

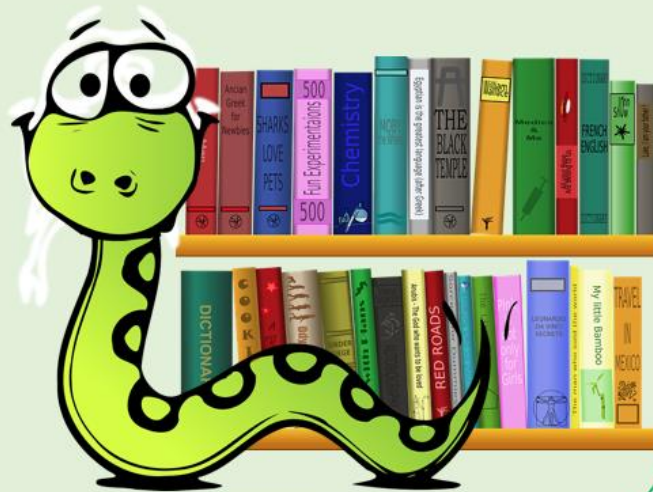
Sentence Skills Progression Map	Year 1	Year 2	Year 3
Autumn	<ul style="list-style-type: none"> Name the letters of the alphabet in order Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters correctly Leaving spaces between words Begin to punctuate sentences with a capital letter at the beginning Beginning to punctuate sentences using a full stop Begin to combine words to make sentences Use a capital letter for people's names and the personal pronoun, 'I' Use a capital letter for places Use capital letters for days of the week and special days, e.g. Christmas Form digits 0-9 	<p>Recap of Year 1</p> <ul style="list-style-type: none"> Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use Capital letters for names and for the personal pronoun I Continue to use full stops question marks and exclamation marks correctly to demarcate sentence Continue to develop sentences by combining words with correct punctuation. Consistently join words and joining clauses using 'and' Consistently recognise nouns <ul style="list-style-type: none"> Identify consonants and vowels Use commas to separate items in a list Identify and use adjectives Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] To combine clauses using Coordinating conjunctions or, and, but To use subordinating conjunction when, if, that, or because To identify and write different sentence types: statement, question, command and exclamation To understand the purpose of the different sentence types 	<p>Recap of Key Stage 1</p> <ul style="list-style-type: none"> To use expanded noun phrases with continuously developing vocabulary To use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession with growing consistency Identify and understand the differences of commands, questions, statements Use commas to separate items in a list consistently Use the present and past tenses correctly and with growing consistency including the progressive form <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Recognise and use a variety of coordinating conjunctions (for, and, nor, but, or, yet, so) Use a variety of subordinating conjunctions Extend our use of a wider range of subordinating conjunctions, including when, if, because, although Use conjunctions to express time, place and cause [for example, when, before, after, while, so, because]
Spring	<ul style="list-style-type: none"> Join words and clauses using 'and' Develop forming a sentence by including 'and' To understand when and why we use an exclamation mark Begin to punctuate sentences using an exclamation mark Recognise and use language relating to dates, including days of the week, weeks, months and years To be able to create and write a question starting with an interrogative word both orally and written To understand when and why we use a question mark Begin to punctuate sentences using a question mark Identify a noun and understand what nouns are Identify the difference between singular and plural Understand the term, suffix Recognise regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 	<ul style="list-style-type: none"> Identify verbs within a sentence Identify the use of adverbs Use –ly in Standard English to turn adjectives into adverbs Use apostrophes to mark where letters are missing in spelling (contractions) Use apostrophes to mark singular possession in nouns [for example, the girl's name] Identify the difference between the past and present tense Recognise the change of verbs when alternating between past and present tense Learn how to use the present and past tenses correctly and consistently including the progressive form Begin to consistently use the same tense, whether it be present tense and past tense, throughout writing 	<ul style="list-style-type: none"> Using adverbs to express time, place and cause [for example, then, next, soon, therefore] Identify prepositions and their function Use prepositions to express time, place and cause using prepositions [for example, before, after, during, in, because of] Use inverted commas to punctuate direct speech Start speech with a capital letter Punctuate the speech with relevant punctuation before the closing inverted commas Identify the between the present perfect form of verbs and the simple past [for example, He has gone out to play - He went out to play] Use the present perfect form of verbs in contrast to the past tense
Summer	<ul style="list-style-type: none"> Change a singular noun to plural by adding –s or –es and recognise the effect it has on the noun Recognise suffices can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Add the suffixes –ing, –ed and –er to verbs where no change is needed to the root word Understand the term prefix Recognise how the prefix un– changes the meaning of verbs and adjectives for example, unkind, or undoing: untie the boat] Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Form nouns using suffixes such as –ness and –er Form compound nouns [for example, whiteboard, superman] Form adjectives using suffixes such as –ful, –less (See English Appendix 1 in National Curriculum for full list of possible suffixes) <p>Consolidate Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives so children are Key Stage 2 Ready.</p>	<ul style="list-style-type: none"> Identify different types of nouns including common nouns, proper nouns, pronouns, collective nouns, concrete nouns and abstract nouns. Begin to group related material into paragraphs Use Headings and sub-headings to aid presentation in non-fiction writing Become increasingly familiar of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Develop understanding of formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use a variety of prefixes and understand how they affect the root word (See Appendix 1 of National Curriculum)

