

William Austin Junior School – English Progression Document

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Spellings | <ul style="list-style-type: none"> -To use their phonic knowledge to write words in ways which match their spoken sounds. - Set 1 (CVC, constant digraphs, CCVC CVCC) green words -Set 2 (vowel digraphs) -Some common irregular words | <p>Revision of Reception work:</p> <ul style="list-style-type: none"> -All letters of the alphabet and the sounds which they most commonly represent. consonant digraphs which have been taught and the sounds which they represent -Vowel digraphs which have been taught and the sounds which they represent - The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - Words with adjacent consonants guidance and rules which have been taught. And then: - The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck | <ul style="list-style-type: none"> -The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The /s/ sound spelt c before e, i and y - The /n/ sound spelt kn and (less often) gn at the beginning of words - The /r/ sound spelt wr at the beginning of words -The /l/ or /əl/ sound spelt –le at the end of words -The /l/ or /əl/ sound spelt –el at the end of words -The /l/ or /əl/ sound spelt –al at the end of words - Words ending –il - The /aɪ/ sound spelt –y at the end of words -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 | <ul style="list-style-type: none"> -Adding suffixes beginning with vowel letters to words of more than one syllable -The /ɪ/ sound spelt y elsewhere than at the end of words -The /ʌ/ sound spelt ou -More prefixes -The suffix –ation -The suffix –ly -Words with endings sounding like /zə/ or /tʃə/ - Endings which sound like /zən/ -The suffix –ous -Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian | <ul style="list-style-type: none"> -Words with the /k/ sound spelt ch (Greek in origin) - Words with the /ʃ/ sound spelt ch (mostly French in origin) -Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) -Words with the /s/ sound spelt sc (Latin in origin) -Words with the /eɪ/ sound spelt ei, eigh, or ey -Possessive apostrophe with plural words | <ul style="list-style-type: none"> -Endings which sound like /ʃəl/ spelt –cial or –tial - Adding suffixes beginning with vowel letters to words ending in –fer - Words with the /i:/ sound spelt ei after c -Words containing the letter-string ough -Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused - Common exception words | <ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt –cious or –tious - Words ending in –ant, –ance/–ancy, –ent, –ence/–ency - Words ending in –able and –ible Words ending in –ably and –ibly - Adding suffixes beginning with vowel letters to words ending in –fer - Homophones and other words that are often confused - Common exception words |

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| | | <ul style="list-style-type: none"> - The /ŋ/ sound spelt n before k division of words into syllables - The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter The /v/ sound at the end of words - Adding s and es to words (plural of nouns and the third person singular of verbs) - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word - Adding –er and –est to adjectives where no change is needed to the root word -Vowel diagraphs and trigraphs -Words ending –y (/i:/ or /ɪ/) -New consonant spellings ph and wh -Using k for the /k/ sound -Adding the prefix –un -Compound words Common exception words | <ul style="list-style-type: none"> - Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it -Adding –ing, –ed, –er, – est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - The /ɔ:/ sound spelt a before l and ll -The /ʌ/ sound spelt o -The /i:/ sound spelt –ey -The /ɑ/ sound spelt a after w and qu -The /ɜ:/ sound spelt or after w - The /ɔ:/ sound spelt ar after w -The /ɜ/ sound spelt s - The suffixes –ment, –ness, –ful , –less and –ly -Contractions - The possessive apostrophe (singular nouns) - Words ending in –tion - Homophones and near homophones Common exception words | | | | |
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| Word Level | | <ul style="list-style-type: none"> -Regular plural noun suffixes – s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. -Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) -How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. | <ul style="list-style-type: none"> -Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. -Formation of adjectives using suffixes such as –ful, –less. -Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. | <ul style="list-style-type: none"> -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 [for example, a rock, an open box] -Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | <ul style="list-style-type: none"> -The grammatical difference between plural and possessive –s -Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | <ul style="list-style-type: none"> -Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] -Verb prefixes [for example, dis–, de–, mis–, over– and re–] | <ul style="list-style-type: none"> -The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] -How words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| Sentence Level | <p>To begin to use more complex sentences to link thoughts when speaking e.g. using "and" and "because".</p> | <ul style="list-style-type: none"> -How words can combine to make sentences. -Joining words and joining clauses using and. | <ul style="list-style-type: none"> -Subordination (using when, if, that, because) and coordination (using or, and, but). - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | <ul style="list-style-type: none"> -Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | <ul style="list-style-type: none"> -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) -Fronted adverbials [for example, Later that day, I heard the bad news.] | <ul style="list-style-type: none"> -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | <ul style="list-style-type: none"> -Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. -The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some |

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| | | | | | | | very formal writing and speech] |
| Text Level | -To use past, present and future forms accurately when they are talking about events that have happened or are to happen in the future. | -Sequencing sentences to form short narratives. | -Correct choice and consistent use of present tense and past tense throughout writing. -Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. | -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation -Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play=- | -Use of paragraphs to organise ideas around a theme -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | -Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] -Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | -Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis -Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation level | | -Separation of words with spaces. -Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Capital letters for names and for the personal pronoun I | -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 in spelling and to mark singular possession in nouns [for example, the girl's name]. | -Introduction to inverted commas to punctuate direct speech | -Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] -Apostrophes to mark plural possession [for example, the girl's name, the girls' names] -Use of commas after fronted adverbials | -Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity | -Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information -How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |

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| Terminology | | 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, consonant letter vowel, vowel letter inverted commas speech marks') | determiner pronoun, possessive pronoun adverbial | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi- colon, bullet points |
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