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English Writing

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

English lessons at Fulfen Primary School are centred around a high-quality text that children can immerse themselves within. These texts are purposefully chosen to engage our children and are synonymous with the genre of focus. Each year group have access to writing different genres to ensure that, throughout their time at Primary School, children have experience writing for particular purposes. Also, English lessons are an opportunity for children to enhance skills of handwriting, spelling and grammar, which are directly linked to the area of focus.

Our creative and inspiring writers will acquire the skills to:

- have a sound knowledge of 'language about language' so they can talk with confidence about the structure of their own writing and the writing of other writers.
- take all of their ideas from the books that they have read, regularly structuring their work based on their own experience.
- control their writing consciously to create an effect on a reader using a range of grammatical techniques.
- write for the sole purpose of the reader, continuously asking what the desired effect on the reader is.
- not just include grammar, punctuation and spelling elements because they feel they need to, but to help guide the reader through their work.
- constantly assesses and edits their work, based on their own understanding.
- take any opportunity to share their writing by reading aloud, developing their use of tone, intonation and expression.
- continually strive to develop their own handwriting.
- acknowledge the different features of narrative and non-narrative

Please note that Greater Depth objectives are in bold for each year group.

Writing Progression Map KS1

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 1	<ul style="list-style-type: none"> • Pupils in Year 1 should be able to say a sentence out loud before writing it, to give them ideas. • They will need to compose this sentence accurately and orally before writing. • Narratives should be formed by sequencing sentences. • Year 1 children are also expected to read through their work and check that it makes sense. • Discussions should be held between children and their teacher/children and their peers about what they have written. • Children should also be given regular opportunities to read their work out loud to teachers and peers. • Children need to follow the pattern of: thinking aloud, drafting and re-reading. 	<ul style="list-style-type: none"> • Children in Year 1 will be expected to sit correctly at a table, holding a pencil comfortably and correctly. • They will also be expected to start forming lower-case letters in the correct direction. • They will be expected to form capital letters and digits 0-9 accurately. • They will also need to understand 'letter families' and recognise which letters are formed in similar ways. • Children in Year 1 should be given frequent opportunities to practise their handwriting. 	<ul style="list-style-type: none"> • Can you read through your work to check that it makes sense? • What is the sentence that you want to write down? Could you say it first? • Where do you think we could add a full stop to help make our writing make more sense? • Would you like to read your work out loud? • What can you tell me about your writing? • Can you talk about what you have written with your partner? • What letter families does 'x' belong to? • Can you form 'x' like me? • Why have you chosen to write this? How does this change your writing? • Can you include something that you have read in your writing? • What do you think the reader might think when reading this? 	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, talk, letter families, sense, talk, writing.</p>

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 2	<ul style="list-style-type: none"> Children in Year 2 should develop their writing stamina and enjoyment of writing by: <ul style="list-style-type: none"> Writing about personal experiences Writing about real events Writing poetry Writing for different purposes Developing from Year 1, children should continue to say and think about what they are going to write before writing it, but they should also start planning their writing in greater detail. New vocabulary should be taught and encouraged to be used in the planning process of writing. Children in Year 2 should develop their proof-reading skills in Year 1 by checking that verbs to indicate time have been used correctly, including verbs in the continuous form. Similarly, they should be able to recognise independently where punctuation is required, any spelling mistakes they have made and any sentences which are not grammatically correct. Developing from Year 1, they should also read their work out loud with clear intonation to show they understand what they have written. <i>WRITING IN YEAR 2 RELIES ON REGULAR READING. CHILDREN SHOULD BE DEVELOPING THEIR VOCABULARY AND GRAMMATICAL UNDERSTANDING THROUGH REGULAR READING.</i> <i>SIMILARLY, CHILDREN SHOULD BE GIVEN DRAMA/ROLE-PLAY ACTIVITIES IN ORDER TO DEVELOP AND ORDER THEIR IDEAS FOR WRITING.</i> 	<ul style="list-style-type: none"> Pupils in year 2 should be taught to form lower-case letters of the correct size relative to one another. They should also begin using some of the diagonal and horizontal strokes needed to join letters. Capital letters should be written at the correct size in relation to ascending lower-case letters. Spaces between words should reflect the size of the letters. 	<ul style="list-style-type: none"> How can you plan for your piece of writing? What key vocabulary are you going to use in your writing? What are you considering writing? How can you plan for this? Have you proof-read your work and checked that it makes sense? Have another look through your work, have you used 'x' verb in the correct way? What is intonation? Can you use intonation and expression when you read your work out loud? How do you think your writing will make the reader feel? Why? What books have you read that link to this writing? Why do you think repeating words worsens your writing? What vocabulary choices could you use based on this writing style? How can you change the example text to your own ideas? Can you make your own style? Why do you think changing sentence structure has a positive impact on your writing? Have you used all elements of punctuation that you have been taught so far this year? 	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe and comma, diagonal, horizontal, ascenders, descenders, proof-read, poetry.</p>

