

Progression in Narrative

	Reading Comprehension	Writing- composition, vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> Listening to (at a level beyond that at which they can read independently) and reading a wide range of stories on page and screen which provoke different responses. Participate in discussion, including expressing views and explaining their understanding, about narratives that are read to them and those that they can read for themselves, taking turns and listening to what others say. Within Y5 and Y6: build on their own and others' ideas and challenge views courteously; explain and discuss their understanding, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provide reasoned justifications for their views. Focus discussions and understanding on: story structure and themes, viewpoint (author and narrator), character, dialogue, setting and re-telling stories. 	<ul style="list-style-type: none"> Compose by articulating ideas and structuring them in speech and writing. Plan, draft, evaluate, edit and proof-read writing. Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences. Acquire an increasingly wide knowledge and use of vocabulary, grammar and punctuation.
Prior Knowledge	<ul style="list-style-type: none"> Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' Be aware that books have authors; someone is telling the story. Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. Stories happen in a particular place; identify settings by referring to illustrations and descriptions. Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. 	<ul style="list-style-type: none"> Attempt own writing for various purposes, using features of different forms, including stories.

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales

- Discuss and clarify the meanings of words, linking new meanings to known vocabulary and discuss favourite words and phrases.
- Check that the stories make sense to them as they read and correct inaccurate reading.
- **Identify the sequence: opening – something happens – events to sort it out – ending; identify words used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.**
- Begin to understand elements of an author's style, e.g. books about the same character or common themes; and recognise simple, recurring literary language.
- Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.
- Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.
- **Re-tell stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest. Explore characters' feelings and situations using drama techniques and dramatise parts of familiar stories and perform to class or group.**

- Tell own real and imagined stories; explore characters' feelings and situations using drama techniques; dramatise parts of own stories and perform to class or group.
- Plan or say aloud the writing before beginning, writing down ideas and/or key words, including new vocabulary. Encapsulate content, sentence by sentence.
- Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
- Make simple additions, revisions and corrections to the writing by: evaluating it with the teacher and other pupils; re-reading to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation.
- Read writing aloud with appropriate intonation to make the meaning clear.

Year 2 English Appendix 2

Word

- Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)
- Formation of adjectives using suffixes such as -ful, -less
- (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)
- Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Sentence

- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Poetry - Visual Poems

Structures: Visual poems are based (often exclusively) on visual appearance and/or sound. The words are presented to create a particular shape, to create an image or to convey a visual message. Letter shapes may be exaggerated in the design. Meaning may be literal or rely on metaphor.

Generic Structure	Language Features	Knowledge for the Writer
Calligrams and shape poems	<p>A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.</p> <p><u>Examples</u> A one-word calligram could use a wobbly font or handwriting style for the word TERRIFIED. A shape poem about eating fruit to stay healthy could be presented to look like the shape of an apple on the page or screen by adapting line length.</p>	<ul style="list-style-type: none"> • Think about words in different ways. Listen to the way they sound and look carefully at their letters and shapes on the page or screen. • Find out more about word meanings by using a thesaurus to get ideas. • Stick to simple shapes that you can recreate by typing or writing. • Get more ideas by exploring font options and text effects. The way they make words look will help you plan visual poems.
Concrete poetry	<p>The simplest concrete poems are shape poems but others blur the boundaries between poetry and art. They can include sounds and images and can also be 3-D. New technologies have brought about innovative forms that include multilayered texts with hyperlinks to 'poems within poems', visual stories, audio files and images that form part of the poem itself.</p>	<ul style="list-style-type: none"> • Remember that some visual poems only work by looking at them, not by reading them aloud. Others only make sense when you read them and hear the sound of the words.

- Continue to read and discuss an increasingly wide range of poetry that is read to them and read by themselves, building on their own and others' ideas and challenging views courteously
- Learn a wider range of poetry by heart
- Check that the poem makes sense, discussing own understanding and exploring the meaning of words in context
- Ask questions to improve understanding
- Identify and discuss themes and conventions in and across a wide range of poetry, making comparisons within and across poems
- Interpret poems, explaining how the poet creates shades of meaning
- Draw inferences and justify with evidence
- Summarise the main ideas drawn from more than one section, identifying key details that support the main ideas
- Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader
- Comment on poems' structures and how these influence meaning
- Identify how language, structure and presentation contribute to meaning

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form
- Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

- Use language imaginatively to create surreal, surprising, amusing and inventive poetry
- Use simple metaphors and personification to create poems based on real or imagined experience
- Select pattern or form to match meaning and own voice
- Plan the writing by identifying the audience for and purpose of the poem, using other similar poems as models
- Note and develop initial ideas, drawing on reading and research where necessary
- During drafting, select appropriate grammar and vocabulary, showing how such choices can change and enhance meaning
- Use a wide range of devices to build cohesion within and across sections and use further organisational and presentational devices to structure the poem and to guide the reader as appropriate for the poem's form
- Evaluate and edit by assessing the effectiveness of own and others' writing and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure consistent and correct use of tense and correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

As applicable to the poem's form

Progression in Instructional/Procedural Texts

Prior Knowledge	<ul style="list-style-type: none"> • Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area 	
Year One	<ul style="list-style-type: none"> • Listen to, discuss and follow instructions that cannot yet be read independently: a single more detailed instruction and a longer series of instructions. Participate in discussion about what is read, taking turns and listening to what others say. Explain clearly own understanding of what is read. • Give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in a shared context. Check that the instructions make sense and correct inaccurate reading. • Link what is listened to or read independently to own experiences and discuss word meanings, linking new meanings and vocabulary to those already known. Discuss the significance of the title and steps. • Contribute to class composition of instructions with teacher scribing. • Write two or more consecutive instructions independently. Compose each sentence orally before writing it. • Re-read what has been written to check that it makes sense and discuss the writing with the teacher or other pupils. • Read writing aloud clearly enough to be heard by peers and the teacher. 	