





# Progression in English Skills

	<p>when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas.</p>	<p>Select and use appropriate registers for effective communication.</p>	<p>Select and use appropriate registers for effective communication.</p>	<p>Select and use appropriate registers for effective communication.</p>
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Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception (ELG)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately.</p> <p>Read some <b>common</b></p>	<p>Apply <b>phonic knowledge</b> and skills as the route to decode words.</p>	<p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>				
		<p>Read speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p>	<p>Read accurately by <b>blending</b> the sounds in words that contain the <b>graphemes</b> taught so far, especially recognising alternative sounds for graphemes.</p>				
		<p>Read accurately by <b>blending</b> sounds in unfamiliar words containing <i>GPCs</i> that have been taught.</p>					



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	irregular words.	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read <b>common exception words</b> , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
		Read words containing <b>taught GPCs</b> and -s, -es, -ing, -ed, -er and -est endings.					
		Read <b>other words of more than one syllable</b> than contain taught GPCs.	Read accurately <b>words of two or more syllables</b> that contain the taught GPCs.				
		Read words with <b>contractions</b> e.g. <i>I'm, I'll, we'll</i> and understand the apostrophe represents the missing letter(s).					
			Read most words quickly and accurately, <b>without overt sounding and blending</b> , when they have been frequently encountered.				
		<b>Read aloud</b> accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<b>Read aloud</b> closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
		Re-read these books to build up their <b>fluency and confidence</b> in word reading.	Re-read these books to build up their fluency and confidence in word reading.				



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			Read words containing common <b>suffixes</b> .	Apply their growing knowledge of root words, <b>prefixes and suffixes</b> (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
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		Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Reception (ELG)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Develop pleasure in reading, <b>motivation</b> to read and <b>understanding</b> by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:		Develop <b>positive attitudes</b> to reading and <b>understanding</b> of what they read by:	
<b>Reading Comprehension 1</b>	Read and understand simple sentences.	<b>Listening to and discussing</b> a wide range of poems, stories and non-fiction at a level beyond that at which the can read independently.	<b>Listening to and discussing</b> and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which the can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Continuing to <b>read and discuss</b> an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.			
	They demonstrate understanding when talking with others about what they have read.	Being encouraged to <b>link what they are read</b> or hear read to their own experiences.							
		Discussing the <b>sequence of events</b> in books and how items of information are related.	Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .		Reading books that are <b>structured</b> in different ways and reading for a <b>range of purposes</b> .				
			Using dictionaries to check the meaning of words that they have read.						
		Becoming very <b>familiar</b> with key stories, fairy stories and traditional tales, retelling them and their particular characteristics.	Becoming increasingly <b>familiar</b> with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their <b>familiarity</b> with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.		Increasing their <b>familiarity</b> with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.			
						<b>Recommending books</b> that they have read to their peers, giving reasons for their choices.			



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	Recognising and joining in with <b>predictable phrases</b> .	Recognising simple <b>recurring literary language</b> in stories and poems.		
		Discussing their favourite words and phrases.	Discussing words and phrases that <b>capture the reader's interest</b> and imagination.	
			Identifying <b>themes and conventions</b> in a wide range of books.	Identifying <b>themes and conventions</b> in and across a wide range of writing.
				Making <b>comparisons</b> within and across books.
			Recognising some <b>different forms of poetry</b> e.g. free verse, narrative poetry).	
	Learning to appreciate <b>rhymes and poems</b> , and to recite some by heart.	Continuing to build up a repertoire of <b>poems</b> learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing <b>poems and play scripts</b> to read aloud and perform, showing understanding through intonation, tone, volume and action.	Learning a wider range of <b>poetry</b> by heart.  Preparing <b>poems and plays</b> to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.
		Being introduced to <b>non-fiction</b> books that are structured in different ways.		
	Discussing <b>word meanings</b> , linking new meanings to those already known.	Discussing and clarifying the <b>meaning of words</b> , linking new words to known vocabulary.		