Writing Progression Map LKS2

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 3	<ul style="list-style-type: none"> • Children in Year 3 should begin discussing similar writing / texts in order to learn new ideas for structure, vocabulary and grammar. • As a progression from Year 2, pupils should discuss and record ideas informally before writing an initial draft • They should also compose and rehearse sentences orally (including dialogue). It is expected that Year 3 children are integrating dialogue into their narrative writing with inverted commas. • Children in Year 3 should be continuing to build a varied and rich vocabulary linked to GPS and their wider experiences of reading and writing. Similarly, pupils should be using an increasing range of sentence structures. • DRAFTING – introduce use of paragraphs linked to themes in writing. • When writing narratives, pupils should create settings, characters and plot. • In non-narrative writing, Year 3 children should use simple organisational devices [ie, headings and subheadings] to help structure and organise their ideas. • Year 3 pupils should be given regular opportunities to assess the effectiveness of own and others’ writing before suggesting improvements, ie changes to grammar and vocabulary to reflect consistent application of knowledge. • Regular proof-reading for spelling and punctuation errors is expected and should be completed regularly with support from teachers and peers. • As a progression from Year 2 when reading aloud to a group or whole class – children should begin to use appropriate intonation and control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • The diagonal strokes started in Year 2 should now be more consistent, with children using the strokes to join letters and choosing themselves which ones are best left un-joined. • The legibility, consistency and quality of their handwriting must be increased, by ensuring that the downstrokes of letters are parallel and equidistant. • Continue to practise correct letter formation to develop speed and consistency. 	<ul style="list-style-type: none"> • What other pieces of writing have you read that are similar? • What vocabulary do you think would be appropriate for this piece of writing? • Are you using a range of sentence structures? • What is the purpose of using different sentence structures? • What is dialogue? How can we begin to punctuate it? • How are you going to organise your paragraphs? • Why would we use paragraphs? • What is the difference in writing features for fiction and non-fiction writing? • Can you proof-read your own work and check that it makes sense? What suggestions would you make to improve it? • What is your theme in your writing? How have you ensured this theme is consistent? • How can you make sure your language choices (inc. figurative language) is not overdone to add to your writing quality? • Which books have you read that link to this genre? What are they key features that you can include? • What writing skills have you learnt that can be used in both fiction and non-fiction writing? • Can you think of any more adjectives or adverbs for the different situations in your writing? • What powerful verbs can you think of to add impact to your writing? • Can you check for correct punctuation? Particularly with speech? 	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, proof-read, narrative, non-narrative, paragraphs, theme, vocabulary, sentence structure, dialogue, speech, characters, plot, settings.</p>

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 4	<ul style="list-style-type: none"> Children should continue to discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar. As a progression from Y3, children should compare different genres of writing to explore differences and similarities - linking to their own experiences to compose texts for a specific purpose / audience. When planning writing, children will discuss and record ideas in detail before writing an initial draft. Children should continue to compose and rehearse sentences orally (including dialogue) but the dialogue that is then written down needs to be punctuated with consistent accuracy. Children should build a varied and rich vocabulary linked to GPS and develop an increasing range of sentence structures in their writing. When writing, Year 4 children should organise paragraphs around a theme with more independence and accuracy. They should also begin linking these paragraphs together using their GPS understanding. When writing narratives, children should create settings, characters and plot using models from their own reading experiences. In non-narrative writing, Year 4 children should use simple organisational devices [i.e., headings and subheadings] with a purpose – to guide the reader through their work. Children should regularly assess the effectiveness of their own and others’ writing linked to improving skills. During the editing process, children should suggest improvements, i.e. changes to grammar and vocabulary to improve consistency and they should also proof-read independently for spelling and punctuation errors When reading aloud to a group or whole class, use appropriate intonation and control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Children should apply knowledge of letter formation to produce consistently well-formed and effective handwriting. They should continue to use the diagonal and horizontal strokes that are needed to join letters. Children should understand which letters, when adjacent to one another, are best left un-joined. Year 4 pupils must increase the legibility, consistency and quality of their handwriting - ensuring that the downstrokes of letters are parallel and equidistant. Also, they must ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> Can you use paragraphs to organise ideas? What other writing and reading experiences have you had which will help you write? How can you organise your writing to guide the reader? Can you proof-read your own work to check for grammatical, spelling and punctuation errors? How have you integrated dialogue for effect? Do you know the difference between Standard English and spoken English? Can you use pronouns to avoid repetition and aid cohesion? How does the inclusion of the grammar that you have been taught improve your writing? Why? What words do you already know that link to this writing genre? How can you use direct speech to show the speakers’ personality? Can you re-order your sentences for maximum effect? Can you use short sentences to speed-up action sequences? How can you create a powerful image in your reader’s head? Think of figurative language and adjectives. How can you use punctuation to create greater clarity and effect? 	<p>determiner, pronoun, possessive pronoun, adverbial, experiences, structure, paragraphs, themes, vocabulary, grammar, proof-read, compare, link ideas.</p>