Sentence Skills Progression Map	Year 4	Year 5	Year 6
Autumn	<ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore] Express time, place and cause using prepositions [for example, before, after, during, in, because of] Starting to use inverted commas to punctuate direct speech more confidently Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Use paragraphs to group related material together Identify relevant pronouns to represent a proper noun Use paragraphs to organise ideas around a theme Identify difference between proper nouns and common nouns Choose appropriate nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Spell words with endings sounding like /ʒə/ or /tʃə/ (pleasure, adventure) Spell words with endings which sound like /ʒən/ 	<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Identify and use expanded noun phrases expanded by adding adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Identify and use fronted adverbials Use commas after fronted adverbials Understand and identify the grammatical difference between plural and possessive Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] To write a conversation using direct speech starting a new line when a new/different character speaks Identify relative pronouns and clauses Use relative clauses that begin with who, which, where, when, whose, that or with an implied (omitted) relative pronoun Identify modal Verbs Use modal verbs to indicate degrees of possibility Indicate degrees of possibility using modal verbs [e.g., might, should, will, must] Use adverbs to indicate degrees of possibility [e.g., perhaps, surely] 	<ul style="list-style-type: none"> Use relative clauses starting with a relative pronoun Use modal verbs to indicate possibility Use adverbs to indicate possibility Use brackets, dashes or commas for parenthesis Using expanded noun phrases to convey complicated information Use the perfect form of verbs Use commas to clarify meaning Recognise and use simple, continuous and perfect forms To identify relationships between synonyms and antonyms through meaning Identify the subject and object within a sentence Use semi colons to join to mark the boundaries between independent clauses Use semi colons within lists Punctuate bullet points to list information Use a colon to introduce a list Use colons to mark boundaries between independent clauses
Spring	<ul style="list-style-type: none"> Use fronted adverbials [for example, Later that day, I heard the bad news.] Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns [for example, the girl's name, the girls' names] Identify the grammatical difference between plural and possessive –s Identify and use expanded noun phrases expanded by adding adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Spell using the suffix –ation Spell using the suffix –ly To identify independent clauses in a sentence To write compound sentences consisting of two independent clauses and a coordinating conjunction To identify subordinate clauses in a sentence To write a complex sentence using a subordinating conjunction 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use expanded noun phrases to convey complicated information concisely Use the perfect form of verbs to mark relationships of time and cause To build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], Link ideas across paragraphs using adverbials of place [for example, nearby] Link ideas across paragraphs using adverbials of number [for example, secondly] Link ideas across paragraphs using tense choices [for example, he had seen her before] Consistently punctuate direct speech correctly To write a conversation using direct speech starting a new line when a new/different character speaks 	<ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Identify the difference between vocabulary typical of informal and formal speech and writing Identify the difference between structures typical in informal and formal speeches and writing including use of subjunctive form Recognising subjunctive forms Use passive verbs to affect presentation of information in a sentence Alternate between passive and active voice and understand the affect it has on the presentation of information within a sentence Use of dashes to make boundaries between independent clauses To use hyphens to create clarity in writing and avoid ambiguity
Summer	<ul style="list-style-type: none"> Understand an embedded clause is a subordinate clause that gives more detail about a noun Create a complex sentence using an embedded clause punctuated with commas Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Consistently punctuate direct speech with inverted commas and other correct punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Spell using the suffix –ous Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian 	<ul style="list-style-type: none"> Identify difference between simple, continuous and perfect tenses. Write verbs consistently in the correct tense to explain when something happened Spell and use Verbs with prefixes [for example, dis–, de–, mis–, over– and re–] Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Use commas to clarify meaning or avoid ambiguity in writing To build cohesion within a paragraph [for example, then, after that, this, firstly] Spell and use verb prefixes [for example, dis–, de–, mis–, over– and re–] Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] 	<ul style="list-style-type: none"> Create cohesion within writing by linking ideas across paragraphs by using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text. <p>Consolidate and revise all Key Stage 2 Grammar, Vocabulary and Punctuation objectives</p>

