



	Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations
<i>Spoken language</i>	<p>3.1 Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>3.2 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>3.3 Prepare poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>4.1 Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>4.2 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>4.3 Prepare poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>5.1 Recommend books that they have read to their peers, giving reasons for their choices</p> <p>5.2 Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>5.3 Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>5.4 Provide reasoned justifications for their views</p>	<p>6.1 Recommend books that they have read to their peers, giving reasons for their choices</p> <p>6.2 Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>6.3 Explain and discuss their understanding of what they have read, including through formal presentations and debates, Provide reasoned justifications for their views.</p>	<p>Read aloud a wide range of poetry and text with accuracy, using a tone of voice that shows understanding.</p> <p>Discuss understanding of what has been read, drawing inferences and justifying these with evidence.</p>



	<p><i>intonation, tone, volume and action</i></p> <p><i>3.4 Recognise some different forms of poetry</i></p> <p><i>3.5 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	<p><i>intonation, tone, volume and action</i></p> <p><i>4.4 Recognise some different forms of poetry</i></p> <p><i>4.5 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	<p><i>5.5 Learn a wider range of poetry by heart, prepare 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</i></p> <p><i>5.6 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i></p> <p><i>5.7 Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	<p><i>6.4 Learn a wider range of poetry by heart, prepare 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</i></p> <p><i>6.5 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i></p> <p><i>6.6 Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	
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<i>Reading – word reading</i>	<p>3.a.1 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>3.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>4.a.1 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>4.a.2 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>5.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>6.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Understand the meaning of new words that they come across in reading.</p>
<i>Reading – comprehension</i>	<p>3.b.1 Use dictionaries to check the meaning of words that they have read</p>	<p>4.b.1 Use dictionaries to check the meaning of words that they have read</p>	<p>5.b.1 Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing</p>	<p>6.b.1 Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing</p>	<p>Use a dictionary to check the meaning of words</p>



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	<p>3.b.2 Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>3.b.3 Ask questions to improve their understanding of a text</p> <p>3.b.4 Identify main ideas drawn from more than one paragraph and summarising these</p> <p>3.b.5 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>4.b.2 Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>4.b.3 Ask questions to improve their understanding of a text</p> <p>4.b.4 Identify main ideas drawn from more than one paragraph and summarising these</p> <p>4.b.5 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>5.b.2 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>6.b.2 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Read age appropriate books with confidence and fluency</p> <p>Work out the meaning of words from the context.</p> <p>Explain understanding of what has been read, drawing inferences and justifying these with evidence.</p> <p>Predict what might happen from details stated and implied in the text.</p> <p>Summarise main ideas, identifying key details and use quotations to support opinions.</p>
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<i>Writing – transcription</i>	<i>3.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>	<i>4.c.1 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>			
<i>Writing – handwriting</i>	<p><i>3.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i></p> <p><i>3.d.2 Increase the legibility, consistency and quality of their handwriting</i></p>	<p><i>4.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i></p> <p><i>4.d.2 Increase the legibility, consistency and quality of their handwriting</i></p>	<p><i>5.d.1 Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>5.d.2 Choose the writing implement that is best suited for a task</i></p>	<p><i>6.d.1 Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>6.d.2 Choose the writing implement that is best suited for a task</i></p>	<i>Maintain legibility in joined handwriting when writing at speed.</i>



<p><i>Writing – composition</i></p>	<p>3.e.1 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>4.e.1 Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>5.e.1 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>6.e.1 Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Use paragraphs to organise main ideas.</p> <p>Select vocabulary and grammatical structures to</p>
	<p>3.e.2 Discuss and record ideas</p>	<p>4.e.2 Discuss and record ideas</p>	<p>5.e.2 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>6.e.2 In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	
	<p>3.e.3 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>4.e.3 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>5.e.3 Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>6.e.3 Note and develop initial ideas, drawing on reading and research where necessary</p>	
	<p>3.e.4 Organise paragraphs around a theme</p>	<p>4.e.4 Organise paragraphs around a theme</p>	<p>5.e.4 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>6.e.4 Select appropriate grammar and vocabulary, understanding how such</p>	
	<p>3.e.5 In narratives,</p>	<p>4.e.5 In narratives,</p>			



