

English Progression of Skills



Reception

At Guardian Angels' we want our Reception children to develop their skills and be ready to transition to Year 1.

Speakers	Readers	Writers
- To hold a conversation in a range of contexts, communicating ideas, thoughts and opinions clearly in well-formed sentences, using conjunctions to link ideas. - To retell a familiar story. - To create their own story with a complex narrative.	- To be able to read words and sentences using their phonological knowledge (Set 1 and Set 2 sounds). - To be able to sight read irregular words.	- To write a sentence independently.

Year 1

Writing to Entertain (Stories (including re-telling), Descriptions. Poetry, In character/role)

Text Features

- ☐ Time sequenced

Grammar and Sentences

- ☐ Presented in spoken or written form
- ☐ Told or written in first or third person (I, we, she, it, they)
- ☐ Told/written in past tense (sometimes in present tense)
- ☐ Chronological (plot or content have a chronology of events that happened in a particular order)

Punctuation Content

- ☐ Use finger spaces between words
- ☐ Use capital letters and full stops to mark sentences
- ☐ Use capital letter for first person 'I'

Year 1

Writing to Inform (Recount, Letter, Instructions)

Text Features

- ☐ Appropriate use of past and present tense.

Grammar and Sentences

- ☐ Use noun phrases which inform

sharp claws, black fur

- ☐ Use exclamation sentences where appropriate,

What a fantastic time we all had!

Punctuation Content

- ☐ Use finger spaces between words
- ☐ Use capital letters & full stops to mark sentences

Year 2

Writing to Entertain (Stories (including re-telling), Descriptions. Poetry, In character/role)

Text Features

- ☐ Time sequenced
- ☐ Begin to differentiate between past and present tense to suit purpose.

Grammar and Sentences

- ☐ Use coordinating conjunctions to link two main ideas

They pulled and pulled at the turnip to get it out.

- ☐ Use noun phrases which add detail to description

very old grandma, brave woodchopper

- ☐ Use the progressive form for verbs

Goldilocks was walking through the woods.

- ☐ Use exclamation sentences where appropriate

What big eyes you have, Grandma!

Punctuation Content

- ☐ Use finger spaces between words
- ☐ Use capital letters and full stops to mark sentences
- ☐ Use capital letter for first person 'I'
- ☐ Use apostrophes to mark contractions, e.g. didn't
- ☐ Use exclamation marks, particularly in relation to speech
- ☐ Begin to use inverted commas to mark direct speech where appropriate.

Year 2

Writing to Inform (Recount, Letter, Instructions)

Text Features

- ☐ Appropriate use of past and present tense.

Grammar and Sentences

- ☐ Use coordinating conjunctions to link two main ideas

Badgers sleep in the day and look for food at night.

- ☐ Use subordinating conjunctions in the middle of sentences

Badgers can dig well because they have sharp claws

- ☐ Use commas to separate items in a list,

You will need flour, eggs, sugar and water.

Punctuation Content

- ☐ Use question mark

Did you know...?

- ☐ Use apostrophes to mark possession

A badger's home is underground

Year 3

Writing to Entertain (Stories, Descriptions, Poetry, Characters/settings)

Text Features

- ☐ Detailed description
- ☐ Use paragraphs with line spacing to organise in time sequence

Grammar and Sentences

- ☐ Use expanded noun phrases to add detail & description

...the dark gloomy cupboard under the stairs...

- ☐ Use nouns & pronouns for clarity and cohesion

They crept into Minos's great labyrinth. Inside the maze...

Punctuation Content

- ☐ Begin to use punctuation for direct speech.
- ☐ Secure use of apostrophes for possession, including for plural nouns.

Year 3

Writing to Inform (Explanation, Recount, Letter, Biography, Newspaper Article)

Text Features

- ☐ Paragraphs with line spacing used to group related ideas
- ☐ Subheadings to label content

Grammar and Sentences

- ☐ Use expanded noun phrases to inform

A tall dark-haired man was seen leaving the scene.

- ☐ Use commas to separate adjectives in a list

You will need flour, eggs, sugar and water.

- ☐ Begin to use present perfect tense to place events in time

This week we have visited the Science Museum.

Punctuation Content

- ☐ Consolidate four main punctuation marks (. , ! ?)
- ☐ Use capital letters for proper nouns
- ☐ Begin to use inverted commas for direct speech
- ☐ Use bullet points to list items

Year 3

Writing to Persuade (Advertising, Letter, Speech, Poster)

Text Features

- ☐ Planned repetition
- ☐ Facts & Statistics
- ☐ Adjectives for positive description

Grammar and Sentences

- ☐ Use imperative verbs to convey urgency,
Buy it today! Listen very carefully....
- ☐ Use noun phrases to add detail and description,
Our fantastic resort has amazing facilities for everyone

Punctuation Content

- ☐ Ensure use of capital letters for proper nouns
- ☐ Use ? ! for exclamatory sentences

Year 4

Writing to Entertain (Stories, Descriptions, Poetry, Characters/settings)

Text Features

- ☐ Detailed description
- ☐ Use paragraphs with indent to organise in time sequence

Grammar and Sentences

- ☐ Use fronted adverbials to show how/when an event occurs,

Without a sound... After a moment...

