

St John's Catholic School English Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts	Whole School Text Goldilocks and the 3 Bears Little Red Riding Hood 3 Billy Goats Gruff Bringing the rain to Kapati Plain Handa's surprise Naughty Bus Oi Frog Beegu I Want my Hat Back Bear under the Stairs Jim and the Beanstalk Lighthouse Keeper's Lunch The Tiny Seed Oliver's Vegetables How did that get in my lunch box?	Whole School Text Bob Man on the Moon Bob's Best ever Friend The Night Pirates Sidney, Stella and the Moon Snail and the Whale The Tadpole's Promise The Minpins The Great Fire of London A Walk in London Michael Recycle Litterbug Doug The Tin Forest The Twits Stone-age Boy	Whole School Text Black dog Boudicca Fairy Tale Sequence Jim, A Cautionary Tale Egyptian Cinderella Night in the Museum Tutankhamen Flotsam How to Live Forever Tear thief	Whole School Text Usborne book of Greek myths Farther Beam of light Beowulf Westlandia Leon and the Place Between Harris Burdick Way Home	Whole School Text The Lost Happy Endings The saga of Erik the Viking Wind in the willows Narnia – The Lion, the Witch and the Wardrobe Ice Trap Kaspia the Prince of Cats The Great Chocoplot	Whole School Text King King Grimms Tales Floodland A Different Boy Boy in the Tower Shakespeare - Romeo & Juliet Cosmic The Tiger Rising
Genre	Setting description Retell Character profile Own version of a story Shared poem Letter Storyboard Information booklet Recognise rhyming words Diary entries Write in role Non Chronological report Recount	Postcard Retell Factfile Prediction Persuasive letter Diary entry Setting description Rhyming couplets Adventure story Information leaflet Newspaper article Non Chronological report Super hero story Character description	Dialogue Adventure story Diary Script Persuasive speech Writing own fairy tale Historical recounts using sources as a stimulus Poetry Character description Comparative report Instructions Horror story Newspaper Retell	Retell Own version Poetry Diary entry Narrative Play script Biography Writing in role Retell from another point of view Newspaper report Shared poem Information text Letter Poetry	Alternative ending Writing in role Short saga Character description Newspaper report Diary writing Argument Witness statement Setting description Persuasive letter Non fiction writing Letter in role Alternative ending Interview Script writing	Diary entries Writing in role Voice over Brochure Balanced argument Alternative ending Character description Persuasive letter Short stories Letter Newspaper report Playscript Creative writing Mystery story Incident report

	Leaflet Character profile Instructions Report	Narrative (Extra chapter) Instructions Alternative ending	Narrative (sequel) Setting description Non chronological report Narrative (prequel) Letter writing	Recount Setting descriptions Mystery story Interview	Witness statement Letter writing Information text	Writing from different perspectives
Composition	<ul style="list-style-type: none"> • Can say out loud what they are going to write about. • Orally rehearse sentences before writing. • Begin to sequence sentences to form short narratives for some different purposes, even though the form may not always be maintained. • Writing can be read without mediation from the child. • Uses mainly single and co-ordinating multi-clause sentences. • May use adjectives to describe the size or colour of an object. • Reads back their writing clearly to an adult or their peers. • Can identify if writing makes sense and starts to suggest improvements with prompting. 	<ul style="list-style-type: none"> • Says out loud what they are going to write about and plans ideas on paper. • Writes down ideas and key words, including new vocabulary and may use a planning frame. • Writes simple, coherent narratives about personal experiences and those of others (real or fictional) • Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Maintains form when writing poetry. • Uses a wide range of single co-ordinating and subordinating multi-clause sentences. • Uses adventurous and varied vocabulary, e.g. exciting adjectives for colour, size or simple 	<ul style="list-style-type: none"> • Plans extended writing by discussing and recording ideas with increasing independence, beginning to use models of similar writing. • Plans ideas and vocabulary with increasing independence, using planning frames. • Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry, using many features of selected forms. • Creates settings and characters in narrative. • Uses a range of single clause, co-ordinating and subordinating multi-clause sentences with some variety of conjunctions. • Begins to use some ambitious vocabulary, e.g. interesting verbs (tip-toed instead of walked) or interesting adverbials, for example as quick as a flash). 	<ul style="list-style-type: none"> • Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas. • Uses planning frames and models independently including dialogue. • Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many appropriate features of the genre or text type. • Creates varied setting, characters and plots in narrative. • Uses a wide range of sentence structures and conjunctions. • Starts to make deliberate as well as ambitious choices of vocabulary. • Proof-reads own and others' writing and evaluates its effectiveness, editing for 	<ul style="list-style-type: none"> • Draws ideas for characters or settings in narrative from what has been read, listened to or seen performed. • Researches ideas when writing non-fiction. • May identify the audience and purpose for writing with support. • Uses appropriate planning models independently and effectively. • Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including the use of a thesaurus. • Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, using most features of the genre or text type appropriately. • Varies sentence structures and makes some deliberate decisions about 	<ul style="list-style-type: none"> • Independently draws ideas for both characters and settings in narrative from what has been read, listened to or seen performed. • Independently identifies audience and purpose for writing. • Researches ideas, especially in non-fiction. • Uses a wide range of planning models, appropriate to form, selecting the most effective. • Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). • Effectively adds detail, qualification and precision by using adverbs, prepositional phrases and expanded noun phrases. • Précises longer passages appropriately.