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	<p><i>create settings, characters and plot</i></p> <p><i>3.e.6 In non-narrative material, use simple organisational devices (headings &amp; subheadings)</i></p>	<p><i>creating settings, characters and plot</i></p> <p><i>4.e.6 In non-narrative material, using simple organisational devices</i></p>	<p><i>5.e.5 In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i></p> <p><i>5.e.6 Précis longer passages</i></p> <p><i>5.e.7 Use a wide range of devices to build cohesion within and across paragraphs</i></p> <p><i>5.e.8 Use further organisational and presentational devices to structure text and to guide the reader</i></p>	<p><i>choices can change and enhance meaning</i></p> <p><i>6.e.5 In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i></p> <p><i>6.e.6 Précis longer passages</i></p> <p><i>6.e.7 Use a wide range of devices to build cohesion within and across paragraphs</i></p> <p><i>6.e.8 Use further organisational and presentational devices to structure text and to guide the reader</i></p>	<p><i>support the writing and do this mostly accurately.</i></p> <p><i>Use conjunctions and adverbials of time and place, pronouns and synonyms to build cohesion within and across paragraphs</i></p> <p><i>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</i></p>
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			<p>5.e.9 Assess the effectiveness of their own and others' writing</p> <p>5.e.10 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>5.e.11 Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>5.e.12 Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>5.e.13 Proofread for</p>	<p>6.e.9 Assess the effectiveness of their own and others' writing</p> <p>6.e.10 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>6.e.11 Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>6.e.12 Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Make changes to improve writing</p> <p>Use verb tenses consistently and correctly throughout writing</p> <p>Choose the correct type of formality in writing.</p> <p>Check work for mis-spelt words and errors in punctuation.</p>
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			spelling and punctuation errors	6.e.13 Proofread for spelling and punctuation errors	
<i>Writing – vocabulary, grammar and punctuation</i>	<p>3.f.1 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>3.f.2 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>3.f.3 Use conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>4.f.1 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>4.f.2 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>4.f.3 Use fronted adverbials</p> <p>4.f.4 Know the difference between plural and possessive –s</p>	<p>5.f.1 Use a thesaurus</p> <p>5.f.2 Use expanded noun phrases to convey complicated information concisely</p> <p>5.f.3 Use modal verbs or adverbs to indicate degrees of possibility</p> <p>5.f.4 Use the perfect form of verbs to mark relationships of time and cause</p> <p>5.f.5 Use relative clauses beginning with who, which, where, when, whose, that or</p>	<p>6.f.1 Use a thesaurus</p> <p>6.f.2 Use expanded noun phrases to convey complicated information concisely</p> <p>6.f.3 Use modal verbs or adverbs to indicate degrees of possibility</p> <p>6.f.4 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>6.f.5 Use passive verbs to affect the presentation</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use verb tenses consistently and correctly throughout their writing</p>



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	<p>3.f.4 Use the present perfect form of verbs in contrast to the past tense</p> <p>3.f.5 Form nouns using prefixes (super-, anti-)</p> <p>3.f.6 Use the correct form of 'a' or 'an'</p> <p>3.f.7 Understand word families based on common words (solve, solution, dissolve, insoluble)</p> <p>3.f.8 Use and punctuate direct speech (i.e. Inverted commas)</p>	<p>4.f.5 Use Standard English verb inflections (I did vs I done)</p> <p>4.f.6 Use extended noun phrases, including with prepositions</p> <p>4.f.6 Use appropriate choice of pronoun or noun to create cohesion</p> <p>4.f.7 Use commas after fronted adverbials</p> <p>4.f.8 Indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>4.f.9 Use and punctuate direct speech (including</p>	<p>with an implied (ie omitted) relative pronoun</p> <p>5.f.6 Convert nouns or adjectives into verbs</p> <p>5.f.7 Use verb prefixes</p> <p>5.f.8 Use devices to build cohesion, including adverbials of time, place and number</p> <p>5.f.9 Use commas to clarify meaning or avoid ambiguity in writing</p> <p>5.f.10 Use brackets, dashes or commas to indicate parenthesis</p>	<p>of information in a sentence</p> <p>6.f.6 Use the perfect form of verbs to mark relationships of time and cause</p> <p>6.f.7 Know the differences in informal and formal language</p> <p>6.f.8 Understand synonyms &amp; Antonyms</p> <p>6.f.9 Use further cohesive devices such as grammatical connections and adverbials</p> <p>6.f.10 Understand use of ellipsis</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>Use punctuation taught in KS2 mostly correctly</p> <p>Spell correctly most words from the year 5/6 spelling list</p>
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	<p><i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i></p>	<p><i>punctuation within and surrounding inverted commas)</i></p> <p><i>determiner, pronoun, possessive pronoun, adverbial</i></p>	<p><i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p><i>6.f.11 Understand how to use hyphens to avoid ambiguity</i></p> <p><i>6.f.12 Use semicolons, colons or dashes to mark boundaries between independent clauses</i></p> <p><i>6.f.13 Use a colon to introduce a list punctuating bullet points consistently</i></p> <p><i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon, bullet points</i></p>	
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<i>Spelling</i>	<p>3.g.1 Spell further homophones</p> <p>3.g.2 Spell words that are often misspelt</p> <p>3.g.3 Use further prefixes and suffixes and understand how to add them</p> <p>3.g.4 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>3.g.5 Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>4.g.1 Spell further homophones</p> <p>4.g.2 Spell words that are often misspelt</p> <p>4.g.3 Use further prefixes and suffixes and understand how to add them</p> <p>4.g.4 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>4.g.5 Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>5.g.1 Spell some words with 'silent' letters</p> <p>5.g.2 Continue to distinguish between homophones and other words which are often confused</p> <p>5.g.3 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>5.g.4 Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>6.g.1 Spell some words with 'silent' letters</p> <p>6.g.2 Continue to distinguish between homophones and other words which are often confused</p> <p>6.g.3 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>6.g.4 Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
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			<p><i>5.g.5 Use dictionaries to check the spelling and meaning of words</i></p> <p><i>5.g.6 Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</i></p>	<p><i>6.g.5 Use dictionaries to check the spelling and meaning of words</i></p> <p><i>6.g.6 Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</i></p>	