



English Progression Document – Moorside Community Primary Academy School.



Year Group	EYFS area linked to subject – Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language	EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)	<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p> <p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences e.g. in a class assembly, during a show and tell session.</p> <p>To know when it is their turn to speak in a small group or presentation or play performance. To take part in a simple role-play of a known story.</p> <p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p> <p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said e.g. make a helpful contribution when speaking in a small reading group.</p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.</p> <p>To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role-play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To start to use subject specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and peers.</p> <p>To follow instructions in a range of unfamiliar situations. To recognise when it is needed to ask for specific additional information to clarify instructions.</p> <p>To rehearse reading sentences and stories aloud, taking not of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.</p> <p>To organise what they want to say so that it has a clear purpose. To begin to</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow complex directions/ multi-step instructions without the need for repetition.</p> <p>To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/ drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p> <p>To regularly use interesting adjectives, adverbial phrases and expanded noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of their groups.</p> <p>To follow complex directions/ multi step instructions without the need for repetition.</p> <p>To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. . To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To make improvements based on constructive feedback on their listening skills.</p> <p>To follow complex directions/ multi step instructions without the need for repetition.</p> <p>To participate confidently in a range of different performances, role-play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.</p> <p>To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>To speak, audibly, fluently and with a full command of Standard English in all situations. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p> <p>To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations,</p>