Writing Progression Map UKS2

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 5	<ul style="list-style-type: none"> • During the planning phase, children need to identify both the audience and purpose for their writing and select appropriate form as a result. • They should also be using similar writing as model. • When planning, they must note and develop initial ideas, drawing on reading and research • At Year 5, it is crucial that they use their understanding of wider reading, considering how authors develop characters and settings (write as a reader!) • When drafting, they must select appropriate grammar and vocabulary, showing how meaning can be enhanced. • Progressing from Year 4, they must describe settings, characters and atmosphere in detail. • They must also integrate dialogue to convey character and advance the action. • As a development from Year 4, devices to build cohesion across paragraphs must be integrated into writing more frequently and consistently. • Year 5 children should use organisational and presentational devices to structure text and guide the reader. • During the editing process, they should begin to assess the effectiveness of own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • When editing, they must ensure the consistent and correct use of tense throughout. • They should also ensure correct subject and verb agreement, singular and plural and propose changes based on this for their own and others work. • Year 5 children should distinguish between language of direct and indirect speech and writing. • They must also proof-read for spelling / punctuation errors. • When reading aloud they must perform compositions using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Children should write legibly, fluently and with increasing speed. • Year 5 pupils should choose which shape of a letter to use when given choices and they should decide whether or not to join specific letters. • Year 5 pupils should also choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • Can you punctuate parenthesis? • Can you write relative clauses? • Can you change words by adding a variety of suffixes? • Can you use commas to aid meaning? • Can you use modal verbs? • Can you change verbs by adding a prefix? • Can you build cohesion within and between paragraphs? • What effect are you trying to create with your writing? • Why do you think the reader would want to read on? • How has your speech conveyed character? What different ways can you integrate dialogue to advance the action? • What vocabulary do you believe is appropriate for this piece of writing? • Have you structured your paragraphs to show changes in time, events or plot? • How have your paragraphs been organised to guide the reader and logically give shape to your text? • Why does closing text with a reference to your introduction have a positive impact on the reader? • Read through your work. How can you re-order your sentences to make it easier for your reader and make maximum impact? Why? • What is an effective strategy of sustaining and developing ideas within paragraphs? • What is the purpose of using regular expanded noun phrases within your writing? 	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, effect, dialogue, advance, convey, plot, characters, settings, organise, link, cohesion.</p>

Year	Composition	Handwriting	Key Questions	Vocabulary
Year 6	<ul style="list-style-type: none"> At Year 6, children should independently identify audience and purpose - selecting appropriate form and using similar writing as a model for their own. They should also note and develop initial ideas, drawing on reading and research. Year 6 children should continue to consider how authors develop characters and settings and use this to develop their own style of writing. Year 6 children should select appropriate grammar and vocabulary, showing how meaning can be enhanced. When writing different genres, they should independently apply their understanding of GPS to select taught grammar to enhance the quality of writing. They must describe settings, characters and atmosphere - integrating dialogue to convey character and advance the action. They should continue to practice longer passages and continue to use a wide range of devices to build cohesion across paragraphs. They should continue to use organisational and presentational devices to structure text and guide the reader. Children should assess the effectiveness of their own and others' writing, building on experience from previous years to make independent changes. They must also propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Also, they must ensure the consistent and correct use of tense throughout and propose changes to other work that is not consistent. Year 6 children should also ensure correct subject and verb agreement, singular and plural. Children must also continue to distinguish between language of direct and indirect speech and writing. They should proof-read for spelling / punctuation errors. When reading aloud, they should publish and perform own compositions, using appropriate intonation, volume and movement so that meaning is clear by differentiating genres. 	<ul style="list-style-type: none"> Children in Year 6 should continue to: write legibly, fluently and with increasing speed. They should do this by choosing which shape of a letter to use when given choices. They should also decide whether or not to join specific letters and continue to choose the writing implement that is best suited for a task. Most importantly in Year 6, children should have developed and perfected their own writing style, using their knowledge of handwriting throughout primary school. 	<ul style="list-style-type: none"> Can you write in a formal and informal way? Can you write in the passive voice? Can you use colons and semi-colons to mark the boundary between clauses? Why do you use colons and semi-colons in a list? Can you use a variety of layout devices? Can you use hyphens to aid comprehension? Can you find synonyms and antonyms of words? What effect will your writing have had on the reader? Why have you decided to structure/organise your writing in this way? What grammatical features do you think would be most appropriate for this piece of writing? How can you present your writing for the audience? How can you manage shifts between level of formality? How does the varying of vocabulary and grammar impact the reader throughout your writing? Are there any elements of grammar taught in Key Stage Two that you could include to impact the reader? Why? 	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, grammar, handwriting style, effect of writer, research, audience, purpose.</p>

English - Grammar

Good grammar is the groundwork for good communication, whether that be spoken or written and at Fulfen, we ensure that the use of good grammar is modelled continuously to our pupils. Grammar is timetabled to be taught discreetly each week and, of course, these skills are also embedded within English lessons, where children learn to use their grammar skills in different contexts purposefully and effectively to give them conscious control and choice in their language.

