

Literacy Tree Steps in Progression

Composition

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|--|
| Composition: Plan | Write about real events | Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes | Discuss and recording ideas | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own | Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings |
| Composition: Draft & write | Say out loud what they are going to write about Write down ideas Orally rehearsing sentence | Plan what they are going to write about Write down key words, including new vocabulary Encapsulating what they want to say, sentence by sentence | Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot | Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and sub-headings] | Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining] |

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| <p>Composition: Evaluate & edit</p> | <p>Re-reading to check that their writing makes sense</p> <p>Read aloud what they have written</p> | <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-reading 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 [e.g. ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p>Suggest improvements to their own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation</p> | <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Distinguish between the language of speech and writing and identify the level of formality required</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> |

Literacy Tree Steps in Progression

Word Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|---|---|
| <p>Reading: Word Reading – Fluency</p> | <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read aloud accurately books consistent with their developing phonic knowledge</p> | <p>Read most familiar words quickly and accurately, without overt blending</p> <p>Re-read familiar books to build up their fluency and confidence in word reading</p> | <p>Continue to build up their fluency, stamina and confidence in word reading</p> | <p>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</p> | <p>Develop fluency, stamina and confidence in reading a wider range of longer texts</p> | <p>Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</p> |
| <p>Reading: Word Reading – Phonics, etymology and morphology</p> <p>Refer to PoS Appendix 1 for detailed information</p> | <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and –est suffixes</p> <p>Compound words</p> | <p>Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> | <p>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</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p> | <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p> |

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| <p>Reading: Word Reading – Non-rule words</p> | <p>Read the following common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> | <p>Read further common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> | <p>Read further common exception words:</p> <p>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p> | <p>Read further common exception words:</p> <p>actual(ly), answer, appear, bicycle, breath, busy/business, caught, century, circle, consider, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight,</p> | <p>Read further common exception words:</p> <p>Accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</p> | <p>Read further common exception words:</p> <p>Accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p> |

Literacy Tree Steps in Progression

Comprehension

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|--|---|
| <p>Reading: Comprehension– Reading for Pleasure</p> | <p>Listen to and discussing a wide range literature beyond their independently reading ability, link it to their own experiences</p> <p>Recognise and join in with predictable phrases</p> | <p>Listen to, discuss and express views about a wide range literature beyond their independently ability including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Be introduced to non-fiction books structured in different ways</p> | <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</p> <p>Read books that are structured in different ways</p> | <p>Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</p> <p>Read books that are structured in different ways and read for a range of purposes</p> | <p>Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase familiarity with a wide range of books, including myths, legends and traditional stories</p> <p>Recommend books to their peers</p> <p>Make comparisons across books</p> | <p>Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Increase familiarity with a wide range of books, incl. modern fiction, classic and diverse fiction</p> <p>Recommend books to their peers, giving reasons</p> <p>Make comparisons within and across books</p> |
| <p>Reading: Comprehension– Poetry & rhymes</p> | <p>Appreciate and recite some rhymes and poems</p> | <p>Recognise simple recurring literary language</p> <p>Build a further repertoire of poems learnt by heart, reciting with intonation</p> | <p>Prepare poems and play scripts to read aloud and to perform, using intonation</p> <p>Recognise some different forms of poetry [e.g. free verse]</p> | <p>Prepare poems and play scripts to read aloud and perform, using intonation, tone and action</p> <p>Recognise some different forms of poetry [e.g. narrative poetry]</p> | <p>Learn a range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume</p> | <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, using intonation, tone and volume</p> |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Reading: Comprehension– Understanding language</p> | Discuss word meanings, linking new meanings to those already known | Discuss and clarify the meanings of words and their favourite words and phrases | Discuss words and phrases that capture the reader’s interest Use dictionaries to check the meaning of words that they have read | Discuss words and phrases that capture the reader’s interest and imagination Use dictionaries to check the meaning of words that they have read | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| <p>Reading: Comprehension– Understanding & explain</p> | Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correcting inaccurate reading | Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correcting inaccurate reading | Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction | Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion Provide reasoned justifications for their views | Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion Provide reasoned justifications for their views |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|--|
| <p>Reading: Comprehension- Inference</p> | <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> | <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> | <p>Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences</p> <p>Predict what might happen from details stated</p> | <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> | <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations</p> <p>Predict what might happen from details stated and implied and knowledge of other texts</p> | <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text</p> <p>Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons</p> |
| <p>Reading: Comprehension- Discuss & explain</p> | <p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> | <p>Answer and ask questions</p> <p>Participate in discussion about books, poems and other works, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> | <p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of what they have read through discussion, and written responses</p> | <p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of what they have read through discussion, reading journals and written responses</p> | <p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through presentations and debates</p> | <p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|--|---|
| Reading: Comprehension- Summarise | Be familiar with a wide range of key stories and their characteristics | Discuss the sequence of events in books and how information is related | Identify main ideas drawn from more than one paragraph and summarising these | Identify main ideas drawn from more than one paragraph and summarising these | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve and record information from non-fiction | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve, record and present information from non-fiction |
| Reading: Comprehension- Themes | Discuss the main ideas in stories | Discuss the meaning, main ideas and morals in stories | Identify themes and conventions in some books | Identify themes and conventions in a wide range of books | Identify and discuss themes and conventions in a wider range of books | Identify and discuss themes and conventions across reading |

Literacy Tree Steps in Progression

Transcription – Spelling

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|---|---|
| <p>Transcription:</p> <p>Spelling – Patterns</p> <p>Refer to PoS Appendix 1 for detailed information</p> | Words containing each of the 40+ phonemes already taught | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly | Spell words that are often misspelt | Spell words that are often misspelt | Spell some words with 'silent' letters [e.g. knight, psalm, solemn] | Spell some words with 'silent' letters [e.g. knight, psalm, solemn] |
| <p>Transcription:</p> <p>Spelling – Prefixes / Suffixes</p> <p>Refer to PoS Appendix 1 for detailed information</p> | Use the prefix un– Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest] | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | Use further prefixes and suffixes and understand how to add them | Use further prefixes and suffixes and understand how to add them | Use further prefixes and suffixes and understand the guidance for adding them | Use further prefixes and suffixes and understand the guidance for adding them |
| <p>Transcription:</p> <p>Spelling – Words</p> <p>Refer to PoS Appendix 1 for detailed information</p> | Common exception words The days of the week Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | Common exception words Learn some words with alternative graphemes for known phonemes, including common homophones Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [e.g. the girl's book] | Spell further homophones Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] | Spell further homophones Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's] | 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 | 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 |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|---|---|
| <p>Transcription:</p> <p>Spelling – Prefixes / Suffixes</p> <p>Refer to PoS Appendix 1 for detailed information on specific GPCs, prefixes/suffixes and patterns/rules</p> | <p>Using the prefix un–</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest]</p> | <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> | <p>Use further prefixes and suffixes and understand how to add them</p> | <p>Use further prefixes and suffixes and understand how to add them</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them</p> |
| <p>Transcription:</p> <p>Spelling – Words</p> <p>Refer to PoS Appendix 1 for detailed information</p> | <p>Name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Apply simple spelling rules and guidance</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 new ways of spelling phonemes for which one or more spellings are already known and spell words including these</p> <p>Distinguish between homophones and near-homophones</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> | <p>Use the first two letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Use the first three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify synonyms</p> | <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify appropriate synonyms and antonyms</p> |

Literacy Tree Steps in Progression

Transcription – Handwriting

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|---|--|---|---|---|---|
| Transcription: Handwriting | <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p> | <p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task.</p> | <p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task.</p> |