Reading Progression of Skills Year 1

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



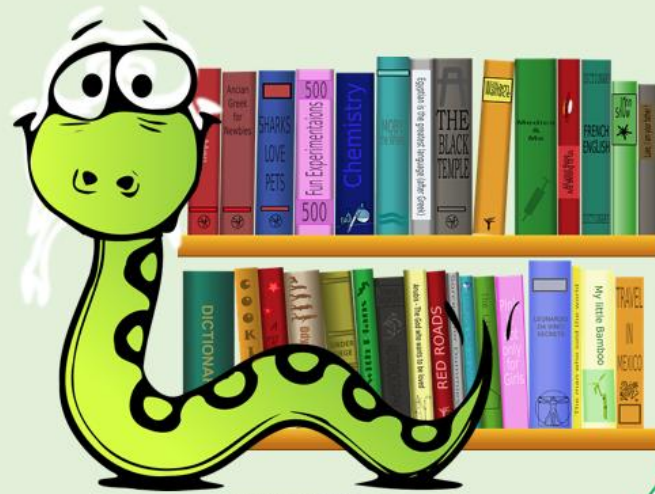
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Reading Strands	Year 1
Word Reading	<ul style="list-style-type: none"> Apply phonic knowledge and skills for all 40+ phonemes Read accurately by blending sounds in unfamiliar words using the GPCs they know Read the common exception words for Y1 Read words of more than one syllable that contain the taught GPCs; Read contractions and words containing a range of endings e.g. -es, -er, -ing. Read aloud accurately books that are consistent with their developing phonic knowledge, and that do not require other strategies to work out words.
Fluency and Phrasing	<ul style="list-style-type: none"> Children aim to read on average 70 wpm Recite some familiar complete rhymes and songs by heart Use body percussion or instruments to hold the beat Recognise and join in with predictable phrases Read on sight the CE words for Y1 Say or sing the alphabet in sequence Sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills Read aloud, checking that it 'sounds right' and that the text makes sense to them With support, notice sentence punctuation Re-read favourite books to themselves, to gain confidence with word reading and fluency.
Vocabulary	<ul style="list-style-type: none"> Discuss word meanings by linking new meanings to those already known Draw upon knowledge of vocabulary in order to understand the text Join in with reciting predictable phrases Use vocabulary given by the teacher Discuss favourite words and phrases
Inference	<ul style="list-style-type: none"> Make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text Discuss the significance of the title and events Demonstrate simple inference from the text based on what is said and done
Prediction	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far in terms of story, character and plot Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures.
Explain	<ul style="list-style-type: none"> Give an opinion on a text or character based on likes and dislikes Link what is read or heard to their own experiences Clearly explain an understanding of what has been read Express views about events or characters
Retrieve	<ul style="list-style-type: none"> Answer a question about what has just happened to a story. Develop a knowledge of retrieval through images. Recognise characters, events, titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion
Sequence	<ul style="list-style-type: none"> Retell familiar stories orally e.g. fairy stories and traditional tales Sequence the events of a story they are familiar with Begin to discuss how events are linked