Our clear, informative and entertaining communicators will acquire the skills to:

- have a sound knowledge of 'language about language' so they can talk with confidence about the structure of their own writing and the writing of other writers.
- write using Standard English and have an understanding of how this differs from spoken English.
- control their writing consciously to create an effect on a reader using a range of grammatical techniques.
- understand the relationships between words, phrases, clauses, sentences and paragraphs and how to manipulate these for a purpose.
- understand the conventions of punctuation and grammar so their writing can be easily read by others.
- understand spelling conventions.

Please note that Greater Depth objectives are in bold for each year group.

Grammar Progression Map KS1

Year	Word	Sentence	Text	Punctuation	Key Questions	Vocabulary
Year 1	Regular plural noun suffixes -s –es	How words can combine to make a sentence		Capital letters for I and names	How can I show there is more than one? How do you start a sentence? When do you use a full stop?	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
	How the prefix un- changes the meaning of verbs and adjectives	Sequencing sentences to form short narratives		Separation of words with spaces	What punctuation mark comes at the end of a question? When do you use an exclamation mark? When do you need a capital letter? Why do we need finger spaces between words?	
		Joining words and joining clauses using and Other conjunctions such as because, or, so, but.		Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences most of the time.	What would you use to join these sentences together? What happens if I write un- before these words? Can you put these sentences in the correct order?	
		Starting sentences in different ways.		Use of capital letters, full stops, question marks and full stops consistently.	Can you make a sentence from these words? How can I start a sentence in a different way? Can you explain your answer using because?	
Year 2	Formation of nouns using suffixes such as -ness and -er and compounding.	Subordination (because) and co-ordination (and, or, but). Subordination using a range of conjunctions – if, when, although...	Correct choice and consistent use of the present and past tense through writing.	Use of capital letter, full stops, question marks and exclamation marks to demarcate sentences.	How can you join these sentences? How do use commas in a list? Can you add more information in your sentence by using because?	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe and comma.
	Formation of adjectives using suffixes -ful - less	Expanded noun phrases involving the addition of an adjective for description and specification. The greedy cat Expanded noun phrases going beyond the addition of an adjective. The greedy cat with an evil snarl.	Use of the progressive form of verbs in the past and present tense to mark actions in progress.	Commas to separate items in a list.	Can you add an adjective to your noun? Why is there an apostrophe there? When do you need to use an apostrophe? Can you add a suffix to these words? How does it change the meaning? What type of sentence is this?	
	Use of suffixes -er -est in adjectives and -ly to turn adjectives into adverbs.	Function and grammatical patterns of statements, questions, command and explanations.		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Can you write an expanded noun phrase? Can you write a complex sentence? What is the effect of using an adverb?	
		Use of adverbs within writing to add detail.				

Grammar Progression Map LKS2

Year	Word	Sentence	Text	Punctuation	Key Questions	Vocabulary
Year 3	Use the forms a or an according to whether the next word begins with a consonant or a vowel	Expressing time, place and cause using conjunctions	Introduction to paragraphs as a way to group related material Clear paragraphing used to differentiate between events or information.	Introduction of inverted commas to punctuate direct speech Use punctuation marks correctly in speech.	Can you punctuate this speech correctly? Why do we use inverted commas? Can you use a range of conjunctions in your writing? How can use show the passage of time? When do you use 'a' and 'an' ? Why do we need heading and sub-headings? How has this writing being structured in a way that makes it easy to read? What effect do adverbs have on writing? What are word families?	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas
	Word families based on root words, showing how words are related in form and meaning	Expressing time, place and cause using adverbs	Headings and sub-headings to aid presentation		Is your writing in the correct tense? How do you know? What is this paragraph about? What is the purpose of paragraph?	
		Expressing time, place and cause using prepositions	Use of the present perfect form of verbs in contrast to the simple past		What is the purpose of changing the structure of sentences?	
		Sentence structure is varied.				
Year 4	The grammatical difference between plural and possessive –s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use of paragraphs to organise ideas around a theme	Use inverted commas and other punctuation to indicate direct speech.	What is the purpose of paragraphs? Where should paragraphs be in this piece of writing? How can you expand this noun phrase? How is an apostrophe used to show possession?	determiner, pronoun, possessive pronoun, adverbial
	Standard English forms for verb inflections instead of local spoken forms	Fronted adverbials	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Apostrophes to mark plural possession.	What punctuation is needed for a fronted adverbial? What is the effect of adding a fronted adverbial to this sentence? What is the difference between Standard English and spoken English?	
		Use of relative clauses to add information		Use of commas after fronted adverbials Use fronted adverbials to create cohesion.	How do pronouns avoid repetition and aid cohesion? How can we add detail to this noun in different ways? How can we create cohesion? How can we use fronted adverbials to guide the reader?	