- ☐ Use subordinate clauses to add detail or context

Although Theseus was scared, he prepared to enter the maze.

Punctuation Content

- ☐ Use full punctuation for direct speech, including punctuation within and before inverted commas,

Mum asked, "Will you be home for tea?"

- ☐ Secure use of apostrophes for possession, including for plural nouns.

- ☐ Use commas after fronted adverbials and subordinate clauses

- ☐ May begin to use dashes for emphasis

Year 4

Writing to Inform (Explanation, Recount, Letter, Biography, Newspaper Article)

Text Features

- ☐ Paragraphs with indent used to group related ideas
- ☐ Subheadings to label content

Grammar and Sentences

- ☐ Use subordinating conjunctions to join clauses, including as openers

Although they have a fierce reputation, the Vikings weren't all bad.

- ☐ Use expanded noun phrases to inform

A tall dark-haired man was seen leaving the scene.

- ☐ Use commas to separate adjectives in a list

You will need flour, eggs, sugar and water.

- ☐ Use relative clauses to add further detail

We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.

- ☐ Begin to use present perfect tense to place events in time

This week we have visited the Science Museum.

Punctuation Content

- ☐ Use commas to mark fronted adverbials

After lunch, we went into the museum

- ☐ Use commas to mark subordinate clauses

When he was a boy, Dahl did not like reading.

- ☐ Use inverted commas for direct speech

- ☐ Use bullet points to list items

Year 4

Writing to Persuade (Advertising, Letter, Speech, Poster)

Text Features

- ☐ Use of 2nd person
- ☐ Planned repetition
- ☐ Facts & Statistics
- ☐ Adjectives for positive description

Grammar and Sentences

- ☐ Use imperative verbs to convey urgency,
Buy it today! Listen very carefully....
- ☐ Use rhetorical questions to engage the reader,
Do you want to have an amazing day out?
- ☐ Use noun phrases to add detail and description,
Our fantastic resort has amazing facilities for everyone
- ☐ Use relative clauses to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Punctuation Content

- ☐ Ensure use of capital letters for proper nouns
- ☐ Use ? ! for rhetorical / exclamatory sentences
- ☐ Use commas to mark relative clauses
- ☐ Use commas to make fronted adverbials and subordinate clauses *After your visit, you won't want to leave.*
Once you've tasted our delicious sandwiches, you'll be coming back for more!

Year 5

Writing to Entertain (Narrative, Descriptions, Poetry, Characters/settings)

Text Features

- ☐ Detailed description
- ☐ Use paragraphs to organise in time sequence

Grammar and Sentences

- ☐ Use subordinate clauses to add detail or context, including in varied positions.

Although Theseus was scared, he prepared to enter the maze.

Theseus, although he was scared, prepared to enter the maze.

- ☐ Use relative clauses to add detail or context,

Amy grabbed the torch, which she'd strapped to her belt, quickly.

- ☐ Use a wide range of sentence structures to add interest

Punctuation Content

- ☐ Use brackets for incidentals,

Amy saw Katie (her best friend) standing outside.

- ☐ Use dashes to emphasise additional information,

The girl was distraught - she cried for hours.

- ☐ Use colons to add further detail in a new clause,

The girl was distraught: she cried for hours.

- ☐ Use semi-colons to join related clauses,

Some think this is awful; others disagree.

Year 5

Writing to Inform (Report, Recount, Biography, Newspaper Article)

Text Features

- ☐ Paragraphs used to group related ideas
- ☐ Heading/subheadings
- ☐ Use of technical vocabulary

Grammar and Sentences

- ☐ Use subordinating conjunctions in varied positions

The Polar Bear, although it is large, can move at great speed.

- ☐ Use expanded noun phrases to inform

...a tall dark-haired man with a bright-red cap...

- ☐ Use relative clauses to add further detail

We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.

- ☐ Begin to use passive voice to remain formal or detached

The money was stolen from the main branch.

- ☐ Begin to use colons to link related clauses

England was a good country to invade: it had plenty of useful land.

