

Progression Framework – English



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

The English curriculum is broken down into the following three strands:

- Speaking and Listening
- Reading
- Writing

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Speaking and Listening: Speaking						
<p>S.1.1 - Express themselves effectively, showing awareness of listeners' needs.</p> <p>S.1.2 - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>S.1.3 - Develop their own narratives and explanations by connecting ideas or events.</p> <p>S.1.4 - Confident to speak in a familiar group.</p>	<p>S.2.1 - Speak clearly, take turns and make relevant contributions, give opinions and listen to different views.</p> <p>S.2.2 - Explore the imaginative use of language and the conventions of talk through role play.</p> <p>S.2.3 - Organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener.</p> <p>S.2.4 - Reflect on how talk varies in different circumstances and for different listeners.</p> <p>S.2.3 - Recognise when to use formal language including some features of spoken standard English.</p> <p>S.2.4 - Recognise how talk is enhanced by non-verbal communication including gesture, eye contact and by intonation and emphasis.</p>	<p>S.3.1 - Speak with clarity and use appropriate intonation when reading and reciting texts.</p> <p>S.3.2 - Begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</p> <p>S.3.3 - To begin to use standard English and understand when it is used.</p> <p>S.3.4 - To begin to show confidence in speaking and listening, particularly where the topics interest.</p> <p>S.3.5 - To speak clearly when developing and explaining their ideas and use a growing vocabulary.</p> <p>S.3.6 - Tell real and imagined stories, using the conventions of familiar story language.</p>	<p>S.4.1 - To show understanding of the main point through asking relevant comments and questions</p> <p>S.4.2 - To begin to adapt what they say to the needs of the listener.</p> <p>S.4.3 - To develop their use of standard English and understand when it is used</p> <p>S.4.4 - Sustain conversation, explain or give reasons for their views or choices.</p> <p>S.4.5 - Develop and use specific vocabulary in different contexts</p> <p>S.4.6 - Choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sound</p>	<p>S.5.1 - Respond appropriately on the contributions of others in light of alternative viewpoints.</p> <p>S.5.2 - Tell stories effectively and convey detailed information coherently for listeners.</p> <p>S.5.3 - To maintain the use of standard English and understand when it is used</p> <p>S.5.4 - Use and reflect on some ground rules for sustaining talk and dialogue.</p> <p>S.5.5 - Offer reasons and evidence for their views, considering alternative opinions.</p>	<p>S.6.1 - Tell a story using notes designed to cue techniques, such as repetition, recap and humour.</p> <p>S.6.2 - Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</p> <p>S.6.3 - Use and explore different question types. Participate in whole class debate using the conventions and language of debate, including Standard English.</p>	<p>S.7.1 - Use a range of oral techniques to present persuasive arguments and engaging narratives.</p> <p>S.7.2 - Use the techniques of dialogic talk to explore ideas, topics or issues.</p> <p>S.7.3 - Use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument.</p> <p>S.7.4 - Use exploratory, hypothetical and speculative talk as a tool for clarifying ideas.</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Speaking and Listening: Listening, Attention and Understanding						
<p>LAU.1.1 - Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems.</p> <p>LAU.1.2 - Sustain attentive listening, responding to what they have heard by relevant comments, questions and actions.</p> <p>LAU.1.3 - Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>LAU.2.1 - Maintain attention and participate.</p> <p>LAU.2.2 - Listen to others and usually respond appropriately.</p> <p>LAU.2.3 - Listen with sustained concentration, building new words in context.</p> <p>LAU.2.4 - Listen to and follow Instructions accurately.</p>	<p>LAU.3.1 - To listen carefully to others in class and respond with increasing appropriateness to what others say.</p> <p>LAU.3.2 - Follow instructions and ask relevant questions.</p> <p>LAU.3.3 - Listen to input from an adult, remember some specific points and identify what they have learnt.</p>	<p>LAU.4.1 - To speak and listen confidently in different contexts, exploring and communicating ideas.</p> <p>LAU.4.2 - Follow up others' points and show whether they agree or disagree in whole class discussion.</p>	<p>LAU.5.1 - Listen to a speaker, make notes on the talk, and use notes to develop a role-play.</p> <p>LAU.5.2 - Compare the different contributions of music, words, and images in short extracts from TV programmes.</p> <p>LAU.5.3 - Investigate how talk varies with age, familiarity, gender, and purpose.</p>	<p>LAU.6.1 - Identify different question types and evaluate impact on audience. Identify some aspects of talk which vary between formal and informal occasions.</p> <p>LAU.6.2 - Analyse the use of persuasive language.</p> <p>LAU.6.3 - Make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p>	<p>LAU.7.1 - Analyse and evaluate how speakers present points effectively through use of language and gesture.</p> <p>LAU.7.2 - Listen for language variation in formal and informal contexts.</p> <p>LAU.7.3 - Identify the ways spoken language varies according to differences in context and purpose of its use.</p> <p>LAU.7.4 - Identify the main methods used by presenters to explain, persuade, amuse or argue a case.</p>