		<p>adverbs for manner, e.g. quickly, quietly.</p> <ul style="list-style-type: none"> •Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and corrections. •Makes simple additions, revisions and proof-reading corrections to their own writing, •Edits verbs for tense to indicate time, including the progressive tense, e.g. I was walking. 	<ul style="list-style-type: none"> •Proof-reads own and others' writing and assess its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting improvements. •Reads aloud their own writing, to a group or the whole class and starts to use appropriate intonation so that the meaning is clear. •Edits for correct and consistent tense, including some editing for the present perfect (e.g. I have had the best day ever!). 	<p>grammar, vocabulary, spelling and punctuation, making appropriate changes to improve cohesion, including using pronouns to avoid repetition.</p> <ul style="list-style-type: none"> •Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. •Edits for correct and consistent tense, including editing of the present perfect. 	<p>sentence lengths, e.g. using varied subordinating and co-ordinating conjunctions.</p> <ul style="list-style-type: none"> •Makes deliberate and appropriate vocabulary choices. •Uses dialogue independently to begin to provide more information about characters. •Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing. •Edits for correct subject-verb agreement when using singular and plural. •Edits for the correct, consistent and appropriate tense in writing, including the present, past, progressive and perfect tenses. 	<ul style="list-style-type: none"> •Makes deliberate choices to use a wide range of clause structures and sentence lengths and varies their position within the sentence, understanding the effect this has on the audience, e.g. placing the emotion before the action. •Makes deliberate and informed vocabulary choices (using a thesaurus when appropriate). •Describes settings, characters and atmosphere in narrative. •Integrates dialogue in narratives to convey character and advance the action. •Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing. •Edits for correct subject-verb agreement when using singular and plural and chooses and varies the register appropriately. •Edits for consistent, correct and appropriate use of tense throughout a piece of writing, especially when
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						varying tense within a piece of writing, e.g. flashbacks.
Grammar	<ul style="list-style-type: none"> • Uses regular plural noun suffixes –s or –es throughout writing, e.g. dog, dogs, wish, wishes. • May use simple adjectives for some description in writing and to build simple noun phrases, e.g. size or colour. • Joins words and clauses using and. May begin to use some other coordinating and subordinating conjunctions, e.g. but and because. • Sometimes marks the beginning or ending of writing using story language, e.g. Once upon a time, happily ever after. 	<ul style="list-style-type: none"> • Uses varied, adventurous adjectives, adverbs and expanded noun phrases to describe e.g. the dark, dreadful night. • Uses coordination (e.g. and, but) and some subordination (e.g. when, if, that, because) to join clauses. • Writes using the correct form of past and present tense, including progressive in some writing, when appropriate. • Uses sentences with different forms in their writing (statements, questions, exclamations and commands). • Writing usually has a clear beginning, middle and end section. 	<ul style="list-style-type: none"> • Uses and recognises words that come from the same word families in writing, e.g. solve, solution, dissolve, insoluble. • Uses a wide range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify, e.g. the sobbing child. • Uses the present perfect form of verbs, with support, in contrast to the past tense (e.g. I have had the best day ever!) • With some support (e.g. word banks), expresses time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in. • Uses adverbs and may use adverbial phrases to sequence time, identify place or describe manner, e.g. once, quietly, outside. 	<ul style="list-style-type: none"> • Uses the Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was. • Creates noun phrases in a variety of ways, e.g. using prepositional phrases or joining pairs of nouns with prepositions, e.g. the doves of peace. • Writes using a variety of verb tenses appropriate to form, e.g. progressive, present perfect, simple past and present. • Expresses time, place and cause by using a wide variety of conjunctions, adverbs and prepositions. • Creates cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner. • Uses pronouns to avoid repetition of nouns. • Mostly groups sentences about similar topics together in simple 	<ul style="list-style-type: none"> • Uses relative clauses, using varied relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas, e.g. I was born in the hospital where my father works. • Modifies and specifies noun phrases, for example by using adverbs to clarify meaning, e.g. the extremely tall teacher. • Uses appropriate verb tenses and sometimes uses the perfect form of the verb, e.g. He had already left the building when the woman arrived. • Accurately uses modal verbs in the correct tense to indicate degrees of possibility, probability and certainty, e.g. He would have left the building, if only he could have found the key to the mysterious door. • Organises paragraphs to develop and expand some ideas, 	<ul style="list-style-type: none"> • Understands and uses formal and informal vocabulary depending on context, e.g. to change perspective in journalistic writing (the window was smashed, as opposed to the man smashed the window) or to create suspense in stories (the handle was slowly turned). • Selects verb forms for meaning and effect, e.g. to clarify tense or vary levels of formality. • Distinguishes between the language of speech and writing and chooses the appropriate register. • Uses paragraphs to organise ideas, descriptions, themes or events, varying the length of paragraphs to suit purpose, e.g. to build tension. • Uses varied layout devices, e.g. headings, sub-headings, columns, bullet points or tables. • Links ideas confidently and consistently across and within paragraphs, using a wide range of cohesive devices, e.g. tense choice,