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		Early Years	Key Stage 1	Lower Key Stage 2		Upper Key Stage 2			
		Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
			Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:		Understand what they read by:		
<b>Reading Comprehension 2</b>	Read and <b>understand</b> simple sentences.  Demonstrate <b>understanding</b> when talking to others about what they have read.		Drawing on <b>what they already know</b> or on background information and vocab provided by the teacher.						
			Checking that the text <b>makes sense</b> to them as they read and correcting inaccurate reading.		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		Checking that the book <b>makes sense</b> to them, discussing their understanding and exploring the meaning of the words in the context.		
			Discussing the significance of the title and events.						
			Making <b>inferences</b> on the basis of what is being said and done.		Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Drawing <b>inferences</b> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		
			Predicting what might happen on the basis of what has been read so far.		Predicting what might happen from details stated and implied.		Predicting what might happen from details stated and implied.		
				Asking and answering <b>questions</b> .	Asking <b>questions</b> to improve their understanding of a text.		Asking <b>questions</b> to improve their understanding.		
							Provide reasoned justifications for their views.		
							Discuss and evaluate how authors <b>use language</b> to, including figurative language, considering the impact on the reader.		
						Identifying <b>main ideas</b> drawn from more than one paragraph and summarising these.		Summarising the <b>main idea</b> drawn from more than one paragraph, identifying key details that support the main idea.	
						Identifying how <b>language, structure, and presentation</b> contribute to meaning.		Identifying how <b>language, structure, and presentation</b> contribute to meaning.	
						Retrieve and record information from non-fiction.		Retrieve, record and present information from <b>non-fiction</b> .	
						Distinguish between statements of <b>fact and opinion</b> .			



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		Participate in <b>discussion</b> about what is being read to them, taking turns and listening to what others say.	Participate in <b>discussion</b> about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in <b>discussion</b> about both books that are read to them and those they can read for themselves, building on their own and others' ideas by challenging views courteously.
		Explain clearly their <b>understanding</b> of what is read to them.	Explain and discuss their <b>understanding</b> of books, poems and other material, both those that they listen to and those that they have read for themselves.		Explain and discuss their <b>understanding</b> of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.



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Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing: Handwriting	Children handle equipment and tools effectively, including pencils for writing.	Sit correctly at the table, holding pencil comfortably and correctly.					
		Begin to form <b>lower-case</b> letters in the correct direction, starting and finishing in the right place.	Form <b>lower-case</b> letters of the correct size relative to one another.				
			Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
		Form <b>capital letters</b> .	Write <b>capitals</b> of the correct size, orientation and relationship to one another and to lower case letters.				
			Use <b>spacing</b> between words that reflects the size of the letters.				
		Form <b>digits 0-9</b> .	Write <b>digits</b> of the correct size and orientation.				
		Understand which letters belong to which handwriting 'families' and practise these.					
				Increase the <b>legibility, consistency and quality</b> of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write <b>legibly, fluently</b> , with increasing <b>speed</b> by: <ul style="list-style-type: none"> <li>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choosing the writing implement that is best suited for the task.</li> </ul>	



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		Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing: Punctuation &amp; Grammar</b>		Write <b>simple sentences</b> which can be read by themselves and others.	<u>Word Level</u> Regular <b>plural</b> noun suffixes '-s' or '-es'  <b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words.  How the <b>prefix</b> '-un' changes the meaning of <b>verbs</b> and <b>adjectives</b> .	<u>Word Level</u> Formation of <b>nouns</b> using suffixes such as '-ness', '-er' and by creating compound words  Formation of <b>adjectives</b> using suffixes such as '-ful' and '-less'  Use of the <b>suffixes</b> '-er', '-est' in adjectives  The use of the suffix '-ly' to turn <b>adjectives</b> into <b>adverbs</b>	<u>Word Level</u> Formation of nouns using a range of <b>prefixes</b> .  Use of the <b>forms a or an</b> according to whether the next word begins with a consonant or a vowel.  <b>Word families</b> based on common words, showing how words are related in form and meaning. E.g. solve/solution	<u>Word Level</u> The grammatical difference between <b>plural</b> and <b>possessive -s</b> .  Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. we were/we was	<u>Word Level</u> Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. '-ate', '-ise', '-ify'  Verb prefixes e.g. dis-, de-, mis-, over-, re-	<u>Word Level</u> The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.  How words are related by meaning as synonyms and antonyms e.g. big, large, little.



