



Early Reading and English Curriculum Progression Map

School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

Year-on-year overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scheme/ programme	RWI Phonics and Get Writing	RWI Phonics and Get Writing	RWI Phonics and Get Writing Mastery English	English Mastery [pilot]			Mastery English
Fluency	<p>-To develop understanding of grapheme- phoneme correspondence</p> <p>-Read individual letters by saying the sounds for them</p> <p>-Read a few common exception words matched to the school's phonic programme.</p> <p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>-Apply phonic knowledge and skills as the route to decode words</p> <p>-Recognise all common graphemes by the end of Y1</p> <p>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, including multisyllabic words and words with common suffixes</p> <p>- Read common exception words</p> <p>- Read words with contractions</p> <p>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build fluency and confidence</p>	<p>-To recognise all 40 graphemes, and be able to confidently read these in words (including longer words and unfamiliar words)</p> <p>- Read many common words containing GPCs taught so far without needing to blend the sounds out loud first</p> <p>-Read common exception words with speed</p> <p>-To develop reading fluency by reading books closely matched to each pupil's reading knowledge</p>	<p>-To read words accurately and fluently without overt sounding and blending</p> <p>-To re-read text to build up fluency and confidence in word reading</p> <p>-To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print</p>	<p>-To read words accurately and fluently without overt sounding and blending</p> <p>-To re-read text to build up fluency and confidence in word reading</p> <p>-To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print</p>	<p>-To read words accurately and fluently without overt sounding and blending</p> <p>-To re-read text to build up fluency and confidence in word reading</p> <p>-To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print</p>	<p>-To read words accurately and fluently without overt sounding and blending</p> <p>-To re-read text to build up fluency and confidence in word reading</p> <p>-To test out different pronunciations, attempting to match what they decode to words they may have already heard but may not have seen in print</p>
Vocabulary	<p>-Engage in extended conversations about stories, learning new vocabulary.</p>	<p>-To develop their vocabulary by listening to books read aloud and discussing what they've heard</p> <p>-To develop an awareness of how language sounds and grammatical structures by listening to stories read aloud</p> <p>-To discuss word meanings, linking new meanings to those already known</p>	<p>-To apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>-To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>- To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words</p> <p>-To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>-To check that the text makes sense to them,</p>	<p>- To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words</p> <p>-To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>-To check that the text makes sense to them,</p>	<p>- To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words</p> <p>-To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>-To check that the text makes sense to them,</p>	<p>- To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words</p> <p>-To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>-To check that the text makes sense to them,</p>

			<p>-To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>-To read words containing common suffixes</p> <p>-To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>-To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>-To re-read these books to build up their fluency and confidence in word reading.</p>	<p>discussing their understanding and explaining the meaning of words in context</p> <p>-To discuss words and phrases that capture the reader's interest and imagination</p>	<p>discussing their understanding and explaining the meaning of words in context</p> <p>-To discuss words and phrases that capture the reader's interest and imagination</p>	<p>discussing their understanding and explaining the meaning of words in context</p> <p>-To discuss words and phrases that capture the reader's interest and imagination</p>	<p>discussing their understanding and explaining the meaning of words in context</p> <p>-To discuss words and phrases that capture the reader's interest and imagination</p>
Comprehension	<p>- Engage in extended conversations about stories, learning new vocabulary.</p> <p>-Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<p>-To develop motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-To link what they read or hear read to their own experiences</p> <p>-To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>-To develop pleasure in reading by reading and discussing a wide range of contemporary and classic poetry, stories and non-fiction, and express their opinion about these</p> <p>-To recognise and retell a wider range of stories, fairy stories and traditional tales</p> <p>-To recognise that non-fiction books that are structured in different ways</p> <p>-To recognising simple recurring literary language in stories and poetry</p>	<p>-To retrieve and record information from non-fiction</p> <p>-To read books that are structured in different ways and reading for a range of purposes</p> <p>-To identify main ideas drawn from more than one paragraph and summarise these</p> <p>-To identify how language, structure, and presentation contribute to meaning</p> <p>-To ask questions to improve their understanding of a text</p>	<p>-To retrieve and record information from non-fiction</p> <p>-To read books that are structured in different ways and reading for a range of purposes</p> <p>-To identify main ideas drawn from more than one paragraph and summarise these</p> <p>-To identify how language, structure, and presentation contribute to meaning</p> <p>-To ask questions to improve their understanding of a text</p>	<p>-To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas</p> <p>-To ask questions to improve their understanding of a text</p> <p>-To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>-To predict what might happen from details stated and implied</p>	<p>-To identify main ideas drawn from more than one paragraph and summarise these identifying key details that support the main ideas</p> <p>-To ask questions to improve their understanding of a text</p> <p>-To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>-To predict what might happen from details stated and implied</p>

