wide range of books - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information 		<p>Y3</p> <ul style="list-style-type: none"> - begin to use dictionaries. - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information <p>Y4</p> <ul style="list-style-type: none"> - use dictionaries with confidence - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information - Make inferences and justify with evidence - Begin to summarise ideas from 1 paragraph 		<p>Summer term to be spent recapping learning based on needs of the class.</p> <p>Y3</p> <ul style="list-style-type: none"> - use dictionaries with confidence - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information - Make inferences and justify with evidence - Begin to summarise ideas from 1 paragraph <p>Y4</p> <ul style="list-style-type: none"> - use dictionaries with confidence - Prepare poems to read aloud - Discuss meaning of new words - Ask questions about a text - Prediction - Retrieve information - Make inferences and justify with evidence - Summarise ideas from 1 paragraph 	

Prior Knowledge

- | | |
|---|---|
| <ul style="list-style-type: none"> Finger spaces Conjunction – and Capital letters and full stop. Question mark and exclamation mark Capital letter for proper noun (people, places, days, months and I) Word Classes Conjunctions Past tense Suffixes | <ul style="list-style-type: none"> Spell days of the week Name letters of the alphabet in order Add suffixes -s and -es. Add prefix un- Add suffixes -ing, -ed, -er, -est Sentence types Commas in a list Expanded Noun Phrases Contractions |
|---|---|

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> - Expanded noun phrases to convey information - Relative clauses beginning with who, which - Brackets, dashes or commas to indicate parenthesis <p>Y6</p> <ul style="list-style-type: none"> - Expanded noun phrases to convey complicated information - Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - Brackets, dashes or commas to indicate parenthesis 	<p>Y5</p> <ul style="list-style-type: none"> - Modal verbs - Colons in a list - Punctuating bullet points - Using semicolons, colons or dashes <p>Y6</p> <ul style="list-style-type: none"> - Modal verbs - Colons in a list - Punctuating bullet points consistently - Using semicolons, colons or dashes 	<p>Y5</p> <ul style="list-style-type: none"> - Begin to use passive verbs - Begin using the perfect form of verbs - recognising vocabulary and structures that are appropriate for formal speech and writing <p>Y6</p> <ul style="list-style-type: none"> - Passive verbs - Perfect forms of verbs - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<p>Y5</p> <ul style="list-style-type: none"> - Begin using hyphens for ambiguity - Begin using commas to clarify or avoid ambiguity <p>Y6</p> <ul style="list-style-type: none"> - Using hyphens to avoid ambiguity - Using commas to clarify meaning or avoid ambiguity in writing 	<p>Y5</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p> <p>Y6</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p>	

5/6 Writing

Prior Knowledge

- Saying sentence out loud
- Sequence sentences to form short narratives.
- Re reading to check it makes sense
- Discuss writing with teacher
- Suffixes ment, ly, ness, ful, less, er
- Spelling CEW
- Proofreading
- Homophones
- Possessive apostrophe
- Joined handwriting

- Read writing aloud.
- Form capital letters
- Form lowercase letters
- Form digits 0-9
- Begin planning writing by recording ideas.
- Draft writing by orally rehearse sentences
- Begin to organise writing using paragraphs
- Begin to create settings, characters and plot in narratives
- Begin to use non fiction organisational devices

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> - Plan writing identifying purpose and audience - In narratives, describing settings, characters and atmosphere - Begin using further organisational and presentational devices to structure text - Proofread for errors - Ensuring the correct use of tense throughout a piece of writing - Perform their own compositions <p>Y6</p> <ul style="list-style-type: none"> - Plan writing identifying purpose and audience selecting appropriate planning format - Using further organisational and presentational devices to structure text and to guide the reader - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Proofread for spelling and punctuation errors - Ensuring the consistent and correct use of tense throughout a piece of writing 		<p>Y5</p> <ul style="list-style-type: none"> - Plan writing using noting drawing on research - begin using a range of devices to build cohesion within paragraphs - Assessing the effectiveness of their own writing - Proposing changes to vocabulary, grammar and punctuation <p>Y6</p> <ul style="list-style-type: none"> - Plan writing noting and developing initial ideas, drawing on reading and research where necessary - Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages 		<p>Summer term 2 to be spent recapping learning based on needs of the class.</p> <p>Y5</p> <ul style="list-style-type: none"> - Plan writing considering authors character development - Ensuring correct subject and verb agreement <p>Y6</p> <ul style="list-style-type: none"> - Plan writing considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Précising longer passages 	

