



Mugginton CE Primary English Skills Progression September 2021



	Area	Reception	Year One	Year Two
		Building understanding		
Knowledge / Themes	Word Structure		Know regular plural noun suffixes (-s or -es) and understand the change in meaning it brings Begin to use common suffixes -ing, -ed, -er	Understanding that suffixes (-ful, -less) form adjectives Use of suffixes -er and -est to make comparative and superlative forms
	Grammar		Simple past tense of regular verbs and common irregular words 'go', 'come' and 'eat' Understand that names and days/months require a capital letter	Understand statement, command, question Expand noun phrases with increasing consistency Use a capital letter for proper nouns with consistency Understand present and past tense
	Terminology		Noun, adjective, verb, noun phrases, question, capital letter, full stop, sentence	Statement, command, question, paragraph, exclamation, adverbs, apostrophe, prefix, suffix, conjunction, noun phrase, complex sentence
	Spelling		Spell own name and days of the week with increasing consistency Segment words in to phonemes and blend independently Read simple contracted forms	Spell days of the week and months correctly Consistent accuracy with first 30 high frequency words Spell simple contracted forms in spelling tests
Skills	Handwriting		Form correctly all 26 letters and the digits 0 – 9 when asked Write on line in workbooks or on paper Separate words with finger spaces Sit correctly at a table and hold a pencil comfortably	Begin to join some letters Make clear distinction between size of upper and lower case letters
	Punctuation		Use capital letters and full stops to demarcate sentences Commas for lists with support Write the date and title accurately, using capital letters to begin words and underline neatly	Mark questions with question marks with 75% accuracy Commas for lists Begin to mark contractions and possession with an apostrophe Use an exclamation mark appropriately
	Vocabulary Use		Use simple adjectives to describe everyday objects and activities With support use adjectives with the suffix '-ful'	Use simple synonyms for 'big' and 'good' With support, use adverbs to describe verbs Formation of adjectives using suffixes -ful and 'less' Use -ly suffix to turn adjectives into adverbs
	Sentence Structure		Understand how words can combine to make simple sentences Join words/clauses using 'and' Use simple noun phrases with prompting With support, compose a sentence including 'and' orally	Write a series of sentences around one theme or idea Use conjunctions and, but, so, because, when to expand sentences Compose a sentence and tell it to an adult when asked Understand that question words at beginning of a sentence indicate a question
	Text Structure and Purpose		Understand basic structure of a personal recount and, with support, record in two or three sentences a simple event from their past Understand that selection of vocabulary can alter/improve the reader's experience	Reread sentences to check they make sense Check verb tenses are accurate and consistent Use the present and past continuous (progressive) tense accurately
Overlearning & Vocabulary		Phonological knowledge, split digraphs, blending of CVC words	Capital letter, full stop! Finger spaces, use of phonological knowledge to spell common CVC words, split digraphs Writing on the lines, capital letter formation, Date and title	Basic sentence punctuation, accurate spelling of first 30 HF words, Handwriting, presentation, capital letter formation Noun phrases and simple conjunctions

	Area	Year Three	Year Four	Year Five	Year Six
		Expand Understanding		Refine and manipulate	
Knowledge / Themes	Word Structure	Formation of nouns using a range of prefixes, super-, anti-, auto- Know the grammatical rule of when to use 'a' and 'an' Simple word families 'solve', 'solution'	Understand the grammatical difference between plural and possessive Accurate verb conjugation (no over-regularisation errors)	Recall and use common word stems: '-ous', '-ion' '-ered', 'le', 'ure', 'ough'. Begin to list common 'silent letter' words	Recognise informal and formal vocabulary/speech, find out – discover How words are related as synonyms and antonyms
	Grammar	Understand and identify statement, command, question Noun phrases Understand present and past tense	Identify modal verbs and understand that they signify degrees of possibility Use the present perfect form in place of the past tense when appropriate	Understand and explain the difference between a main and a subordinate clause and a clause and a phrase	Use of the passive voice Noun types Use of the subjunctive Subordinating/coordinating connectives
	Terminology	Clause, heading, subheading, adverb, prefix, suffix, conjunction	Pronoun, possessive pronoun, modal verb, contraction	Relative pronoun, relative clause, parenthesis, determiner	Passive and active voice Abstract nouns Ellipsis
	Spelling	Spell homophones and near homophones as Appendix 1 of NC Begin to master the Year 3 /4 Spelling List, noting root words with support Begin to identify common spelling mistakes	To spell confidently the words on the Year 3 /4 spelling list Begin to note word families and root words independently Identify and use simple prefixes, un-, dis,	Begin to master the Year 5 /6 Spelling List Use suffixes –ate, -ise, -ify to convert nouns/adjective into verbs Verb prefixes dis-, de-, mis-, over-, re-	Mastery of the Year 5 /6 Spelling List by the end of the year
Skills	Handwriting	Join some letters accurately and fluently Understand which letters are better left unjoined Increase the legibility, consistency and quality of handwriting	Join letters fluently, accurately and with increasing consistency Handwriting across subjects, including in homework book is legible and neat	Write in a consistent, neat and fluent style Speed of writing and length of work does not affect quality	Neat and consistent style in all workbooks Handwriting pen used when appropriate Letter size/style occasionally adapted for effect (eg capital letters for drama)
	Punctuation	Regular correct placing of singular possessive apostrophe Begin to punctuate direct speech Use of capital 'I' in first person with 100% accuracy Commas used consistently in lists	Consistent correct placing of singular and improving use of plural possessive apostrophe Mark fronted adverbials with a comma Mark contractions and possession with apostrophes with 90% accuracy	Consistent use of plural possessive apostrophe Accurate use of 'their, they're & there' and 'your' & 'you're' Use of commas to clarify meaning	Use of semi-colon to separate two independent clauses Colons to indicate a list Ellipsis for effect
	Vocabulary Use	Use synonyms for 'big', 'small' and 'good' Select adjectives for effect	Select appropriate opportunities to use alliteration and onomatopoeia Similes to add detail and flair	Use idioms for effect Use similes consistently and begin to use personification and metaphor in narrative	Use oxymoron, idioms, personification and metaphor alongside mature phrase-making to add flair
	Sentence Structure	Write sentences with more than one clause Use key conjunctions and, but, so, or, when, if, that, because Begin to include adverbs after verbs Accuracy using the 'be' verb Express time using when", before, after	Open sentences with fronted adverbials Similes used with prompting Begin to use relative and embedded clauses Begin to use short sentences for effect Adverbs and adjectives used consistency and selected appropriately	Use and demarcate accurately relative and embedded clauses Begin to use semi-colons to separate two independent clauses Begin to use dashes to add additional information Use short sentences for effect	Demarcate embedded clauses using dashes and brackets, as well as commas Use embedded clauses without the relative pronoun Use of question tags, the passive voice and the subjunctive form
	Text Structure and Purpose	Organise two or more paragraphs around themes Begin to use headings and sub-heading Structure writing with time adverbials, next, then, after that Create characters, settings, plot	Group ideas into paragraphs and write in depth, maintaining clarity and accuracy Proof-read and assess quality of theirs and their peers' writing and suggest improvements	Begin to link ideas/themes across paragraphs using repetition, short sentences, ellipsis or conjunctions such as 'On the other hand'	Selecting and using formal and informal vocabulary and speech as required Link ideas/themes across paragraphs using a range of cohesive devices