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Reading: Word Recognition						
<p>WR.1.1 - Develop their phonological awareness, so that they can: spot and suggest rhymes. count or clap syllables in words.</p> <p>WR.1.2 - Recognise words with the same initial sound, such as money and mother.</p> <p>WR.1.3 - Read individual letters by saying the sounds for them.</p> <p>WR.1.4 - Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>WR.1.5 - Read some letter groups that each represent one sound and say sounds for them.</p> <p>WR.1.6 - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>WR.1.7 - Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>WR.1.8 - Read words consistent with their phonic knowledge by sound-blending.</p> <p>WR.1.9 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>WR.2.1 - To apply phonic knowledge and skills as the route to decode words.</p> <p>WR.2.2 - To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>WR.2.3 - To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>WR.2.4 - To read words containing taught GPCs.</p> <p>WR.2.5 - To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>WR.2.6 - To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>WR.3.1 - To 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>WR.3.2 - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>WR.3.3 - To accurately read most words of two or more syllables.</p> <p>WR.3.4 - To read most words containing common suffixes.</p>	<p>WR.4.1 - To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>WR.4.2 - To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>WR.4.3 - To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>WR.5.1 - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>WR.5.2 - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>WR.6.1 - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>WR.6.2 - To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>WR.7.1 - To read fluently with full knowledge of all exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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Reading: Fluency						
<p>RF.1.1 - Understand the five key concepts about print: print has meaning the names of different parts of a book.</p> <p>RF.1.2 - Print can have different purposes.</p> <p>RF.1.3 - We read English text from left to right and from top to bottom.</p> <p>RF.1.4 - Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>RF.1.5 - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>RF.1.6 - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>RF.1.7 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>RF.2.1 - To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>RF.2.2 - To reread texts to build up fluency and confidence in word reading.</p>	<p>RF.3.1 - To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>RF.3.2 - To reread these books to build up fluency and confidence in word reading.</p> <p>RF.3.3 - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

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Reading: Comprehension						
<p>RC.1.1 - Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>RC.1.2 - Compare and contrast characters from stories, including figures from the past.</p> <p>RC.1.3 - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>RC.1.4 - 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>RC.1.5 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>RC.1.6 - Anticipate key events in stories.</p> <p>RC.1.7 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>RC.1.8 - Use a wider range of vocabulary.</p> <p>RC.1.9 - Engage in extended conversations about stories, learning new vocabulary.</p>	<p>RC.2.1 - To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>RC.2.2 - To link what they have read or have read to them to their own experiences.</p> <p>RC.2.3 - To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say.</p> <p>RC.2.4 - To discuss the significance of titles and events.</p> <p>RC.2.4 - To discuss word meaning and link new meanings to those already known.</p> <p>RC.2.5 - To begin to make simple inferences.</p> <p>RC.2.6 - To predict what might happen on the basis of what has been read so far.</p>	<p>RC.3.1 - To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>RC.3.2 - To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>RC.3.3 - To discuss the sequence of events in books and how items of information are related.</p> <p>RC.3.4 - To recognise simple recurring literary language in stories and poetry.</p> <p>RC.3.5 - To ask and answer questions about a text.</p> <p>RC.3.6 - To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>RC.3.7 - To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>RC.3.8 - To discuss their favourite words and phrases.</p> <p>RC.3.9 - To make inferences on the basis of what is being said and done.</p>	<p>RC.4.1 - To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>RC.4.2 - To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>RC.4.3 - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>RC.4.4 - To discuss authors' choice of words and phrases for effect.</p> <p>RC.4.5 - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>RC.4.6 - To justify predictions using evidence from the text.</p>	<p>RC.5.1 - To discuss and compare texts from a wide variety of genres and writers.</p> <p>RC.5.2 - To read for a range of purposes.</p> <p>RC.5.3 - To identify themes and conventions in a wide range of books.</p> <p>RC.5.4 - To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>RC.5.5 - To identify how language, structure and presentation contribute to meaning.</p> <p>RC.5.6 - To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>RC.5.7 - Discuss vocabulary used to capture readers' interest and imagination.</p> <p>RC.5.8 - To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>RC.5.9 - To justify predictions from details stated and implied.</p>	<p>RC.6.1 - To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>RC.6.2 - To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>RC.6.3 - To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>RC.6.4 - To recommend texts to peers based on personal choice.</p> <p>RC.6.5 - To discuss vocabulary used by the author to create effect including figurative language.</p> <p>RC.6.6 - To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>RC.6.7 - To draw inferences from characters' feelings, thoughts and motives.</p> <p>RC.6.8 - To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>RC.7.1 - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>RC.7.2 - To recognise more complex themes in what they read (such as loss or heroism).</p> <p>RC.7.3 - To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>RC.7.4 - To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>RC.7.5 - To draw out key information and to summarise the main ideas in a text.</p> <p>RC.7.6 - To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>