Grammar Progression Map UKS2

Year	Word	Sentence	Text	Punctuation	Key Questions	Vocabulary
Year 5	Converting nouns or adjectives into verbs using suffixes	Relative clauses	Devices to build cohesion within a paragraph (usually fronted adverbials)	Brackets, dashes or commas to indicate parenthesis	How can use punctuate parenthesis? What is relative pronoun? Can you add a relative clause to this sentence?	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
	Verb prefixes	Indicating degrees of possibility using adverbs	Linking ideas across paragraphs using adverbials of time, place and number or tense choices	Use of commas to clarify meaning or avoid ambiguity	How does this suffix change the meaning of this word? How do commas help the reader understand your writing? When are commas used?	
	Use of Standard English is consistent	Indicating degrees of possibility using modal verbs	The level of formality is correct throughout a text	Using hyphens to link words	What is the purpose of modal verbs? Can you change verbs by adding a prefix?	
			Use of different sentence lengths and structures for a purpose		How do you build cohesion? What is Standard English? How can you make this writing more formal? How can you build tension in writing? What is the purpose of hyphens? Can you think of any other ways of linking sentences and paragraphs and what impact does this have on the reader?	
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing and use it in their own writing	Use of the passive to affect the presentation of information in a sentence	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	Use of the semi-colon, colon and dash to mark the boundary between independent clauses mostly correctly To use the full range of punctuation marks correctly for effect and to enhance meaning	How do you make writing more formal/informal? Can you change this sentence to the passive voice? What is the purpose of using the passive voice? Can they use? How are colons and semi-colons used to link clauses?	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
	How words are related by meaning as synonyms and antonyms	The difference between structures typical of informal speech and structures appropriate for formal speech and writing Have full control over the level of formality used – grammar and vocabulary choices	Layout devices	Use of the colon to introduce a list and the use of semi-colons within lists.	How do you punctuate lists correctly? How can you present work to make it easy to access for the reader? How do hyphens link words? Can you find synonyms and antonyms of words? How do hyphens aid comprehension? How do vocabulary and grammar choices change the formality of writing?	
				To use hyphens to link words. How hyphens can be used to avoid ambiguity.	How can we use punctuation marks to create an effect?	

English - Reading

At Fulfen it is our belief that every child regardless of background can leave our school with the ability to read fluently. We aim to achieve this by developing a love of reading as soon as children start school. We believe that children do not just become readers: fluency and enjoyment are the result of careful teaching and frequent practice. As a result, we ensure that reading is at the heart of everything that we do.

Our thoughtful and imaginative readers will acquire the skills to:

- have a love of books, striving to develop a personal collection of texts that they have read.
- link what they have read/are reading to their own experiences and their understanding of the wider world.
- want to read aloud, reading with expression and clarity – using tone, intonation and expression to show their understanding of a text.
- continuously make predictions regarding the text that they are reading, developing a wider collection of aspects to base predictions on as they develop through school.
- continually be justifying their thoughts and feelings on a text through specific examples from what they have read.
- ask regular questions to help develop their understanding of a text.
- continuously infer the feelings of a character and – as they develop their skill – begin inferring the thoughts, actions and motives.
- develop their own personal taste in books and texts, building their own opinions and values on specific text types.
- distinguish the differences between fiction and non-fiction texts, recalling features from each but acknowledging the importance of both text types.
- develop the skills of skimming and scanning to retrieve information from texts quickly – developing a recognition as to the importance of this skill for later life.
- be confident in summarising different parts of the text, taking modelling from their teachers to base their summarising skills.
- **always consider the impact of what the author has written.** How has the author made me feel as a reader? How can I implement this into my writing.

Please note that Greater Depth objectives are in bold for each year group.

Reading Progression Map KS1

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
Year 1	In Year 1, children should read confidently by decoding - using the sounds they have been taught so far. They should also have a growing number of words they can read on their own instantly.	Based on what they have just read or listened to, children should be able to answer simple questions about what happened in the story.	When making predictions, children in Year 1 should be making them based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures.	Children should be making inferences about characters' feelings using what they say and do in a book to help justify their ideas.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading by the teacher and this should be developed regularly throughout the year.	Children should be retelling and ordering events from the text. They should also begin to discuss how events in books are linked.	Children discuss new word meanings and link them to words they already know.
	Key Questions						Vocabulary
	What has the character said that makes you think this? How do you think the character is feeling? Why? What do you think might happen next? Have you got any of your own questions about the book? Have you had any of your own experience like the character in the book?				Can you give examples from the text to explain why you think this? Why do you think the character chose to do this? Can you find anywhere in the text to show this? What is your favourite type of book and why? Can you find any extra information from this non-fiction text? Can you retell the story and show your understanding of the characters?		Guess, predict, feelings, speech, decoding, guess, order, events, links, recall, beginning, middle, end.