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

5/6 Reading Comprehension

Prior Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss sequence of events in books
- Recognise recurring literary language.
- Discuss favourite words and phrases.
- Prediction
- Make inferences on what is being said and done.
- Use dictionaries with confidence
- Prepare poems to read aloud

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them
- Discuss meaning of new words
- Ask questions about a text
- Prediction
- Retrieve information
- Make inferences and justify with evidence
- Begin to summarise ideas from 1 paragraph

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> - Read a range of books/text types that are structured in different ways - Recommending books - Checking that the book makes sense to them - Asking questions to improve their understanding - Drawing inferences from characters' feelings, thoughts and motives - Prediction - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction <p>Y6</p> <ul style="list-style-type: none"> - Read a range of books and text types that are structured in different ways - recommending books that they have read to their peers, giving reasons for their choices - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding 		<p>Y5</p> <ul style="list-style-type: none"> - Identifying themes in a wide range of writing - Making comparisons - Begin learning a range of poetry to perform - Drawing and begin justifying inferences with evidence - Summarising the main ideas drawn from more than 1 paragraph - Identifying how language, structure and presentation contribute to meaning - 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 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Y6</p> <ul style="list-style-type: none"> - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books 		<p>Summer term to be spent recapping learning based on needs of the class.</p> <p>Y5</p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Y6</p> <ul style="list-style-type: none"> - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views 	

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predictions
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Spoken language – years 1 to 6

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Turn taking	Opportunity for different roles	Speak about something they are interested in	Share a story (real or fairy tale)	Speak at length about something they are interested in	Speak about a visit to somewhere
Year 1	Begin to apply subject specific vocabulary in everyday talk	Speak in front of a large audience like an assembly	Role of the instigator	Using questions to clarify understanding	A small group discussion without an adult	Listen to a peer for a sustained time period
Year 2	Sentence stems and gestures for speaker and audience	Different role plays scenarios speaking in different contexts	Role of the builder	Hot seating	Sift information and focus on important points	Participate in show and tell
Year 3	Give well-structured descriptions and explanations	Use specialist vocabulary to hypothesise, imagine and explore	Role of the summariser	Present to an audience of older or younger students	Take on an expert role	Become a storyteller for an audience including a speaking and listening role
Year 4	Use talk for a purpose	Perform poetry by heart	Role of the challenger	Speak in front of an audience of adults	Speak audibly and fluently with an increasing command of Standard English	Speak with an adult for a specific purpose

Year 5	Use voice projection when presenting and appropriate register	Use justification in answers, arguments and opinions	Role of the prober	Introduce a school event/assembly	Collaboratively solve a problem listening and making relevant points	Performance poetry by heart with theme
Year 6	Use sentence stem structures for arguments	Speak about a given topic for a minute	Role of the clarifier	Have a debate competition / mock trial taking on board a role	Lead an assembly as part of pupil leadership	Give a speech to an audience of peers or adults