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		<p><u>Sentence Structure</u> How <b>words</b> can combine to make <b>sentences</b>.</p> <p>Joining <b>words</b> and joining <b>sentences</b> using <i>and</i>.</p>	<p><u>Sentence Structure</u> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>coordination</b> (using <i>or, and, or, but</i>).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p><b>How the grammatical patterns in a sentence indicate its function</b> as a statement, question, exclamation or command.</p>	<p><u>Sentence Structure</u> Expressing the time, place and cause using <b>conjunctions</b> (e.g. <i>when, so, before, after, while, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>), or <b>prepositions</b> (e.g. <i>before, after, during, in, because</i>).</p>	<p><u>Sentence Structure</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair).</p> <p><b>Fronted adverbials</b> (e.g. <i>Later that day</i>, I heard bad news).</p>	<p><u>Sentence Structure</u> <b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i> *** an omitted pronoun.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>might, should, will, must</i>).</p>	<p><u>Sentence Structure</u> Use the <b>passive voice</b> to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> Or the use of <b>subjunctive</b> forms such as <i>'I were'</i> or <i>'Were they to come'</i> in some very formal writing and speech).</p>
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<p><u>Text structure</u> Sequencing <b>sentences</b> to form short narratives.</p>	<p><u>Text structure</u> Correct choice and consistent use of the <b>present tense</b> and <b>past tense</b> throughout handwriting.</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress.</p>	<p><u>Text structure</u> Introduction to <b>paragraphs</b> as a way to group related material.</p> <p><b>Headings and sub-headings</b> to aid presentations.</p> <p>Use of the <b>present perfect</b> form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p>	<p><u>Text structure</u> Use <b>paragraphs</b> to organise ideas around a theme.</p> <p>Appropriate choice of <b>pronoun</b> and <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition.</p>	<p><u>Text structure</u> Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>).</p>	<p><u>Text structure</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast</i>) and <b>ellipsis</b>.</p> <p><b>Layout devices</b>, such as headings, sub headings, columns, bullets, tables, to structure text.</p>



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		<p><u>Punctuation</u> Separation of words with <b>spaces</b>.</p> <p>Introduction to <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p>Capital letters for names and the <b>personal pronoun I</b>.</p>	<p><u>Punctuation</u> Use of <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</p> <p><b>Commas</b> to separate items in a list.</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><u>Punctuation</u> Introduction to <b>inverted commas</b> to punctuate direct speech.</p>	<p><u>Punctuation</u> Use of <b>inverted commas</b> and other punctuation to indicate direct speech.</p> <p><b>Apostrophes</b> to mark plural possession.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<p><u>Punctuation</u> <b>Brackets, dashes or commas</b> to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p><u>Punctuation</u> Use of <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses.</p> <p>Use of the <b>colon</b> to introduce a list and use of the <b>semi-colon</b> within lists.</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity.</p>
		<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Punctuation mark, full stop, question mark, exclamation mark</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• preposition, conjunction</li> <li>• word family, prefix</li> <li>• clause, subordinate clause</li> <li>• direct speech</li> <li>• consonant, consonant letter vowel, vowel letter</li> <li>• inverted commas (or speech marks)</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion, ambiguity</li> </ul>	<p><u>Terminology</u></p> <ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive,</li> <li>• synonym, antonym</li> <li>• ellipsis, hyphen, colon, semi-colon, bullet points.</li> </ul>