Reading Progression of Skills Year 2

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



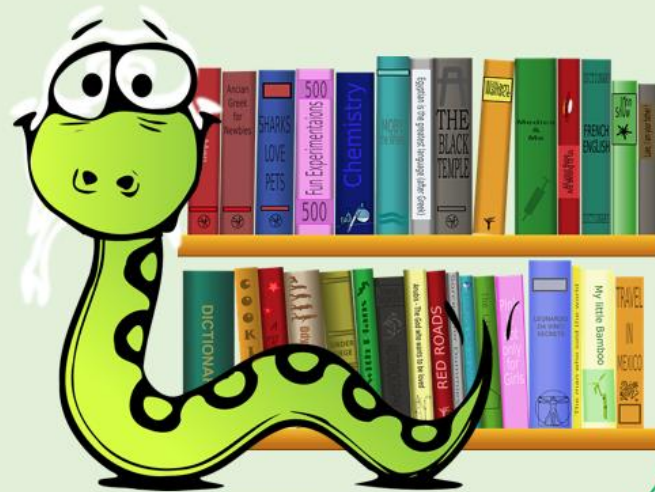
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Reading Strands	Year 2
Word Reading	<ul style="list-style-type: none"> Apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent Focus especially on recognising alternative sounds for graphemes, including words of two or more syllables which contain those graphemes Read many common exception words in the Y2 POS Read most words without overt sounding and blending, when those words have been frequently encountered. Read aloud books closely matched to improving their phonic knowledge Texts include more sophisticated and challenging vocabulary.
Fluency and Phrasing	<ul style="list-style-type: none"> Aim to read on average 90 wpm Continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent (e.g. purple-gold book band) Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge Recite familiar poems by heart Read many Y2 CE words automatically by sight Read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending Check that the text makes sense to them as they read, and correct inaccurate reading Use expression appropriately to support the meaning of sentences, including those which use subordination.
Vocabulary	<ul style="list-style-type: none"> Discuss and clarify the meanings of words; link new meanings to known vocabulary Discuss favourite words and phrases Recognise some recurring language in stories and poems
Inference	<ul style="list-style-type: none"> Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references. Answer and ask questions and modify answers as the story progresses Use pictures or words to make inferences
Prediction	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read in terms of plot, character and language so far. Make predictions using own knowledge as well as what has happened so far Make logical predictions and give explanations of them
Explain	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material - both those that they listen to and those that they read for themselves Express own views about a book or poem Discuss some similarities between books listen to the opinion of others
Retrieve	<ul style="list-style-type: none"> Independently read and answer simple questions about what they have just read. Ask and Answer retrieval questions Draw on previously taught knowledge Remember significant events and key information about texts read Monitor their reading, checking words that they have decoded to ensure that they fit within the text they have already read
Sequence	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Retell using a wider variety of story language. Order events from the text. Begin to discuss how events are linked focusing on the main content of the story.