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<p>RC.1.10 - Use new vocabulary in different contexts.</p> <p>RC.1.11 - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>RC.1.12 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>		<p>RC.3.10 - To predict what might happen on the basis of what has been read so far in a text.</p>				<p>RC.7.7 - To compare characters, settings and themes within a text and across more than one text.</p> <p>RC.7.8 - To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>RC.7.9 - To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>RC.7.10 - To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Reading: Poetry						
<p>RP.1.1 - Sing a large repertoire of songs. Know many rhymes.</p> <p>RP.1.2 - Remember and sing entire songs.</p> <p>RP.1.3 - Create their own songs or improvise a song around one they know.</p> <p>RP.1.4 - Learn rhymes, poems and songs.</p> <p>RP.1.5 - Sing in a group or on their own.</p> <p>RP.1.6 - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>RP.2 - To recite simple poems by heart.</p>	<p>RP.3 - To continue 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>RP.4 .1 - To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>RP.4.2 - To begin to use appropriate intonation and volume when reading aloud.</p>	<p>RP.5.1 - To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>RP.5.2 - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>RP.6 -To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>RP.7 - To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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Reading: Non-Fiction						
RNF.1 - Engage in non-fiction books.	RNF.2 - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	RNF.3 - To recognise that non-fiction books are often structured in different ways.	RNF.4 - To retrieve and record information from non-fiction texts.	RNF.5.1 - To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. RNF.5.2 - To use dictionaries to check the meaning of words that they have read.	RNF.6 - To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	RNF.7.1 - To retrieve, record and present information from non-fiction texts. RNF.7.2 - To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

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Writing: Handwriting						
<p>WH.1.1 - Create marks using different materials, such as paint and crayons.</p> <p>WH.1.2 - Give meaning to the marks they make when drawing, painting or writing.</p> <p>WH.1.3 - Use mark-making tools with control.</p> <p>WH.1.4 - Draw lines and circles using large scale movements.</p> <p>WH.1.5 - Developing a tripod grip. Hold a pencil near the point.</p> <p>WH.1.6 - Handle equipment and tools effectively, including pencils for writing.</p> <p>WH.1.7 - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>WH.1.8 - Write some or all of their name.</p> <p>WH.1.9 - Write some letters accurately.</p>	<p>WH.2.1 - Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>WH.2.2 - Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>WH.2.3 - Form capital letters</p> <p>WH.2.4 - Form digits 0-9.</p> <p>WH.2.5 - Understand which letters belong to which handwriting 'families' and practise these.</p>	<p>WH.3.1 - Form lower-case letters of the correct size relative to one another.</p> <p>WH.3.2 - 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>WH.3.3 - Write capitals of the correct size, orientation, and relationship to one another and to lower case letters</p> <p>WH.3.4 - Use spacing between words that reflects the size of the letters.</p> <p>WH.3.5 - Write digits of the correct size and orientation.</p>	<p>WH.4.1 - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>WH.4.2 - Increase the legibility, consistency, and quality of handwriting, e.g., by ensuring that down strokes 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>WH.5 - Increase the legibility, consistency and quality of their handwriting</p>	<p>WH.6 - Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task 	<p>WH.7 - Continue to write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task