		<p>and environment. To retell simple stories and recounts aloud.</p> <p>To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p> <p>To talk about themselves clearly and confidently. To verbally recount experiences with some adding interesting details. To offer ideas based on what has been heard.</p> <p>To give enough detail to hold the interest of other participants in a discussion. To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focussed on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>give descriptions, recounts and narrative retellings with added details to engage listeners.</p> <p>To engage in discussions making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.</p>	<p>ideas in response to new information.</p> <p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To plan and present information clearly with with ambitious added detail and description for the listener. To participate in debates/ arguments and use relevant details to support their opinions and adding humour where appropriate.</p> <p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>presentations and narratives for different purposes including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>To maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participants do not understand.</p>
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<p>Reading</p>	<p>EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)</p>	<p>Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Word Reading</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</p>	<p>Word Reading</p> <p>Use knowledge of root words, prefixes and suffixes to understand meanings of words (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension</p> <p>Develop positive attitudes to reading and understanding of what they have read by:</p> <p>Using intonation, tone and volume when reading and performing poems and playscripts aloud.</p> <p>Take note of punctuation when reading aloud.</p> <p>Raise questions during the reading process to deepen understanding.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Word Reading</p> <p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words. Continue to build on knowledge of prefixes and suffixes (etymology and morphology) to understand meanings.</p> <p>Comprehension</p> <p>Continue to build on knowledge from Y3 and develop positive attitudes to reading and understanding of what they have read by:</p> <p>Explaining the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Identifying themes and conventions in an increasingly wide range of books.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Listen to, discuss and increase familiarity with a wide range of</p>	<p>Word Reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to understand the meanings of words and to read aloud.</p> <p>Comprehension</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p>	<p>Word Reading</p> <p>Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to understand the meanings of words and to read aloud</p> <p>Comprehension</p> <p>Continue to build on knowledge from Y5 and maintain positive attitudes to reading and understanding of what they read by:</p> <p>Explaining the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Provide reasoned justifications for their views.</p> <p>Through close reading, reread and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Skim for gist.</p> <p>Scan for key information</p> <p>Use a combination of skimming, scanning and close</p>
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		<p>read independently.</p> <p>Be encouraged to link what they read or hear read to their own experience.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background</p>	<p>linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>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>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns</p>	<p>Retrieve and record information from non-fiction.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify themes and conventions in a wide range of books.</p>		<p>Provide reasoned justifications for their views.</p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>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>	
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		<p>information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>				
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<p>Writing Composition</p>	<p>EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)</p>	<p>Write sentences by: Saying aloud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing clearly enough to be heard by their teacher or peers.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Write in different forms with simple text type features.</p>	<p>Develop positive attitudes towards and stamina for writing in order to write at length.</p> <p>Evaluate their writing with adults and peers.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>Write down ideas and/or key words including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Orally rehearse each sentence prior to writing.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</p>	<p>Plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, character and plot.</p> <p>In non-narratives using simple organisational devices such as headings and sub headings.</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Reading and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, storyboard, boxing-up text types to create a plan.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph, which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, and alliteration.</p> <p>Use different sentence structures.</p> <p>Use paragraphs to organise writing in fiction and nonfiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</p>	<p>Plan writing by:</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Summarise longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example,</p>	<p>Identify audience and purpose.</p> <p>Choose appropriate text form and type for all writing. Select the appropriate structure, vocabulary and grammar.</p> <p>Draw on similar writing models, reading and research.</p> <p>Compare how authors develop characters and settings (in books, films and performances).</p> <p>Use a range of planning approaches.</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p> <p>Consciously control the use of different sentence structures for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>
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			<p>including verbs in the continuous form.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Proof read for errors in spelling and punctuation.</p> <p>Read 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.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>headings, bullet points, underlining].</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p> <p>Combine text-types to create hybrid texts e.g. persuasive speech.</p> <p>Evaluate, select and use a range of organisational and presentational devices to structure text for different purposes and audience's e.g. headings, sub-headings, columns, bullet points, tables.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing e.g. repeated use of 'and' to convey tedium, one word sentence.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Use appropriate and effective intonation and volume.</p> <p>Encourage and take account of audience engagement.</p>
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<p>Handwriting</p>	<p>EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Hold a pencil with an effective grip.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Have clear ascenders ('tall letters') and descenders ('tails').</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use capital letters appropriately.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>As for Year 3 plus:</p> <p>Pupils should be using joined handwriting throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters.</p> <p>Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>Use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	<p>As for Year 5 plus:</p> <p>Continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>Choosing the writing implement that is best suited for a task.</p>
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<p>Spelling</p>	<p>EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)</p>	<p>Spell words using the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes:</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using the prefix –un.</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance as listed in English Appendix 1.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn to spell common exception words.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling including a few common homophones.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) e.g. the girl’s book.</p> <p>To distinguish between homophones and near homophones.</p> <p>Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones and near homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>As for Year 3, with pupils continuing to spell new words correctly and having plenty of spelling practice.</p> <p>Continue to use the first three letters of a word to check its spelling in a dictionary.</p> <p>Use further prefixes.</p> <p>Use further suffixes.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use further prefixes and suffixes and understand the guidance to add them.</p> <p>Use a thesaurus.</p> <p>Spell some words with silent letters.</p> <p>Continue to distinguish between homophones and other words, which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>As for Year 5, with pupils continuing to spell new words correctly and having plenty of spelling practice.</p> <p>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</p> <p>Recognise and spell further word endings.</p> <p>Investigate and use further prefixes.</p> <p>Continue to develop and use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Identify root words, derivations and spelling patterns as a support for spelling.</p>
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		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
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GPS	EYFS-Skills-and-Progression-Map-2023-006.pdf (moorside-academy.co.uk)	<p>Write simple sentences that can be read by themselves and others.</p> <p>Leave spaces between words.</p> <p>Use capital letter for the personal pronoun I, for names of people, places and the days of the week.</p> <p>Begin to punctuate sentences using full stops and capital letters, question marks or exclamation marks.</p> <p>Using 'and' to join sentences.</p>	<p>Learn how to use:</p> <p>Sentences with different forms: statement, question, command, exclamation.</p> <p>Expanded noun phrases to describe and specify.</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that or because) and co-ordination (using or, and, but).</p> <p>Some features of written standard English.</p>	<p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Recognise simple sentences and begin to recognise compound and complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions including when, if, because, also.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials and a comma after them.</p>	<p>Create complex sentences with adverbial starters (Later that day, I heard the bad news.)</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Explore, identify, collect and use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Use relative pronouns and relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.</p> <p>Use commas to clarify meaning or avoid ambiguity and to indicate parenthesis</p> <p>Use adverbials of time (later), place (nearby) and number (secondly) to link ideas across paragraphs.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use devices to build cohesion within a paragraph</p>	<p>Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.</p> <p>Understand the use of the perfect form of verbs to mark relationships of time and cause.</p> <p>Distinguish between informal and formal vocabulary and sentence structures including use of the subjunctive forms.</p> <p>Punctuating bullet points consistently.</p> <p>Use colons to introduce a list, semi colons to mark the boundary between independent clauses and</p>
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