

St John's Catholic School English Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Whole School Text Oi Frog I Want My Hat Back The Odd Egg Lost and Found Yeti and the Bird Sidney, Stella and the Moon The Comet The Sea Saw Beegu Leo and the Octopus Where the Wild Things Are After the Fall	Whole School Text Man on the Moon The Snail and the Whale The Night Pirates Ocean Meets Sky Tadpole's Promise The Minpins Great Fire of London Poem A Walk in London Michael Recycle We Are Water Protectors Stone Age Boy	Whole School Text Jim, A Cautionary Tale How to Live Forever Small in the City The Heart and the Bottle The Pied Piper (Michael Morpurgo) Journey	Whole School Text The Grand Hotel of Feelings Winter's Child The Lion, The Witch and the Wardrobe Final Outcome: The Lost Thing Granny Came Here on the Empire Windrush Harris Burdick	Whole School Text The Lost Happy Endings Kaspar, Prince of Cats Night Mail Shackleton's Journey The Odyssey The Whale	Whole School Text Firebird The Promise A Christmas Carol Grimm Tales Romeo and Juliet The Wind in the Wall The Arrival
Genre	Autumn 1: Narrative , Narrative Autumn 2: Information , Narrative Spring 1: Narrative , Information Spring 2: Letter , Narrative Summer 1: Narrative , Instructions Summer 2: Narrative , Narrative	Autumn 1: Letter Autumn 2: Adventure story , Narrative, Story from another character's perspective Spring 1: Non-Chronological report , Extra chapter Spring 2: Poem , Recount , information text Summer 1: Own version , Letter Summer 2: Own version of story	Autumn 1: Narrative -own version Autumn 2: Extended diary entry Spring 1: Extended description of the city Spring 2: Narrative – detailed version of the story Summer 1: Narrative poem Summer 2: Narrative	Autumn 1: Narrative – rewrite the story from one character's perspective Autumn 2: Narrative – innovate on known story Spring 1: Newspaper article based on battle scene Spring 2: Description of own Lost Thing Summer 1: Biography Summer 2: Poem	Autumn 1: Narrative – Write a prequel Autumn 2: Narrative Spring 1: Poem Spring 2: Memoir Summer 1: Narrative – Adventure Story Summer 2: Letter – pitch to film producer	Autumn 1: Extended Narrative Autumn 2: Poem , Narrative description Spring 1: Own fairy tale Spring 2: Balanced Argument Summer 1: Narrative Summer 2: Guide book
Plan, write and edit	<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 	<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 	<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 	<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. 	<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. 	<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.

	<p>though the form may not always be maintained.</p> <ul style="list-style-type: none"> •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. 	<p>experiences and those of others (real or fictional)</p> <ul style="list-style-type: none"> •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 adverbs for manner, e.g. quickly, quietly. •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. 	<p>independence, using planning frames.</p> <ul style="list-style-type: none"> •Writes a variety of longer and shorter pieces of narrative, nonfiction and poetry, using many features of selected forms. •Creates settings and characters in narrative •Uses a range of single clause, co-ordinating and subordinating multiclauses 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). •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 	<ul style="list-style-type: none"> •Writes a variety of longer and shorter pieces of narrative, nonfiction 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 grammar, vocabulary, spelling and punctuation, making appropriate changes to improve cohesion, including using pronouns to avoid repetition. •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 	<ul style="list-style-type: none"> •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, nonfiction 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 sentence lengths, e.g. using varied subordinating and coordinating conjunctions. •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, 	<ul style="list-style-type: none"> •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 •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).
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			<p>intonation so that the meaning is clear.</p> <ul style="list-style-type: none"> •Edits for correct and consistent tense, including some editing for the present perfect (e.g. I have had the best day ever!). 	<p>editing of the present perfect.</p>	<p>grammar and punctuation, to enhance effects and clarify meaning within own and others' writing.</p> <ul style="list-style-type: none"> •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"> •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 varying tense within a piece of writing, e.g. flashbacks
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". 	<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 	<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 	<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!'. 	<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. 	<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.

	<ul style="list-style-type: none"> •Sometimes uses question marks or exclamation marks. 	<p>where letters are missing (contractions) in spelling and to mark singular possession in nouns (for example the girl's name).</p> <ul style="list-style-type: none"> •Uses capital letters for almost all proper nouns. 	<p>where letters are missing (contractions) in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <ul style="list-style-type: none"> •Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> •Apostrophes to mark singular and plural possession (for example, the girls' names). •Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> •Use of commas to clarify meaning or avoid ambiguity. •Uses the full range of punctuation for direct speech accurately and may also use inverted commas for quotations, where appropriate. 	<ul style="list-style-type: none"> •Consistently, correctly and appropriately uses brackets, dashes or commas for parenthesis, commas to clarify meaning or avoid ambiguity, colons and semi-colons in lists, hyphens to avoid ambiguity and bullet points. •Uses colons and semicolons to mark the boundary between independent clauses and may use dashes in less formal writing
<p>Grammar</p>	<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 	<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). 	<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!) 	<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 	<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 	<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.

	<p>language, e.g. Once upon a time, happily ever after.</p>	<ul style="list-style-type: none"> •Writing usually has a clear beginning, middle and end section. 	<ul style="list-style-type: none"> •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. •Usually uses simple paragraphs or “sections” as a way to group related material. 	<p>variety of conjunctions, adverbs and prepositions.</p> <ul style="list-style-type: none"> •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 paragraphs in fiction and non-fiction. •Uses some organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions. 	<p>already left the building when the woman arrived.</p> <ul style="list-style-type: none"> •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 descriptions, themes or events. <ul style="list-style-type: none"> •Uses a range of organisational devices consistently in nonnarrative 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. 	<ul style="list-style-type: none"> •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, subheadings, 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, verb forms, and reference chains and adverbials.
<p>Grammatical vocabulary</p>	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, contraction, suffix, adjective, adverb,</p>	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.</p>	<p>Determiner, pronoun, possessive pronoun, adverbial.</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points.</p>

		verb, tense (past, present), apostrophe, comma.				
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) •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
Handwriting	<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 	<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, 	<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. 	<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. 	<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. 	<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.

	<ul style="list-style-type: none"> •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. 	<p>when adjacent to each other, are best left un-joined.</p> <ul style="list-style-type: none"> •Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. •Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> •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"> •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"> •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"> •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.
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