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Writing: Spelling						
<p>WSP1.1 - Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>WSP.1.2 - Make connections between print and the sound they hear</p> <p>WSP.1.3 - Create a completed word</p>	<p>WSP.2.1 - Spell common exception words using taught sound spellings</p> <p>WSP.2.2 - Spell the Days of the week</p> <p>WSP.2.3 - Spell words containing each of the 40+ sound spellings already taught.</p> <p>WSP.2.4 - Use the spelling rule For adding -s or -es</p> <p>WSP.2.5 - Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p>	<p>WSP.3.1 - Segment spoken words into phonemes and represent these by graphemes spelling many correctly</p> <p>WSP.3.2 - Spell phonemes, for which one or more</p> <p>WSP.3.3 - Spell phonemes, for which one or more spellings are already known, in new ways and distinguish between homophones and near-homophones</p> <p>WSP.3.4 - Spell some common exception words when taught corresponding sound spellings</p> <p>WSP.3.5 - Learn to spell more words with contracted forms</p>	<p>WSP.4.1 - Use additional prefixes and suffixes and understand how to add them</p> <p>WSP.4.2 - Spell further homophones Learn to spell key words appropriate to level they are working at</p> <p>WSP.4.3 - Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>WSP.5.1 - Use additional prefixes and suffixes and understand how to add them</p> <p>WSP.5.2 - Spell further homophones Learn to spell key words appropriate to level they are working at</p> <p>WSP.5.3 - Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>WSP.6.1 - Continue to distinguish between homophones and other words which are often confused</p> <p>WSP.6.2 - Use the first two or three letters of a word to check its spelling, meaning or both of these in a dictionary in a dictionary</p> <p>WSP.6.3 - Spell some words with silent letters e.g., knight, psalm</p> <p>WSP.6.4 - Use knowledge of morphology and etymology in spelling, understanding that some words need to be learnt specifically</p> <p>WSP.6.5 - Use a thesaurus</p>	<p>WSP.7.1 - Continue to distinguish between homophones and other words which are often confused</p> <p>WSP.7.2 - Use the first two or three letters of a word to check its spelling, meaning or both of these in a dictionary in a dictionary</p> <p>WSP.7.3 - Spell some words with silent letters e.g., knight, psalm</p> <p>WSP.7.4 - Use knowledge of morphology and etymology in spelling, understanding that some words need to be learnt specifically</p> <p>WSP.7.5 - Use a thesaurus</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
Writing: Vocabulary, Grammar & Punctuation						
	<p>VGP.2.1 - Join words and joining sentences using “and”</p> <p>VGP.2.2 - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>VGP.2.3 - Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>VGP.2.4 - Learn the grammar appropriate to stage</p> <p>VGP.2.5 - Use grammatical terminology appropriate to stage</p>	<p>VGP.3.1 - Re-read work 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>VGP.3.2 - Proof-read work to check for errors in spelling, grammar and punctuation</p> <p>VGP.3.3 - Learn appropriate grammar appropriate to stage</p>	<p>VGP.4.1 - Extend sentences with more than one clause by using a wider range of conjunctions</p> <p>VGP.4.2 - Use the present perfect form of verbs in contrast to past tense</p> <p>VGP.4.3 - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>VGP.4.4 - Use conjunctions, adverbs and prepositions to express time and cause discuss and record ideas</p> <p>VGP.4.5 - Use fronted adverbials</p> <p>VGP.4.6 - Indicate possession by using the possessive apostrophe with regular and irregular plural nouns</p> <p>VGP.4.7 - Use and punctuate direct speech</p>	<p>VGP.5.1 - Extend sentences with more than one clause by using a wider range of conjunctions</p> <p>VGP.5.2 - Use the present perfect form of verbs in contrast to past tense</p> <p>VGP.5.3 - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>VGP.5.4 - Use conjunctions, adverbs and prepositions to express time and cause discuss and record ideas</p> <p>VGP.5.5 - Use fronted adverbials</p> <p>VGP.5.6 - Indicate possession by using the possessive apostrophe with regular and irregular plural nouns</p> <p>VGP.5.7 - Use and punctuate direct speech</p>	<p>VGP.6.1 - Assess the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation</p> <p>VGP.6.2 - Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>VGP.6.3 - Use semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>VGP.6.4 - Use a colon to introduce a list</p> <p>VGP.6.5 - Ensure correct subject and verb agreement when using singular and plural</p> <p>VGP.6.6 - Use consistent and correct tense throughout</p> <p>VGP.6.7 - Proof-read for spelling and punctuation</p> <p>VGP.6.8 - Punctuate bullet points</p>	<p>VGP.7.1 - Assess the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation</p> <p>VGP.7.2 - Use hyphens to avoid ambiguity</p> <p>VGP.7.3 - Use brackets, dashes or commas to indicate parenthesis</p> <p>VGP.7.4 - Use semi-colons, colons or dashes to mark boundaries between main clauses</p> <p>VGP.7.5 - Use a colon to introduce a list</p> <p>VGP.7.6 - Ensure correct subject and verb agreement when using singular and plural</p> <p>VGP.7.7 - Use consistent and correct tense throughout</p> <p>VGP.7.8 - Proof-read for spelling and punctuation</p> <p>VGP.7.9 - Punctuate bullet points</p>