Reading Progression of Skills Year 3

Reading Vipers

Vocabulary
Interpret
Predict
Explain
Retrieve
Sequence or Summarise



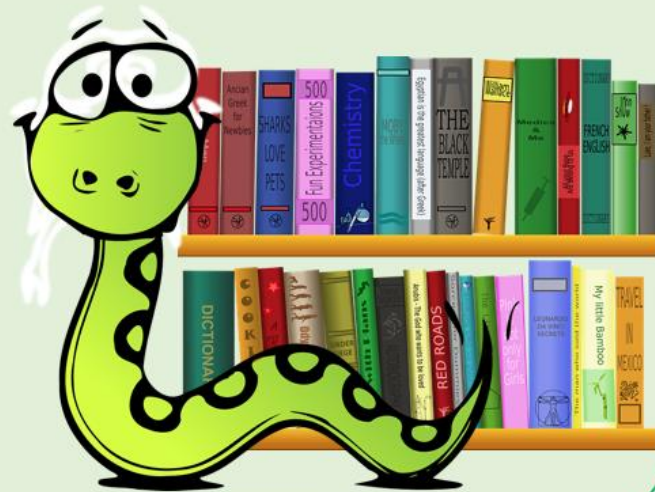
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Reading Strands	Year 3
Word Reading	<ul style="list-style-type: none"> Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.
Fluency and Phrasing	<ul style="list-style-type: none"> Children aim to read on average 110 wpm Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency Read age-appropriate books (e.g. <i>lime book band</i>) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words Read new words outside their spoken vocabulary, making a good guess at pronunciation When reading aloud, speak audibly and with growing fluency Read on sight all Y2 CE words and some further exception words for Y3-4 Gradually internalise the reading process to read silently.
Vocabulary	<ul style="list-style-type: none"> Discuss words that capture the readers interest or imagination Identify how language choices help build meaning Find the meaning of new words using substitution within a sentence. Use dictionaries to check the meaning of words that they have read
Inference	<ul style="list-style-type: none"> Children can infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events
Prediction	<ul style="list-style-type: none"> Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions.
Explain	<ul style="list-style-type: none"> Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts Recognise authorial choices and the purpose of these
Retrieve	<ul style="list-style-type: none"> Use contents page and subheadings to locate information Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record Information from a fiction text. Retrieve information from a non-fiction text
Summarise	<ul style="list-style-type: none"> Identify main ideas drawn from a key paragraph or page and summarising these Begin to distinguish between the important and less important Information in a text. Give a brief verbal summary of a story. Teachers begin to model how to record summary writing Identify themes from a wide range of books make simple notes from one source o writing

Reading Progression of Skills Year 4

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



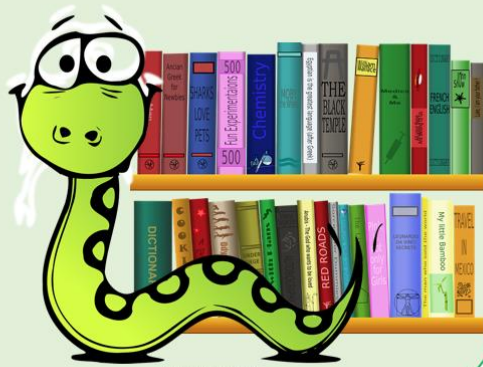
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Reading Strands	Year 4
Word Reading	<ul style="list-style-type: none"> Children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. Read a wide range of exception words (Y3-4 list and similar). As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.
Fluency and Phrasing	<ul style="list-style-type: none"> Children aim to read on average 140 wpm Read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words Sight-read a wide range of exception words (Y3-4 list and similar) With support, notice where commas create phrasing within sentences Read with expression, using the punctuation to support meaning, including multi-clause sentences Recite whole poems with growing awareness of the listener As decoding becomes more secure, become independent, fluent and enthusiastic readers.
Vocabulary	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of the sentence.
Inference	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) Infer characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text use more than one two pieces of evidence to justify their answer
Prediction	<ul style="list-style-type: none"> Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with the text as they proceed further into the text
Explain	<ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning Recognise authorial choices and the purpose of these
Retrieve	<ul style="list-style-type: none"> Confidently skim and scan texts to record details Use relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text.
Summarise	<ul style="list-style-type: none"> Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identify main ideas drawn from more than one paragraph. Identify themes from a wide range of books Summarise whole paragraphs, chapters or texts Highlight key Information and record it in bullet points, diagrams, maps etc

