

## English progression strands - Grammar and Punctuation

Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	<p>Talk for grammar understanding.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Understand how to combine words to make a sentence.</p> <p>Use and to link words and clauses.</p>	<p>Using conjunctions (when, if, that, because) for subordination.</p> <p>Using conjunction (or, and, but) for coordination.</p> <p>Use adjectives to construct expanded noun phrases.</p> <p>Use adverbs to modify verbs</p> <p>Know whether a sentence is a statement, question, exclamation or command.</p> <p>Use the progressive form of verbs in the past and present tense (but not to know this term.)</p>	<p>Identifying determiners as a, an, the</p> <p>Identifying and using: Common nouns, Proper nouns and Pronouns.</p> <p>Control over verb forms in past and present tense,</p> <p>Consistency of 1<sup>st</sup> and 3<sup>rd</sup> person</p> <p>Expressing time, place and cause using conjunctions (when, before, after, while, so, because.)</p> <p>Expressing time, place and cause using adverbs (then, next, soon, therefore)</p> <p>or prepositions( before, after, during, in, because of)</p> <p>Use of the present perfect form of verbs instead of the simple past.</p>	<p>Standard English forms for verb inflections instead of local spoken forms.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Starting a sentence with a single adverb</p> <p>Fronted adverbials starting sentences with adverbial phrases.</p> <p>Comparative and superlative adjectives</p> <p>Identify separate clauses connected by a conjunction.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Relative clauses</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Using adverbials of time to build cohesion across paragraphs.</p> <p>Identifying expanded noun phrases and prepositional phrases within longer sentences.</p> <p>Identifying determiners other than a, an, the</p> <p>Identifying all 4 noun types including collective and abstract.</p> <p>Understand the difference between a phrase and a clause.</p> <p>Changing word classes.</p> <p>Swapping between direct and indirect speech.</p> <p>Identifying and using coordinating conjunctions.</p>	<p>To use the active and passive voice.</p> <p>To identify when the agent is hidden in the passive voice.</p> <p>The subjunctive form.</p> <p>Complex sentences and imbedded subordinate clauses.</p> <p>Starting sentences with non-finite clauses.</p> <p>The conditional form.</p> <p>The perfect tense.</p> <p>The progressive tense.</p> <p>Identifying and using subordinating conjunctions.</p> <p>Understand how words are linked by meaning - synonyms and antonyms.</p>

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<b>Punctuation</b>	To begin to use capital letters at the beginning of a sentence and a full stop at the end.	<p>Separate words with spaces</p> <p>Use capital letters to start sentences and for names and for the personal pronoun</p> <p>Use full stops, question marks and exclamation marks at the ends of sentences.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to end sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation</p> <p>Apostrophes for contraction.</p> <p>Apostrophes for single possession</p> <p>Inverted commas to punctuate direct speech.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech for example commas and punctuation inside the inverted commas.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Headings and subheadings</p> <p>Bullet points</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Using commas after fronted adverbials.</p> <p>Use of the hyphen to create new words</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clause.</p> <p>Hyphens to avoid ambiguity.</p> <p>Use bullet points.</p> <p>Use ellipses.</p> <p>Use a colon to introduce a list and semi colons to separate items in that list.</p>
<b>Terminology</b>		Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause direct speech inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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## English progression strands - Reading

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<b>Word reading</b>	<p>Use Little Wandle to learn phonic phase 1-3.</p> <p>Be able to say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Be able to read words consistent with their phonic knowledge by sound-blending.</p> <p>Be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Use Little Wandle to consolidate phonic phases 2 -3 and learn phases 4-5.</p> <p>Apply phonic knowledge to decode words.</p> <p>Use the correct sound to graphemes for all 40+ phonemes,</p> <p>Blend sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that match their</p>	<p>Continue to apply phonic knowledge to decode words until automatic decoding has become embedded.</p> <p>Blend the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read words of two or more syllables containing the same graphemes as above</p> <p>Read words containing common suffixes.</p> <p>Note any unusual correspondences between spelling and sound.</p> <p>Read most words quickly and accurately, without overt sounding and blending.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Continue to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p>Build their vocabulary from words that they meet in their reading books focussing on all the letters and groups of letters in a word so that it is read accurately in the context of a sentence.</p> <p>Be aware of how new and more complex words are pronounced.</p>		