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying
Year 2	Children in Year 2 should be reading at a speed of 90 words per minute. Children should also develop expression when reading aloud, particularly where characters are speaking in a story.	Children in Year 2 should have regular chances to read on their own; and should then explain their understanding of reading by answering simple questions based on what they have just read.	Children will make predictions using their own knowledge as well as what has happened in a text so far to make logical predictions. These predictions must be accompanied by explanations.	Children should make inferences about characters' feelings using what they say. However, developing from Year 1, they should infer basic points and begin, with support, to pick up on more subtle references.	Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children need to be retelling and ordering events from the text. They also should begin to discuss how events are linked together. Developing from Year 1, they are able to focus on the main content of the story and use this as a basis for their activities.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.
	Key Questions						Vocabulary
	What has happened in the story so far? How can you use what has happened in the story to justify your prediction? How can we order this book? What is the main part of the story? Do you have any questions about the text? How do you think the character is feeling? What do you think the author is trying to tell us?				Can you independently infer character's feelings? Based on what you have read so far, how are you sure that your prediction is going to come true? What links can you find with this book and other books you have read? Can you show your understanding of the character dialogue through your tone and intonation?		Predict, order, question, main part, links, expression, explanation, prediction, retell, order, meaning

Reading Progression Map LKS2

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
Year 3	<p>Children need to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.</p> <p>Also, children should read further exception words, noting the unusual correspondences between spelling and sound.</p>	<p>In Year 3, Children will begin to use quotations from the text to answer questions and justify opinions.</p> <p>Also, the skill of 'skim and scan' will be started to retrieve details.</p>	<p>Children will use relevant prior knowledge to make predictions and justify them. They will also be taught the skill of using information from the text to form further predictions, realising the importance of justifying their ideas with key examples from what they have read.</p>	<p>Children will infer characters' feelings, thoughts and motives. They will also begin to justify them by referencing specific points in the text.</p>	<p>Year 3 children should be confident in asking questions to deepen their understanding of the text.</p> <p>Children should also begin identifying different themes of stories (good, evil/love, hate etc.) and use this to develop their own questions of the text.</p>	<p>Children will learn to distinguish between the important and less important information in a text.</p> <p>They will also be able to give a brief verbal summary of what they have read.</p> <p>Teachers begin to model how to record summary writing, providing children with opportunities to do the same.</p>	<p>Children begin to find the meaning of new words using substitution within a sentence.</p>	
	Key Questions					Vocabulary		
	<p>What evidence from the text can you find to justify your opinion?</p> <p>Why would we skim the text to find clues?</p> <p>Why do you predict that? Can you use life experience and evidence from the text to help justify?</p> <p>What themes can you find from the text?</p>	<p>What is the relationship between the poet and the contents of the poem?</p> <p>How does the writer set out their writing and what impact does this have on the reader?</p> <p>How does the figurative language used convey meaning to the reader?</p> <p>Can you find any deeper meaning to that of the author's original intentions?</p>				<p>Themes, convention, prior knowledge, justify, evidence, example, feelings, motives, thoughts.</p>		

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
Year 4	<p>Children will read silently and aloud, reading fluently enough to gain the meaning from the text. Children will also re-read where necessary and know the benefit of doing so.</p> <p>Children can use expression confidently when reading aloud.</p>	<p>Children must show confidence with the skill of skimming and scanning texts to record details.</p> <p>They must also show a fluency in using quotes from the text in supporting their answers to questions.</p>	<p>In Year 4, pupils will use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>They will also need to be taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Children will infer characters' feelings, thoughts and motives from their stated actions and previous references from the text.</p> <p>They will also consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Year 4 pupils will generate a variety of questions – recall and inferential - and questions about the deeper meaning of a text. This will help them with their deeper and further understanding of a text.</p> <p>Children will develop the idea of story themes from Year 3, and use this to help answer questions based on prediction and characters' motivations and actions.</p> <p>Story themes will develop further to areas such as courage and obstacles to overcome.</p>	<p>Children will use skills developed in year 3 to write a brief summary of main points, identifying and using important information.</p> <p>They will also use their skills of prediction and inference to assist their summaries.</p>	<p>Children will find the meaning of new words using the context of the sentence they have read.</p> <p>They should also link new words to other words they already know.</p>	
	Key Questions					Vocabulary		
	<p>What is the purpose of skimming and scanning the text?</p> <p>What do the motives and actions of the character show?</p> <p>Was your prediction correct? What clue was given for this?</p> <p>Can you find a reference of the text to help answer this question?</p> <p>What are further themes of books we have read?</p>			<p>Can you recognise areas of Year 4 GPS that are used in this text? What impact does it have and how can you use this in your own writing?</p> <p>Why is there bias in persuasive writing? What impact do you think this has on the reader?</p> <p>How do the fictional and factual accounts of historical accounts compare? Why do you think this?</p> <p>How can you use your understanding of the text to consider your audience when reading aloud?</p>		<p>Themes, convention, courage, action, prediction, justification, details, skimming, scanning, context, link, reference, summary.</p>		