			<ul style="list-style-type: none"> Usually uses simple paragraphs or “sections” as a way to group related material. 	<p>paragraphs in fiction and non-fiction.</p> <ul style="list-style-type: none"> Uses some organisational devices in non-narrative writing, e.g. headings, sub-headings and diagrams with captions. 	<p>descriptions, themes or events.</p> <ul style="list-style-type: none"> Uses a range of organisational devices consistently in non-narrative writing, e.g. headings, sub-headings and diagrams with captions and may use columns, bullet points and tables. Uses some cohesive devices to link ideas within and across paragraphs, including pronouns, repetition of a word or phrase, tense and adverbials. 	<p>verb forms, and reference chains and adverbials.</p>
Grammatical vocabulary	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.	Determiner, pronoun, possessive pronoun, adverbial.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, semi-dash, cohesion, ambiguity.	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.
Punctuation	<ul style="list-style-type: none"> Punctuates many sentences using a capital letter and full stop. Uses a capital letter for names of people, places, days of the week, and the personal pronoun “I”. Sometimes uses question marks or exclamation marks. 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing (contractions) in spelling and to mark singular possession in 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, commas to separate items in a list. Apostrophes to mark where letters are missing (contractions) in spelling and to mark singular possession in nouns (for example, the girl's name). 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech, for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, 'Sit down!' Apostrophes to mark singular and plural possession (for 	<ul style="list-style-type: none"> Uses full range of punctuation taught to the end of Year 4 almost always correctly. Use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Uses the full range of punctuation for direct speech accurately and 	<ul style="list-style-type: none"> Uses the range of punctuation taught at Key Stage 2 correctly and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity. Consistently, correctly and appropriately uses brackets, dashes or commas for parenthesis, commas to clarify meaning or avoid ambiguity, colons