		<p>-To recognise and join in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</p> <p>-To 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 information and vocabulary provided by the teacher</p> <p>-To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>-To discuss the significance of the title and events</p> <p>-To make inferences on the basis of what is being said and done, and predict what might happen on the basis of what has been read so far</p> <p>-To discuss what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>-To discuss their favourite words and phrases</p> <p>-To 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>-To understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>-To make inferences on the basis of what is being said and done</p> <p>-To ask and answer questions, and predict what might happen next</p>	<p>-To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>-To predict what might happen from details stated and implied</p> <p>-To begin to use dictionaries to check the meaning of unfamiliar words</p> <p>-To become familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>-To recognise some different types of poetry [e.g. free verse, narrative]</p> <p>-</p>	<p>-To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>-To predict what might happen from details stated and implied</p> <p>-To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>-To identify some themes and conventions in a range of books</p> <p>-To prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume and action</p>	<p>-To identify how language, structure, and presentation contribute to meaning</p> <p>-To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-To provide reasoned justifications for their views</p> <p>-To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-To 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>-To recommend books that they have read to their peers, giving reasons for their choices</p> <p>-To identify and discuss themes and conventions in and across a wide range of writing</p> <p>-To make comparisons within and across books</p> <p>-To learn a range of poetry by heart</p> <p>-To prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p>	<p>-To identify how language, structure, and presentation contribute to meaning</p> <p>-To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-To provide reasoned justifications for their views</p> <p>-To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-To 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>-To recommend books that they have read to their peers, giving reasons for their choices</p> <p>-To identify and discuss themes and conventions in and across a wide range of writing</p> <p>-To make comparisons within and across books</p> <p>-To learn a range of poetry by heart</p> <p>-To prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p>
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						<ul style="list-style-type: none"> -To distinguish between statements of fact and opinion -To retrieve, record and present information from non-fiction -To participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -To 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 	<ul style="list-style-type: none"> -To distinguish between statements of fact and opinion -To retrieve, record and present information from non-fiction -To participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -To 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
Handwriting	<ul style="list-style-type: none"> -To use the pincer grip when holding a writing implement -To sit comfortably and correctly when writing -Form lower-case and capital letters correctly -Write some or all of their name 	<ul style="list-style-type: none"> -To sit correctly at a table, holding a pencil comfortably and correctly when writing -To begin to form lower case letters in the right direction -Form capital letters -Recognise 'handwriting families' and how to practise these -Use spacings between words 	<ul style="list-style-type: none"> -To form lower case letters relative in size to one another -Start to use diagonal and horizontal strokes to join letters, and understand which adjacent letters are better left unjoined -To write capital letters and digits of the correct size, orientation, and relationship to lower case letters around them -Use spacing between words that reflects the size of the letter 	<ul style="list-style-type: none"> -To 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 -Increase the legibility consistency and quality of their handwriting 	<ul style="list-style-type: none"> -To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -To choose the writing implement that is best suited for a task 		
Transcription	<ul style="list-style-type: none"> -Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> -To spell words containing each of the 40+ phonemes already taught -Spell common exception words -Spell the days of the week -Name the letters of the alphabet (including in order) -Use letter names to distinguish between 	<ul style="list-style-type: none"> -Segment spoken words into phonemes and representing these by graphemes, spelling many correctly - 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 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them -Spell further homophones -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals [girls', boys'] and in words with irregular plurals [children's] -Use the first 2-3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> -To use further prefixes and suffixes and understand the guidance for adding them -Spell some words with silent letters (knight, psalm, solemn) -Continue to distinguish between homophones and other words which are often confused -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -Use dictionaries to check the spelling and meaning of words 		

		<p>alternative spellings of the same sound</p> <p>-Add prefixes and suffixes: using the spelling rule for plural marker for nouns and the third person singular marker for verbs; using the prefix un-; using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>-Apply simple 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 taught so far</p>	<p>-Learn to spell common exception words learning to spell more words with contracted forms</p> <p>-Learning the possessive apostrophe (singular) [for example, 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>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>*For further guidance on Y3/4 spellings, see appendix 1</p>	<p>-Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> <p>-Use a thesaurus</p> <p>*for further guidance on Y5/6 spellings, see appendix 1</p>
Planning	<p>-Form the complete sentence orally before writing with adult</p> <p>-Memorise the sentence before writing by repeatedly saying it aloud</p>	<p>-To say out loud what they are going to write about</p> <p>-To compose a sentence orally before writing it</p>	<p>-To consider what they are going to write before beginning</p> <p>-Planning or saying out loud what they are going to write about</p> <p>-Writing down ideas and/or key words, including new vocabulary</p> <p>-Encapsulating what they want to say, sentence by sentence</p>	<p>-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-Discuss and record ideas</p>	<p>-To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own</p> <p>-To note and develop initial ideas, drawing on reading and research where necessary</p> <p>-In writing narratives, to consider how authors have developed characters and settings in what they have read, listened to or see performed</p>
Drafting and writing	<p>-Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop.</p>	<p>-To sequence sentences to form short narratives</p>	<p>-Develop positive attitudes towards and stamina for writing</p> <p>-Write narratives about personal experiences and those of others (real and fictional)</p> <p>-Write about real events, poetry, and writing for different purposes</p>	<p>-Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>-Organise paragraphs around a theme</p> <p>-In narratives, create settings, characters and plot</p> <p>-In non-narrative material, use simple organisational devices</p> <p>*For further guidance on this, see appendix 2</p>	<p>-To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-In narratives, to describe settings, characters, and atmosphere, and to integrate dialogue to convey the character and advance the action</p> <p>-Précising longer passages</p> <p>-To use a wide range of devices to build cohesion within and across paragraphs</p> <p>-To use further organisational and presentational devices to structure text and to guide the reader</p>