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Writing: Composition						
<p>WC.1.1 - Write simple sentences which can be read by themselves and others.</p> <p>WC.1.2 - Use some of their print and letter knowledge in their early writing. eg. Write a pretend shopping list that starts at the top of the page.</p> <p>WC.1.3 - Write some or all of their name</p> <p>WC.1.4 - Write some letters accurately.</p>	<p>WC.2.1 - Say out loud what they are going to write about.</p> <p>WC.2.2 - Sequence sentences to form short narratives.</p> <p>WC.2.3 - Compose a sentence orally before writing it.</p> <p>WC.2.4 - Re-read writing to make sure it makes sense.</p> <p>WC.2.5 - Discuss what they have written with the teacher and or other pupils.</p>	<p>WC.3.1 - Write for sustained periods of time.</p> <p>WC.3.2 - Write narratives about personal experiences and those of others (real and fictional.)</p> <p>WC.3.3 - Write about real events.</p> <p>WC.3.4 - Write poetry.</p> <p>WC.3.5 - Write for different purposes.</p> <p>WC.3.6 - Plan or say out loud what they are going to write about.</p> <p>WC.3.7 - Write down ideas and/or key words, including new vocabulary.</p> <p>WC.3.8 - Review writing with the teacher and other pupils</p>	<p>WC.4.1 - Discuss exemplar writing in order to understand and learn its structure, vocabulary and grammar.</p> <p>WC.4.2 - Discuss and record ideas.</p> <p>WC.4.3 - Compose and rehearse sentences orally.</p> <p>WC.4.4 - Organise paragraphs around a theme.</p> <p>WC.4.5 - Create settings, characters and plot.</p> <p>WC.4.6 - Using simple organisational devices such as headings and sub-headings.</p> <p>WC.4.7 - Assess the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>WC.5.1 - Discuss and record ideas</p> <p>WC.5.2 - Compose and rehearse sentences orally</p> <p>WC.5.3 - Organise paragraphs around a theme</p> <p>WC.5.4 - Create settings, characters and plot</p> <p>WC.5.5 - Use simple organisational devices such as headings and sub-headings</p> <p>WC.5.6 - Assess the effectiveness of their own and others' writing and suggesting improvements</p>	<p>WC.6.1 - Identify the audience and purpose of the writing</p> <p>WC.6.2 - Use similar writing as models for their own</p> <p>WC.6.3 - Use reading and research to make notes and develop initial ideas</p> <p>WC.6.4 - In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>WC.6.5 - Describe the settings, characters and atmosphere</p>	<p>WC.7.1 - Identify the audience and purpose of the writing</p> <p>WC.7.2 - Use similar writing as models for their own</p> <p>WC.7.3 - Use reading and research to make notes and develop initial ideas</p> <p>WC.7.4 - In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>WC.7.5 - Describe the settings, characters and atmosphere</p>