		<p>nouns (for example the girl's name).</p> <ul style="list-style-type: none"> • Uses capital letters for almost all proper nouns. 	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech. 	<p>example, the girl's name, the girls' names).</p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials. 	<p>may also use inverted commas for quotations, where appropriate.</p>	<p>and semi-colons in lists, hyphens to avoid ambiguity and bullet points.</p> <ul style="list-style-type: none"> • Uses colons and semi-colons to mark the boundary between independent clauses and may use dashes in less formal writing.
Spelling	<ul style="list-style-type: none"> • Spells words containing each of the 40+ phonemes and common exception words. • Uses spelling rules for Year 1 (see National Curriculum Appendix 1) • Adds suffixes to verbs where no change is needed in the root word, e.g. adding –ing, –ed and –er to verbs. 	<ul style="list-style-type: none"> • Uses most spelling rules for Years 1 and 2 (from Appendix 1). • Forms nouns using suffixes (see National Curriculum Appendix 1) • Spells most words with contracted forms correctly. • Segments spoken words into phonemes and represents these by graphemes, spelling most correctly. • Spells most common exception words (see Appendix 1) • Uses a dictionary to check the spelling of words, using the first letter of a word. • Adds suffixes to most words correctly, e.g. –ment, –ness, –ful, –less, –ly. 	<ul style="list-style-type: none"> • Applies phonological knowledge to spell most regular words accurately. • Spells words using the spelling rules for Years 1 and 2 and some of the rules from Years 3 and 4 (See Appendix 1) • Spells some of the words from the Year 3 and 4 word list (See Appendix 1). • Uses a dictionary to check the spelling of words, starting to use the first two letters of a word. 	<ul style="list-style-type: none"> • Spells words using the spelling rules for Years 1,2 and almost all of the rules from Years 3 and 4 (see Appendix 1) • Spells almost all words from the Year 3 and 4 word list (see Appendix 1). • Uses dictionary to check the spelling of words, using the first three letters of a word. • Uses understanding of word families and root words to spell correctly words related in form and meaning. 	<ul style="list-style-type: none"> • Converts nouns or adjectives into verbs using suffixes, e.g. solidify. • Uses the spelling rules for Years 1,2,3,4 and 5 (see Appendix 1) accurately. • Spells words using the spelling rules for Years 1,2,3 and 4 and some of the rules from Years 5 and 6 (see Appendix 1). • Uses the first three (plus) letters of a word to check its spelling and meaning in a dictionary. • Distinguishes between homophones and other words that are often confused and spells words with silent letters. 	<ul style="list-style-type: none"> • Spells words using the spelling rules for Years 1,2,3 and 4 and almost all of the rules from Years 5 and 6 (see Appendix 1). • Spells almost all words from the Year 5 and 6 word list correctly (from Appendix 1). • Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary.

<p>Handwriting</p>	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in a similar way) and practise these. 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch. • Maintains consistency of spacing and size of words throughout almost all writing. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions and extend their understanding and knowledge. • Terminology pupils need to know Letter, capital letter, word, singular, plural, full stop, exclamation mark, questions mark, sentence punctuation. 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions and extend their understanding and knowledge. -Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions. • Terminology pupil need to know Noun, noun phrase, 	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating 	<ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an 	<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining + exploring • Speak audibly and fluently with an increasing command of Standard English. - Participate in discussions, presentations, performances, role play, improvisations and debates. 	<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates.

		<p>statement, question, exclamation, command, compound, adjective, verb, adverb, suffix. Tense (past and present), apostrophe, comma, letter, capital letter, singular, plural, full stop, exclamation mark, question mark.</p>	<p>and responding to comments.</p> <ul style="list-style-type: none"> Terminology pupil need to know Adverbs, preposition, conjunction, word family, prefix, suffix, clause, subordinate clause, direct speech, consonant, letter, vowel, inverted comma (or speech marks). 	<p>increasing command of Standard English</p> <ul style="list-style-type: none"> Terminology pupil need to know Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, contraction. 	<ul style="list-style-type: none"> Gain, maintain, monitor interest of listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others. -Select and use appropriate registers for effective communication. Terminology pupil need to know Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense, apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. Terminology pupil need to know Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, passive, active, synonym, antonym, ellipses, hyphen, colon, semi-colon, subjunctive, form/mood.
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