Punctuation Content

- ☐ Use brackets or dashes to explain technical vocabulary
- ☐ Use semi-colons to punctuate complex lists, including when using bullet points
- ☐ Use colons to introduce lists or sections
- ☐ Use brackets or dashes to mark relative clauses
- ☐ Secure use of commas to mark clauses, including opening subordinating clauses
- ☐ Begin to use colons & semi-colons to mark clauses

Year 5

Writing to Persuade (Advertising, Letter, Speech, Campaign)

Text Features

- ☐ Use of 2nd person
- ☐ Personal pronouns
- ☐ Planned repetition
- ☐ Facts & Statistics
- ☐ Hyperbole

Grammar and Sentences

- ☐ Use imperative and modal verbs to convey urgency,

Buy it today! This product will transform your life..

- ☐ Use adverbials to convey sense of certainty,,

Surely we can all agree...?

- ☐ Use short sentences for emphasis

This has to stop! Vote for change!

- ☐ Use of the subjunctive form for formal structure

If I were you, I would...

Punctuation Content

- ☐ Use ? ! for rhetorical / exclamatory sentences
- ☐ Use colons and semi-colons to list features, attractions or arguments
- ☐ Use brackets or dashes for parenthesis, including for emphasis

This is our chance—our only chance—to make a difference.

- ☐ Use semi-colons for structure repetition,

Bring your friends; bring your children; bring the whole family!

Year 5

Writing to Discuss (Balanced Argument, Newspaper Article, Review)

Text Features

- ☐ Appropriate use of cohesive devices
- ☐ Use of subjunctive form where needed

Grammar and Sentences

- ☐ Use modal verbs to convey degrees of probability,
It could be argued... Some might say...
- ☐ Use relative clauses to provide supporting detail
The rainforest, which covers almost a third of South America...
- ☐ Use adverbials to provide cohesion across the text,
Despite its flaws... On the other hand...
- ☐ Use expanded noun phrases to describe in detail
The dramatic performance by the amateur group was...
- ☐ Begin to use passive voice to maintain impersonal tone,
The film was made using CGI graphics

Punctuation Content

- ☐ Use brackets or dashes for parenthesis, including for emphasis
This performance—the first by such a young gymnast was a masterpiece!
- ☐ Use semi-colons for to mark related clauses,
Some argue ... ; others say...
- ☐ Use commas to mark relative clauses
- ☐ Use colons and semi-colons to punctuate complex lists

Year 6

Writing to Entertain (Narrative, Descriptions, Poetry, Characters/settings)

Text Features

- ☐ Detailed description
- ☐ Use paragraphs to organise in time sequence

Grammar and Sentences

- ☐ Use subordinate clauses to add detail or context, including in varied positions.

Although Theseus was scared, he prepared to enter the maze.

Theseus, although he was scared, prepared to enter the maze.

- ☐ Use relative clauses to add detail or context,

Amy grabbed the torch, which she'd strapped to her belt, quickly.

- ☐ Use a wide range of sentence structures to add interest

Punctuation Content

- ☐ Use brackets for incidentals,

Amy saw Katie (her best friend) standing outside.

- ☐ Use dashes to emphasise additional information,

The girl was distraught - she cried for hours.

- ☐ Use colons to add further detail in a new clause,

The girl was distraught: she cried for hours.

- ☐ Use semi-colons to join related clauses,

Some think this is awful; others disagree.

Year 6

Writing to Inform (Report, Recount, Biography, Newspaper Article)

Text Features

- ☐ Paragraphs used to group related ideas
- ☐ Heading/subheadings
- ☐ Use of technical vocabulary

Grammar and Sentences

- ☐ Use subordinating conjunctions in varied positions

The Polar Bear, although it is large, can move at great speed.

- ☐ Use expanded noun phrases to inform

...a tall dark-haired man with a bright-red cap...

- ☐ Use relative clauses to add further detail

We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.

- ☐ Begin to use passive voice to remain formal or detached

The money was stolen from the main branch.

- ☐ Begin to use colons to link related clauses

England was a good country to invade: it had plenty of useful land.

Punctuation Content

- ☐ Use brackets or dashes to explain technical vocabulary
- ☐ Use semi-colons to punctuate complex lists, including when using bullet points
- ☐ Use colons to introduce lists or sections
- ☐ Use brackets or dashes to mark relative clauses
- ☐ Secure use of commas to mark clauses, including opening subordinating clauses
- ☐ Begin to use colons & semi-colons to mark clauses

Year 6

Writing to Persuade (Advertising, Letter, Speech, Campaign)

Text Features

- ☐ Use of 2nd person
- ☐ Personal pronouns
- ☐ Planned repetition
- ☐ Facts & Statistics
- ☐ Hyperbole

Grammar and Sentences

- ☐ Use imperative and modal verbs to convey urgency,

Buy it today! This product will transform your life..

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Surely we can all agree...?

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- ☐ Use of the subjunctive form for formal structure

If I were you, I would...

Punctuation Content

- ☐ Use ? ! for rhetorical / exclamatory sentences
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- ☐ Use brackets or dashes for parenthesis, including for emphasis

This is our chance—our only chance—to make a difference.

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