Reading Progression of Skills Year 5

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reading Strands	Year 5
Word Reading	<ul style="list-style-type: none"> No direct teaching of word-reading skills is required for most children. They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). They read some of the exception words (Y5-6 list and similar). Attention is paid to new vocabulary, both its meaning and correct pronunciation.
Fluency and Phrasing	<ul style="list-style-type: none"> Children aim to read on average 150 wpm Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Prepare readings using appropriate intonation to show their understanding Notice more sophisticated punctuation Read silently and then discuss what they have read Sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.
Vocabulary	<ul style="list-style-type: none"> Explore the meaning of words in context, confidently using a dictionary Discuss how the author's choice of language impacts the reader Evaluate the author's use of language Investigate alternative word choices that could be made Begin to look at the use of figurative language Use a thesaurus to find synonyms for a larger variety of words Re-write passages using alternative word choices Read around the word' and explore its meaning in the broader context of a section or paragraph.
Inference	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. make inferences about actions, feelings, events or states Use figurative language to infer meaning Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.
Prediction	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on
Explain	<ul style="list-style-type: none"> Provide increasingly reasoned justification for my views Recommend books for peers in detail Give reasons for authorial choices Begin to challenge points of view Begin to distinguish between fact and opinion 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.
Retrieve	<ul style="list-style-type: none"> Confidently skim and scan, and also use the skill of reading before and after to retrieve information. Use evidence from across larger sections of text Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask own questions and follow a line of enquiry
Summarise	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. Make connections between information across the text and include this is an answer. Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing

Reading Progression of Skills Year 6

Reading Vipers

- V**ocabulary
- I**nterpret
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise



Reading Strands	Year 6
Word Reading	<ul style="list-style-type: none"> As for Y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. Children read a wide range of exception words, including the Y5-6 list and similar words which occur in the texts they read.
Fluency and Phrasing	<ul style="list-style-type: none"> Children aim to read on average 150-200+ wpm Read age-appropriate texts fluently and with confidence learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.
Vocabulary	<ul style="list-style-type: none"> Evaluate how the authors' use of language impacts upon the reader Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Discuss how presentation and structure contribute to meaning. Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Inference	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Make inferences about events, feelings, states backing these up with evidence. Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text
Prediction	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Support predictions by using relevant evidence from the text Confirm and modify predictions in light of new information.
Explain	<ul style="list-style-type: none"> Provide increasingly reasoned justification for views Recommend books for peers in detail Give reasons for authorial choices Begin to challenge points of view Begin to distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use of language, including figurative language, considering the impact it has on the reader Explain and discuss understanding of what has been read, including through formal presentations and debates. Distinguish between fact, opinion and biased explaining and how they know this
Retrieve	<ul style="list-style-type: none"> Confidently skim and scan, and also use the skill of reading before and after to retrieve Information. (evidence from across whole chapters or texts) Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry.
Summarise	<ul style="list-style-type: none"> Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Make comparisons across different books. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

S&L Progression Map EYFS	Three- and Four-Year Olds
Listening Skills	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p>
Asking and Answering Questions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>
Drama, Performance and Confidence	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Create their own songs or improvise a song around one they know.</p>
Vocabulary Building and Standard English	<p>Use a wider range of vocabulary.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Speaking for a Range of Purposes	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p>
Participating in Discussion	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>
Following Instructions	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Increasingly follow rules, understanding why they are important.</p>

S&L Progression Map EYFS	Reception
<p>Listening Skills</p>	<p>Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively, move to and talk about music, expressing their feelings and response.</p>
<p>Asking and Answering Questions</p>	<p>Ask questions to find out more and check they understand what has been said to them.</p>
<p>Drama, Performance and Confidence</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Vocabulary Building and Standard English</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Use new vocabulary in different contexts.</p>
<p>Speaking for a Range of Purposes</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Express their feelings and consider the feelings of others. Talk about their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside. Watch and talk about dance and performance art, expressing their feelings and responses.</p>
<p>Participating in Discussion</p>	
<p>Following Instructions</p>	