Reading Progression Map UKS2

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
Year 5	<p>Children in Year 5 can read silently and recognise words automatically.</p> <p>They can also group words quickly to help them gain meaning from what they read.</p> <p>Fluent Year 5 readers will read aloud effortlessly and with expression.</p>	<p>Year 5 children will locate information accurately through skimming to gain an overall sense of the text.</p> <p>They will also scan a text to gain specific information to help answer questions.</p> <p>Using the skills of skimming and scanning, Year 5 pupils will identify sections of text to read more carefully and re-read/ read on when appropriate.</p>	<p>Year 5 children will make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</p> <p>Every prediction that they make must be based on relevant information from the text.</p>	<p>Inference in Year 5, involves understanding what is implied about characters and making judgements about their motivations and attitudes from the dialogue and description.</p>	<p>Children will actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p>	<p>Children should begin to make connections between information across the text and include this information in their written summaries.</p> <p>Children will also 'read around the word' and explore its meaning in the broader context of a section or paragraph.</p>	<p>In persuasive writing and other texts investigate how language is used to present opinion.</p> <p>Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument</p>	
	Key Questions					Vocabulary		
	<p>How does the dialogue show a deeper meaning of the character/text?</p> <p>What group of words show the meaning of the text?</p> <p>What do the characters' motivations and attitudes show about the text?</p> <p>Can you express your own opinions of the text by using evidence and clear explanations?</p> <p>After reading further, can you adapt your own opinion of the text? What changed your opinion?</p>			<p>What are the similarities and differences between different authors writing about the same topic?</p> <p>How can you effectively summarise the text and why is this an important reading skill?</p> <p>Can you infer meaning by using your own life experiences?</p> <p>Can you identify the shift in formality in a text? How does this impact the reader?</p>		<p>Specific information, predict, judgement, motivation, attitude, dialogue, summarise, summary, fact, opinion, biography, autobiography, context</p>		

Year	Decoding/Fluency	Retrieval	Prediction	Inference	Questioning	Summarising	Clarifying	
Year 6	Year 6 children’s reading sounds natural, as if they are speaking. They will read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. They will also read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.	Children will evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Children will also carefully read sections of texts to research information and to answer questions. Using evidence from across a text, children will explain events or ideas. Year 6 pupils will also Identify similarities and differences between characters, places, events, objects and ideas in texts. Children will read information from texts and evaluate its reliability and usefulness.	Year 6 pupils will make plausible predictions and explain what they are basing them on. They will also discuss how and why they need to modify their predictions as they read on.	Children will understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers’ view of characters.	Children will ask questions to clarify and explore their understanding of what is implied in the text. They will also locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. They will also research questions in the light of initial findings.	Summaries will be regular and will be based on what the children have read, linking their summary to previous predictions about the text. They will update their ideas about the text in the light of what they’ve just read. Year 6 pupils will summarise ‘evidence’ from across a text to explain events or ideas. They will also summarise their current understanding about a text at regular intervals.	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), children will distinguish between fact, opinion and fiction. In non-fiction texts, children will distinguish between explicit and implicit points of view. Children will also collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collecting and defining of technical vocabulary will be based on the language they have met in other subjects, e.g. developing subject or topic glossaries.	
	Key Questions						Vocabulary	
	Can you recognise the vocabulary from any further reading/subject? What similarities and differences can you spot between the themes of the text? How can skimming and scanning help us answer questions? What questions would require skimming and scanning? What are the differences and similarities between characters/places/events/objects/ideas in a text?	What is the purpose of the effect on the reader? Can you independently express your personal opinions, views and responses to the text by consistently using key evidence? What is the impact of the author and how does it impact your own feelings? Have you had a similar reading experience? Can you compare and contrast the different poetic styles by writers and give specific examples from the texts? What questions instantly came to your mind when reading this text?	Can you confidently explain meaning, messages, moods, feelings and attitudes in poetry and prose? Can you independently refer back to the text to justify your thoughts? Can you offer an alternative prediction to your own and consider why other readers may predict this? Can you recreate the author’s work into your own style? How do you think the author could adapt his choice of grammar, vocabulary and punctuation to improve their writing?	Vocabulary, impact, clarify, explore, value, implication, information, resources, vocabulary, purpose, research, presentation, narrative voice, differences, similarities, point of view, fact, opinion.				

English - Spelling

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

The ability to spell correctly is an essential life skill and is a critical component of communication. It is an important component of being able to read and understand a text and to be understood as a writer. By systematically teaching of spelling rules through explicit teaching and investigative work, children build up their knowledge of spelling rules and patterns to become confident spellers who learn to apply this knowledge beyond their time at Fulfen.

Our concise and conscientious spellers will acquire the skills to:

- quickly and accurately spell using their knowledge of the relationship between sounds and letters.
- Use their knowledge of word structure and spelling structure of words.
- use the vocabulary associated with spelling such as root word, prefix and suffix with ease and understanding.
- have a huge bank of known spellings and can confidently use their knowledge of phonics and spelling rules to attempt to spell unfamiliar words.
- use Standard English spelling when writing formally.

Please note:

A child working towards the expected standard in the year group would spell the words correctly some of the time.

A child working at the expected standard would spell the words most of the time.

A child working at greater depth would spell the words correctly all of the time.