		phonic knowledge and do not require them to use other strategies to work out words re-read these books to build up their fluency.	hesitation.		
<b>Comprehension</b>	<p>Be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Be able to anticipate, where appropriate, such as key events in stories.</p> <p>Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear read to their own experiences.</p> <p>Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases.</p> <p>Appreciate rhymes and poems, and recite some by heart.</p> <p>Discuss word meanings,</p> <p>Understand both the books they can read independently and</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related.</p> <p>Be introduced to non-fiction books that are structured in different ways. Recognise simple recurring literary language in stories and poetry.</p> <p>Continue to clarify meanings of words, linking new meanings to known vocabulary. Discussing favourite words and phrases. Build up a repertoire of poems learnt by heart, appreciating these and reciting with appropriate intonation.</p> <p>Make inferences on</p>	<p>Listen to new books, hearing and learning new vocabulary and grammatical structures, and discussing these</p> <p>Demonstrate understanding of figurative language and distinguish shades of meaning among related words.</p> <p>Develop positive attitudes to reading,</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Read a wide range of books from different genres.</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry</p> <p>Check that the text makes sense to them,</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than 1</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Continue to read books that are structured in different ways and reading for a range of purposes</p> <p>Begin to explore classic children's books from our literary heritage, and books from other cultures and traditions</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing and books by the same author.</p> <p>Make comparisons within and across books</p> <p>Learn a wider range of poetry by heart</p> <p>Continue to ask questions to improve their understanding of what they read.</p> <p>Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books building on their own and others' ideas and challenging views courteously</p>

	<p>poems and during role-play.</p>	<p>those they listen to.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discuss the significance of the title of a book.</p> <p>Make inferences and predict endings.</p> <p>Explain clearly their understanding of what is read to them and participate in discussions about books.</p>	<p>the basis of what is being said and done.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>paragraph and summarise these</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>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> <p>Provide reasoned justifications for their views</p>
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## English progression strands - Writing

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<b>Writing</b>	<p>To understand the difference between pictures and writing.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Know how to combine words to make sentences.</p> <p>Compose sentences orally before writing.</p> <p>Combine sentences to create short narratives.</p> <p>Re-read writing to check that it makes sense.</p>	<p>Write narratives about personal experiences.</p> <p>Write about real events.</p> <p>Write for different purposes including poetry.</p> <p>Plan writing orally or on paper.</p> <p>Re read writing and correct errors or make changes.</p> <p>Maintain consistency of tense when writing.</p>	<p>Know the difference between spoken English and standard English and use the correct verb inflections when writing.</p> <p>Plan writing using models or examples, and record their ideas.</p> <p>Use an increasingly rich vocabulary by collecting words or ideas from what they read.</p> <p>In narrative, create setting, character and plot.</p> <p>In other forms of writing, use organisational devices such as headings and bullet points.</p> <p>Paragraph writing.</p> <p>Evaluate and edit own writing making changes to the sentence structure, vocabulary and punctuation.</p>		<p>Use devices to link paragraphs and to build cohesion between them.</p> <p>Know and use different sentence structures for formal and informal speech.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices.</p> <p>Repetition of a word or phrase for effect.</p> <p>The use of adverbials such as on the other hand, in contrast.</p> <p>Layout devices ( headings, sub-headings, columns, bullets, or tables)</p> <p>Identify audience and purpose for writing.</p> <p>Plan writing by noting initial ideas and carrying out research.</p> <p>In narratives, consider examples of known authors to build character or plot.</p> <p>Integrate action, description and dialogue in narratives.</p> <p>Make conscious choices of vocabulary and sentence structure for effect.</p> <p>Evaluate and edit own writing by making corrections and changes to spelling, punctuation, grammar and sentence structure for effect.</p>	

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