S&L Progression Map EYFS	EYFS Goals
Listening Skills	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Asking and Answering Questions	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
Drama, Performance and Confidence	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
Vocabulary Building and Standard English	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Speaking for a Range of Purposes	<p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</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 where 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>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
Participating in Discussion	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Following Instructions	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>

S&L Progression Map	Year One	Year Two
Key Knowledge	Children know how to actively listen, speak clearly in sentences, ask appropriate simple questions and engage in conversations in a variety of contexts, including some public settings (e.g. class assemblies). They are able to demonstrate thoughtful communication, recognising turn-taking and respecting the opinions and feelings of others.	Children know how to actively engage in conversations by listening attentively, asking relevant questions and offering thoughtful contributions. They also demonstrate clear speaking, use appropriate vocabulary and adapt their language to various contexts while usually maintaining grammatical accuracy and confidence in expressing themselves.
Listening Skills	To listen to others in a range of situations and usually respond appropriately	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group
Asking and Answering Questions	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.
Drama, Performance and Confidence	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show-and-tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.	To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.
Vocabulary Building and Standard English	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To start to use subject-specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.
Speaking for a Range of Purposes	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud. To orally compose simple sentences.	To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard. To orally compose multi-clause sentences.
Participating in Discussion	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

S&L Progression Map	Year Three	Year Four
Key Knowledge	Children know how to actively listen and respond appropriately to peers and adults while also asking relevant questions and providing reasoned answers. They engage confidently in various speaking tasks, such as public speaking and role play, using appropriate vocabulary. They are able to discuss unfamiliar topics, organise their thoughts effectively and engage in meaningful discussions while considering the perspectives and opinions of others.	Children know how to actively listen, contribute thoughtfully in group discussions and ask pertinent questions that help to foster collaboration. They demonstrate reasoning in their responses, use appropriate language variations, engage in role play with focused discussion and participate in meaningful discussions across subjects while respecting and politely challenging differing viewpoints.
Listening Skills	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To demonstrate active listening skills by engaging in conversations, summarising key points and contributing relevant ideas during group discussions, fostering a collaborative environment.
Asking and Answering Questions	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.
Drama, Performance and Confidence	To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role-play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person’s emotions.	To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.
Vocabulary Building and Standard English	To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	To regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence
Speaking for a Range of Purposes	To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners. To start to orally compose grammatical conventions and different sentence structures.	To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information. To orally compose and experiment with different grammatical conventions and different sentence structures.
Participating in Discussion	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and asking for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.

S&L Progression Map	Year Five	Year Six
Key Knowledge	Children know how to actively engage in discussions, listen attentively to others' ideas, adapt own contributions based on group needs and ask probing questions to deepen conversations and knowledge. Children demonstrate clear speaking with appropriate intonation, take on feedback to improve performance, use varied vocabulary effectively and participate confidently in conversations and debates while respecting rules for effective discussion.	Children know how to improve their listening skills through constructive feedback and regularly ask relevant questions to deepen understanding. Children participate confidently in performances, use appropriate registers and vocabulary, articulate and justify opinions, give well-structured presentations and engage actively in collaborative conversations while considering different viewpoints and offering alternative explanations when needed.
Listening Skills	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
Asking and Answering Questions	To ask questions that deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
Drama, Performance and Confidence	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character	To participate confidently in a range of different performances, role-play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.
Vocabulary Building and Standard English	To speak confidently in formal and informal situations using appropriate vocabulary. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To speak audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To confidently explain the meaning of words and offer alternative synonyms.
Speaking for a Range of Purposes	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/ arguments and use relevant details to support their opinions and add humour where appropriate. To regularly consider sentence construction, grammar and vocabulary orally before writing.	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
Participating in Discussion	To develop, agree to and evaluate rules for effective discussion and follow their own rules in small groups and whole-class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.