Spelling Progression Map KS1

Year	Spelling patterns/rules				Common Exception Words to be taught	Vocabulary
Year 1	ff ll ss zz ck	nk	Division of words into syllables	-tch	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	diagrams trigraphs syllable vowel plural root word suffix adjective prefix compound word
	v sound at the end of words	Vowel digraphs and trigraphs – ai oi ay oy a-e e-e i-e o-e u-e ar ee ea (sea and head) er (her and under) ir ur oo (food and book) oa oe ou ow ue ew ie (lie and field) igh or ore aw au air ear (bear and pear) are	Adding –er and –est to adjectives where no change is needed to the root word.	Adding the endings –ing – ed – er to verbs where no change is needed to the root word.		
	Adding s and es to words	Words ending in y	Ph and wh	K – skin		
	Adding the prefix un	Compound words – bedroom				
Year 2	ge and dge at the end of words and g elsewhere in words before e,i and y – badge, age, giant	C before e,l and y – race, ice, cell.	Kn – knock	Wr at the beginning of words – write.	because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, door, floor, poor.	Consonant Suffix Contractions Apostrophe Homophones Root word Nouns Verbs possessive
	-le at the end of words – table.	Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it – hiking, shiny.	Adding -ed, -ing, -er, -est to a root word ending in -y with a consonant before it – copied, copier, happier, happiest.	The ‘s’ in these words usual, television, treasure.		
	The suffixes -ment, -ness, -ful, -less and -ly.	Contractions	Words ending in -tion – station.	Homophones and near-homophones – their/there		
	-el at the end of words – camel, towel.	al at the end of words – metal, pedal.	il at the end of words – pencil.	Ai sound written as y at the end of words – cry, dry.		
	Adding -es to nouns and verbs ending in y – babies, tries, carries.	. Ar after w – war, warm, towards.	The ‘or’ sound usually written as ‘a’ before l and ll – ball, call, always.	The o in other, mother, brother, nothing, Monday.		
	ey – key, donkey, valley.	The ‘a’ after w or qu – want, watch, wander, squash.	The ‘o’ after w – word, work, worm, worth.	The possessive apostrophe for singular nouns.		

Spelling Progression Map LKS2

Year	Spelling patterns/rules				Common Exception Words to be taught	Vocabulary
Year 3	Prefixes – in- un- dis- mis- im- re- sub- inter- super- anti- auto- il-	adding suffixes beginning with vowel letters to words with more than one syllable – forgetting, gardening, beginner	Homophones – knot/not	i as y	address, answer, appear, arrive, bicycle, breath, breathe, build, calendar, centre, circle, consider, describe, different, difficult, early, earth, eight, eighth, enough, experiment, famous, favourite, February, forward, fruit, grammar, group, heard, heart, history, important, interest, learn, length, library, often, opposite, perhaps, possible, probably, promise, quarter, question, regular, remember, sentence, special, strange, strength, woman, women	Prefix Suffix Vowel Syllable homophone
	u as ou	suffix ~ation	sufix ~ly			
Year 4	prefixes such as im~, il~, ir~, sub~, inter~, super~, auto~	suffixes ~tion, ~sion, ~ssion, ~cian	suffix ~ous	g as gue	business, caught, century, certain, complete, continue, decide, disappear, exercise, experience, extreme, guard, guide, height, imagine, increase, island, knowledge, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, ordinary, particular, peculiar, popular, position, possess, possession, potatoes, pressure, purpose, recent, reign, separate, straight, suppose, surprise, therefore, though, although, thought, through, various, weight	prefix suffix homophones plural apostrophe possession possessive
	k as que and ch	s as sc	sh as ch	ei, eigh, ey		
	homophones	place possessive apostrophe accurately in words with regular plurals (girls', boys') and irregular plurals (children's)				

Spelling Progression Map UKS2

Year	Spelling patterns/rules				Common Exception Words to be taught	Vocabulary
Year 5	~cious or ~tious	~cial or ~tial	~ant, ~ance/~ancy, ~ent, ~ence/~ency	~able/~ably, ~ible/~ibly	achieve, ancient, average, bargain, bruise, category, community, competition, definite, desperate, determined, dictionary, environment equipment, foreign, forty, frequently, government, harass, identity, individual, interfere, interrupt, language, leisure, lightning, marvellous, muscle, occur, opportunity,, equip, equipped, persuade, physical, queue, recommend, restaurant, rhyme, rhythm, shoulder, signature, sincerely, soldier, stomach, suggest, symbol, system, temperature, twelfth, vegetable, vehicle, yacht	Silent letters Suffix Vowel Prefix Hyphen Plural Apostrophe Possession Possessive homophones
	~ough	add suffixes beginning in vowels to words ending in ~fer	more challenging silent letters, e.g. knight, psalm, solemn	use prefixes involving the use of a hyphen		
	verb prefixes e.g. de~, over~, mis~ etc	place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (children's)	homophones			
Year 6	distinguish between homophones and other words which are often confused	Revise spelling rules as necessary.			accommodate, accompany, according, aggressive, amateur, apparent, appreciate, attached, available, awkward, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, develop, disastrous, embarrass, especially, exaggerate, excellent, existence, explanation, familiar, guarantee, hindrance, immediate, immediately, mischievous, necessary, neighbour, nuisance, occupy, parliament, prejudice, privilege, profession, programme, pronunciation, recognise, relevant, sacrifice, secretary, sufficient, thorough, variety	homophones