Oracy Progression

	Physical	Cognitive	Social and Emotional	Linguistic
Reception	ELG: Communication and Language *Speak clearly with appropriate volume. *Look at who is talking and who you are talking to. *Begin to use gestures to support delivery meaning.	ELG: Communication and Language *Use 'because' to develop their ideas. *Make relevant contributions that match what has been asked. *Ask simple questions *Describe events that have happened to them in detail.	ELG: Communication and Language *Look at someone who is speaking to them. *Wait for a turn. *Taking turns to speak, when working in a group.	ELG: Communication and Language *Use talk in play to practice new vocabulary e.g. lighter, heavier. *Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'.
Year 1	*Speak clearly and confidently in a range of contexts. *Use appropriate tone of voice in the right context. *Continue to use gesture to support delivery.	*Offer reasons for their opinions. *Recognise when they haven't understood something and ask a question. *Disagree with someone else's opinion politely. *Explain ideas and events in chronological order	*Listen and respond appropriately to others. *Be willing to change their mind based on what they have heard. *Begin to organise group discussions independently of an adult.	*Speak in sentences using joining phrases to link ideas. *Using vocabulary appropriately specific to the topic in hand e.g., lighter/heavier rather than bigger and smaller. *Take opportunities to try out new language, even if it is not always correctly used. * Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' *Use conjunctions to organise and sequence ideas e.g., firstly, secondly, finally.
Year 2	*Speak clearly and confidently with appropriate volume and pace in a range of contexts. *Gestures start to become increasingly natural to support speech. *Use body language to show active listening and support meaning when speaking.	*Ask questions to find out more about a subject. *Build on others' ideas in discussions. *Make connections between what has been said and their own and others' experiences.	*Start to develop an awareness of audience e.g., what might interest a certain group. *Start to show awareness of others who have not spoken and invite them into the discussion e.g., saying their name, asking them a question, turning to them. *Recite/deliver short	*Speaking in sentences using joining phrases to create longer sentences. *Adapt how to speak in different situations according to the audience e.g., asking questions of a museum curator or having a conversation with a visitor to the classroom. *Use sentence stems to signal when they are building or

			preprepared material to an audience	challenging others' ideas in group'.
Year 3	<ul style="list-style-type: none"> *Deliberately select gestures that support the delivery of ideas e.g., gesturing towards someone if referencing their ideas. *Deliberately varies tone of voice in order to convey meaning e.g., speaking authoritatively during an expert talk. *Consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> *Offer opinions that aren't their own e.g., taking on the role of ... *Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives. *Reach shared agreement in discussions. 	<ul style="list-style-type: none"> *Speak with confidence in front of an audience. *Begin to recognise different roles within group talk e.g., chairperson. *Adapt the content of their speech for a specific audience. 	<ul style="list-style-type: none"> *Be able to use specialist language to describe their own and others' talk. *Use specialist vocabulary e.g., speak like an archaeologist. * Make precise language choices e.g., instead of describing a cake as 'ice' using 'delectable'.
Year 4	<ul style="list-style-type: none"> *Deliberately select movement and gesture when addressing an audience. *Use pauses for effect in presentational talk e.g., when telling an anecdote or joke. *Use the appropriate tone of voice in the right context e.g., speaking calmly when resolving an issue in the playground. 	<ul style="list-style-type: none"> *Give supporting evidence e.g., citing a text (using sentence stems) a previous example or a historical event/ *Ask probing questions. *Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets. 	<ul style="list-style-type: none"> *Use more natural and subtle prompts for turn taking. *Start to develop empathy with an audience. *Consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> *Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g., to persuade or to entertain.
Year 5	<ul style="list-style-type: none"> *Deliberately varies tone of voice in order to convey meaning e.g., speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story. *Project their voice to a large audience. *Gestures become increasingly natural. *Consciously adapt tone, 	<ul style="list-style-type: none"> *Draw upon knowledge of the world to support their own point of view and explore different perspectives. *To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. *Identify when a discussion is going off topic and be able to bring it back on track with support and 	<ul style="list-style-type: none"> *Listen for extended periods of time including notetaking, drawing visual. *Adapt the content of their speech for a specific audience e.g., use of humour. *Speak with flair and passion. 	<ul style="list-style-type: none"> *Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. *Consider the words and phrases used to express their ideas and how this supports the purpose of talk.

	pace and volume of voice within a single context.	use of sentence stems e.g. That might be true, however what do you think.		
Year 6	*Speak fluently in front of an audience. *Have a stage presence. *Consciously adapt, tone, pace and volume of voice.	*Construct a detailed argument or complex narrative. *Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. *Reflect on their own and others' oracy skills and identify how to improve.	*Use humour effectively. *Begin to be able to read a room or a group and take action accordingly e.g., if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	*Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. *Vary sentence structures and length for effect when speaking. *Be comfortable using idioms and expressions.