

# PROGRESSION in English

# Black Torrington 2023-2024



Skills	Y2	Y3	Y4	Y5	Y6
<b>Reading-Word</b>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, 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>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, 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>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>
<b>Reading-Comprehension</b>	<u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u>	<u>Develop positive attitudes to reading and understanding of what they read by:</u>	<u>Develop positive attitudes to reading and understanding of what they read by:</u>	<u>Maintain positive attitudes to reading and understanding of what they read by:</u>	<u>Maintain positive attitudes to reading and understanding of what they read by:</u>

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<p>listening to, discussing and expressing 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</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><u>Understand what they read by:</u></p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><u>Understand what they read by:</u></p>
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<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</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>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying 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>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying 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>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own</u></p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own</u></p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own</u></p>
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				<p><u>and others’ ideas and challenging views courteously</u></p> <p><u>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</u></p> <p><u>Provide reasoned justifications for their views.</u></p>	<p><u>and others’ ideas and challenging views courteously</u></p> <p><u>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</u></p> <p><u>Provide reasoned justifications for their views.</u></p>
<p><b>Writing-transcription</b></p>	<p><u>spell by:</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>distinguishing between homophones and near-homophones</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>

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	<p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>				
<b>Writing-handwriting</b>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>
<b>Writing-composition</b>	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p>

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	<p>writing for different purposes</p> <p><u>consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using</u></p>	<p>from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Read aloud their own writing, to a group or the whole class, using</u></p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
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		<u>appropriate intonation and controlling the tone and volume so that the meaning is clear.</u>	<u>appropriate intonation and controlling the tone and volume so that the meaning is clear.</u>	Ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  <u>Proof-read for spelling and punctuation errors</u>  <u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u>	Ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  <u>Proof-read for spelling and punctuation errors</u>  <u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u>
<b>Writing- Vocabulary, grammar and punctuation</b>	<u>Word</u> Formation of nouns using suffixes such as ‘ness’, ‘er’ and by compounding, formation of adjectives using suffixes such as ‘ful’, ‘less’, use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs  <u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command  <u>Text</u> correct choice and consistency use of present and past tense,	<u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel (a rock, an open box).  <u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).  <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material.	<u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto—). Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel (a rock, an open box).  <u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).  <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material.	<u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)  <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i> , that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)  <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)	<u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)  <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i> , that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)  <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)

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	<p>progressive form of verbs in present and past to mark actions in progress</p> <p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p> <p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY:</u> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY:</u> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>
<p><b>Spelling</b></p>	<p><b>Revision of work from YR and Y1</b></p> <p>Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p> <p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single</p>	<p><b>Revision of work from Y1 and Y2</b></p> <p>Sounds- the ‘y’ as in myth, ‘ou’ as in young, ‘-sure’ as in measure, ‘-ture’ as in creature, ‘-sion’ as in division, endings which sound like ‘-tion’, ‘-sion’, ‘-ssion’ and ‘-cian’ (alternative spellings), words with the sound spelt ‘ch’ i.e. scheme, words with the sound spelt ‘ch’ i.e. machine, words ending with the sound spelt a ‘g’ and ‘k’ sound i.e. league or antique, words with the ‘sc’ sound i.e. science, words with</p>	<p><b>Revision of work from Y1 and Y2</b></p> <p>Sounds- the ‘y’ as in myth, ‘ou’ as in young, ‘-sure’ as in measure, ‘-ture’ as in creature, ‘-sion’ as in division, endings which sound like ‘-tion’, ‘-sion’, ‘-ssion’ and ‘-cian’ (alternative spellings), words with the sound spelt ‘ch’ i.e. scheme, words with the sound spelt ‘ch’ i.e. machine, words ending with the sound spelt a ‘g’ and ‘k’ sound i.e. league or antique, words with the ‘sc’ sound i.e. science, words with</p>	<p><b>Revision of work from previous years</b></p> <p>Sounds- words ending in ‘-cious’ and ‘-tious’ as in vicious and ambitious, words ending in ‘-cial’, ‘-tial’ as in official and essential, words ending in ‘-ant’, ‘-ance’ / ‘-ancy’, ‘-ent’, ‘-ence’ / ‘-ency’ and ‘-ation’ (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the ‘i’ sound spelt ei after c as in deceive, words containing the letter string</p>	<p><b>Revision of work from previous years</b></p> <p>Sounds- words ending in ‘-cious’ and ‘-tious’ as in vicious and ambitious, words ending in ‘-cial’, ‘-tial’ as in official and essential, words ending in ‘-ant’, ‘-ance’ / ‘-ancy’, ‘-ent’, ‘-ence’ / ‘-ency’ and ‘-ation’ (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the ‘i’ sound spelt ei after c as in deceive, words containing the letter string</p>



## PROGRESSION in English

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	<p>consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>the sound spelt ‘ei’, ‘eigh’ or ‘ey’ i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>the sound spelt ‘ei’, ‘eigh’ or ‘ey’ i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>‘ough’ as in ought, though and plough (note the different ways to say the sound), words with ‘silent’ letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>‘ough’ as in ought, though and plough (note the different ways to say the sound), words with ‘silent’ letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p>See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>
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