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		Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Writing Composition</b>	Write simple sentences which can be read by themselves and others.			Develop positive attitudes towards and stamina for writing by writing: <ul style="list-style-type: none"> <li>• narratives about personal experiences and those of others (real and fictional)</li> <li>• about real events</li> <li>• poetry</li> <li>• for different purposes</li> </ul>				
		<b>Plan writing</b> Say out loud what they are going to write about.	<b>Plan writing</b> Plan or say out loud what they are going to write about.  Write idea and/or key words including new vocab.	<b>Plan writing</b> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.	<b>Plan writing</b> Identify audience and purpose, selecting appropriate form and use other similar writing as a model.  Note and develop initial ideas, drawing on reading and research where necessary.  In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.			
		<b>Drafting &amp; writing</b> Compose a sentence orally before writing.		<b>Drafting &amp; writing</b> <b>Compose and rehearse sentences orally</b> (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	<b>Drafting &amp; writing</b> Select appropriate grammar and vocab, <b>understanding how such choices can change and enhance meaning.</b>			
		Sequence <b>sentences</b> to form short narratives.	Encapsulate what they want to say, <b>sentence by sentence.</b>	Organise <b>paragraphs</b> around a theme.	Use a wide range of devices to build cohesion within and across <b>paragraphs</b> .			
					<b>Précis</b> longer paragraphs.			
				In <b>narratives</b> , create settings, characters and plot.	In <b>narratives</b> , describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.			



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				In <b>non-narrative</b> material, use simple organisational devices such as headings and sub-headings.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
		<p>Make <b>additions, revision and corrections</b> to their own writing by:</p> <ul style="list-style-type: none"> <li>Evaluating their own writing with the teacher or other pupils.</li> <li>Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>	<p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>	<p><b>Evaluate and edit:</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>	
	<b>Re-read</b> what they have written to check that it makes sense.	<b>Proof read</b> to check for errors in spelling, grammar and punctuation.		<b>Proof read</b> for spelling and punctuation errors.	<b>Proof read</b> for spelling and punctuation errors.
	<p><b>Discuss</b> what they have written with the teacher or other pupils.</p> <p><b>Read aloud</b> their writing clearly enough to be heard by their peers and the teacher.</p>	<b>Read aloud</b> their writing with appropriate intonation to make the meaning clear.		<b>Read aloud</b> their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Perform</b> their own compositions, using appropriate intonation, volume and movement so that meaning is clear.



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Early Years		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
Strand	Reception (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Writing: spelling</b>	Use <b>phonic knowledge</b> to write words in ways which match spoken sounds.	Spell words containing each of the 40+ <b>phonemes</b> already taught.	Spell by segmenting words into <b>phonemes</b> and representing these by graphemes, spelling many correctly.					
	Some words are spelt correctly and others are <b>phonetically plausible</b> .		Learn new ways of spelling <b>phonemes</b> for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.					
	Write some common <b>irregular</b> words.	Spell common <b>exception words</b> .	Spell common <b>exception words</b> .					
			Spell more words with <b>contracted</b> forms.					
			Distinguish between <b>homophones</b> and near homophones.	Spell further <b>homophones</b> .			Continue to distinguish between <b>homophones</b> and other words which are often confused.	
			Spell days of the week.					
					Spell words that are often misspelt.			
			Name the letters of the <b>alphabet</b> : <ul style="list-style-type: none"> <li>• Name in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>		Use the first two or three letters of a word to check its spelling in a <b>dictionary</b> .	Use the first three or four letters of a word to check spelling, meaning or both of these in a <b>dictionary</b> .		



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		<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• -s or -es</li> <li>• Un-</li> <li>• -ing -ed, -er, -est (where no change is needed in the spelling of the root word)</li> </ul>	<p>Add suffixes to spell longer words:</p> <p>-ment, -ness, -ful, -less, -ly.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p>	<p>Use further prefixes and understand the guidance for adding them.</p>
		<p><b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p>	<p><b>Write from memory</b> simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.</p>	
			<p>Spell by learning the possessive apostrophe (singular).</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	
					<p>Spell words with silent letters.</p>
					<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>



# Progression in English Skills