<p>Evaluation and editing</p>	<p>-Re-read what they have written to check that it makes sense.</p>	<p>-To re-reading what they have written to check that it makes sense</p> <p>-To discuss what they have written with the teacher or other pupils</p> <p>-To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>-To make simple additions, revisions and corrections to their own writing</p> <p>-To evaluate their writing with the teacher and other pupils</p> <p>-To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>-To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>-Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Proofread for spelling and punctuation errors</p> <p>-Read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>-To assess the effectiveness of their own and others' writing</p> <p>-To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>-To ensure correct subject and verb agreement when using singular and plural</p> <p>-To distinguish between the language of speech and writing</p> <p>-To choose the appropriate register for a composition</p> <p>-Proofread for spelling and punctuation errors</p> <p>-To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
<p>Vocabulary, grammar, and punctuation</p>	<p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>-Form lower-case and capital letters correctly.</p>	<p>-To develop their understanding of the concepts set out in English Appendix 2</p> <p>-To leave spaces between words</p> <p>-Join words and joining clauses using <i>and</i></p> <p>-Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>-Learn the grammar for year 1 in English Appendix 2</p> <p>-Use the grammatical terminology in English</p>	<p>-To develop their understanding of the concepts set out in English Appendix 2</p> <p>-To learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>-To learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p>-To expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-Use the present and past tenses correctly and</p>	<p>-Develop their understanding of the concepts set out in appendix 2</p> <p>-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>-Use the present perfect form of verbs in contrast to the past tense</p> <p>-Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>-Use conjunctions, adverbs and prepositions to express time and cause</p> <p>-Use fronted adverbials</p> <p>-Learn the grammar for years 3 and 4 as set out in appendix 2</p> <p>-Indicate grammatical and other features by using commas after fronted adverbials, indicate possession by using the possessive apostrophe with plural nouns, use and punctuate direct speech</p>	<p>-To develop their understand of the concepts set out in appendix 2</p> <p>-To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>-To use passive verbs to affect the presentation of information in a sentence</p> <p>-To use the perfect form of verbs to mark relationships of time and cause</p> <p>-To use expanded noun phrases to convey complicated information concisely</p> <p>-To use modal verbs or adverbs to indicate degrees of possibility</p> <p>-to use relative clauses beginning with who, which, where, when, whose, that, or with an implied (omitted) relative pronoun</p> <p>-To learn the grammar for Y5 and 6 in appendix 2</p> <p>-To use commas to clarify meaning or avoid ambiguity in writing</p> <p>-To use hyphens to avoid ambiguity</p>

		Appendix 2 in discussing their writing.	consistently including the progressive form -Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Use the grammar for year 2 in English Appendix 2, and some features of written Standard English -To use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	-Use and understand the grammatical terminology in appendix 2 accurately and appropriately when discussing their writing and reading	-To use brackets, dashes or commas to indicate parenthesis -to use semicolons, colons or dashes to mark boundaries between independent clauses -To use colons to introduce lists -To punctuate bullet points consistently -To use and understand the grammatical terminology in appendix 2 accurately and appropriately in discussing their writing and reading
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Class Text Overview

	Year 2	Year 3	Year 4	Year 5	Year 6
Scheme/ programme	RWI Phonics and Get Writing Mastery English		English Mastery [pilot]		Mastery English
Class texts	-The Wolves in the Walls [Neil Gaiman] -The Great Kapok Tree [Lynne Cherry] -Dear Greenpeace [Simon James] -The Worst Witch [Jill Murphy]	-The BFG [Roald Dahl] -Cloudbusting [Malorie Blackman] -The Queen’s Nose [Dick King-Smith] -Grimm’s Fairy Tales [Ruth Brocklehurst, Gillian Doherty] -Fearless Fairytales [Konnie Huq] -The Wild Robot [Peter Brown] -The Adventures of Odysseus [Daniel Morden, Hugh Lupton]	-Charlotte’s Web [E.B. White] -Kaspar: Prince of Cats [Michael Morpurgo] -The Explorer [Katherine Rundell] -The Boy at the Back of the Class [Onjali Q. Rauf] -Race to the Frozen North [Catherine Johnson]	-Beowulf [Michael Morpurgo] -The Riddle of the Runes [Janina Ramirez] -The Closest Thing to Flying [Gill Lewis] -The Girl Who Stole an Elephant [Nizrana Farook] -Cogheart [Peter Bunzl]	-The Spiderwick Chronicles [Holly Black, Tony DiTerlizzi] -War Horse [Michael Morpurgo] -The Secret Garden [Frances Hodgson Burnett]

Appendix 1

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Appendix 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf