



# DILS English Progression Skills EYFS-Y6



| 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>Sp<br/>ea<br/>ki<br/>ng<br/>a<br/>n<br/>d<br/>L<br/>is<br/>t<br/>e<br/>ni<br/>ng</b> | Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | Listen and respond appropriately to adults and their peers.   | Listen and respond appropriately to adults and their peers.   | Listen and respond appropriately to adults and their peers.   | Listen and respond appropriately to adults and their peers.   | Listen and respond appropriately to adults and their peers.   | Listen and respond appropriately to adults and their peers.   |
|   | Give their attention to what others say and respond appropriately, while engaged in another activity.                             | Ask relevant questions to extend their understanding and knowledge.   | Ask relevant questions to extend their understanding and knowledge.   | Ask relevant questions to extend their understanding and knowledge.   | Ask relevant questions to extend their understanding and knowledge.   | Ask relevant questions to extend their understanding and knowledge.   | Ask relevant questions to extend their understanding and knowledge.   |
|   | Answer 'how' and 'why' questions about their experiences and in response to stories or events.                                    | Use relevant strategies to build their vocabulary.  |
|   | Express themselves effectively, showing awareness of listeners' needs.  | Articulate and justify answers, arguments and opinions.   |
|   | Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.        | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               |
|   | Develop their own narratives and explanations by connecting ideas or events.  | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. |
|   | Children are confident to speak in a familiar group, will talk about their ideas.   | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         |
|   |   | Speak audibly and fluently with an increasing command of Standard English.  | Speak audibly and fluently with an increasing command of Standard English.  | Speak audibly and fluently with an increasing command of Standard English.  | Speak audibly and fluently with an increasing command of Standard English.  | Speak audibly and fluently with an increasing command of Standard English.  | Speak audibly and fluently with an increasing command of Standard English.  |
|   |   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | Participate in discussions, presentations, performances, role play, improvisations and debates.   |
|   |   | Gain, maintain and monitor the interest of the listener(s).   | Gain, maintain and monitor the interest of the listener(s).   | Gain, maintain and monitor the interest of the listener(s).   | Gain, maintain and monitor the interest of the listener(s).   | Gain, maintain and monitor the interest of the listener(s).   | Gain, maintain and monitor the interest of the listener(s).   |
|   | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                             | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   | Consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   |   |
|   | Select and use appropriate registers for effective communication.   | Select and use appropriate registers for effective communication.   | Select and use appropriate registers for effective communication.   | Select and use appropriate registers for effective communication.   | Select and use appropriate registers for effective communication.   | Select and use appropriate registers for effective communication.   |   |



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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 |
| Word Reading    | Use <b>phonic knowledge</b> to decode regular words and read them aloud accurately. | Apply <b>phonic knowledge</b> and skills as the route to decode words.   | Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.   |   |        |                   |        |
|                 |   | Read speedily with the correct sound to <b>graphemes</b> for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.                  | 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.               |   |        |                   |        |
|                 |   | Read accurately by <b>blending</b> sounds in unfamiliar words containing GPCs that have been taught.   |  |   |        |                   |        |
|                 | Read some <b>common irregular words</b> .   | Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.                                      | Read common exception words, 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 taught GPCs and –s, –es, –ing, –ed, –er and –est endings.  |  |   |        |                   |        |
|                 |   | Read other words of more than one syllable than contain taught GPCs.   | Read accurately words of two or more syllables that contain the taught GPCs.   |   |        |                   |        |
|                 |   | Read words with contractions e.g. I’m, I’ll, we’ll and understand that apostrophe represents the missing letter(s).  | Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.   |   |        |                   |        |
|                 |   | Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. | Read aloud 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 fluency and confidence in word reading.       | Re-read these books to build up their fluency and confidence in word reading.  | 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. |   |        |                   |        |
|                 |   | Read words containing common <b>suffixes</b> .   |  |   |        |                   |        |



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|--|--|---|--|--|---|--|--------|
| Reception (ELG)  |  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6 |
| <b>R<br/>e<br/>a<br/>d<br/>i<br/>n<br/>g<br/>C<br/>o<br/>m<br/>p<br/>r<br/>e<br/>h<br/>e<br/>n<br/>s<br/>i<br/>o<br/>n<br/>1<br/>-<br/>1<br/>o<br/>f<br/>2</b> |  | Develop pleasure in reading, motivation to read and understanding by:   |  | Develop positive attitudes to reading and understanding of what they read by:  |   | Develop positive attitudes to reading and understanding of what they read by:  |        |
|  | Read and understand simple sentences.  | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. | Listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                        |   | Continuing to read and discuss 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 link what they are reading or hear read to their own experiences.   |  |  |   |  |        |
|  |  |   | Discussing the sequence of events in books and how items of information are related.   | Reading books that are structured in different ways and reading for a range of purposes.   |   | Reading books that are structured in different ways and reading for a range of purposes.   |        |
|  |  |   |  |  | Using dictionaries to check the meaning of words that they have read. |  |        |
|  |  | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and their particular characteristics.      | Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.   | Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. |   | Increasing their familiarity 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. |        |
|  |  |   |  |  |   | Recommending books that they have read to their peers, giving reasons for their choices.   |        |
|  |  | 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.  |   |  |        |



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| Reception (ELG)   |  | Year 1   | Year 2  | Year 3            | Year 4  | Year 5   | Year 6  |
| <b>Re<br/>adi<br/>ng<br/>Co<br/>m<br/>pr<br/>eh<br/>en<br/>sio<br/>n<br/>1<br/>-<br/>2<br/>of<br/>2</b> |  |  |   |                   | 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<br/>Comprehension<br/>2<br/>-1<br/>of<br/>2</b> | Read and understand simple sentences.<br><br>Demonstrate understanding when talking to others about what they have read. | Drawing on what they already know or on background information and vocab provided by the teacher.    |                                 |  |        |  |        |   |  |
|  |  | Checking that the text makes sense 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 makes sense to them, discussing their understanding and exploring the meaning of the words in the context.            |        |   |  |
|  |  | Discussing the significance of the title and events.   |                                 |  |        |  |        |   |  |
|  |  | Making inferences on the basis of what is being said and done.                                       |                                 | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |        | Drawing inferences 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 questions   | Asking and answering questions. | Asking questions to improve their understanding of a text.   |        | Asking questions to improve their understanding.   |        |   |  |
|  |  |  |                                 |  |        | Provide reasoned justifications for their views.   |        |   |  |
|  |  |  |                                 |  |        | Discuss and evaluate how authors use language to, including figurative language, considering the impact on the reader.                       |        |   |  |
|  |  |  |                                 |  |        | Identifying main ideas drawn from more than one paragraph and summarising these.   |        | Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea. |  |
|  |  |  |                                 |  |        | Identifying how language, structure, and presentation contribute to meaning.   |        | Identifying how language, structure, and presentation contribute to meaning.                                      |  |
|  |  |  |                                 | Retrieve and record information from non-fiction.  |        | Retrieve, record and present information from non-fiction.   |        |   |  |
|  |  |  |                                 |  |        | Distinguish between statements of fact and   |        |   |  |



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|  |  |  |  |  | opinion. |
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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 |
| Reading<br>Compre<br>he<br>nsi<br>on<br>2 –<br>2<br>of<br>2<br><br>Reading<br>Compre<br>he<br>nsi<br>on<br>2 |  | 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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|---|---|---|--|--|--|--|--------|
| Reception   |   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6 |
| <b>W<br/>r<br/>i<br/>t<br/>i<br/>n<br/>g:<br/>h<br/>a<br/>n<br/>d<br/>w<br/>r<br/>i<br/>t<br/>i<br/>n<br/>g</b> | Children handle equipment and tools effectively, including pencils for writing. | Sit correctly at the table, holding pencil comfortably and correctly.                                 |  |  |  |  |        |
|   |   | Begin to form lower-case letters in the correct direction, starting and finishing in the right place. | Form lower-case letters of the correct size relative to one another.   |  |  |  |        |
|   |   |   | 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. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. |  |  |        |
|   |   | Form capital letters.   | Write capitals of the correct size, orientation and relationship to one another and to lower case letters.   |  |  |  |        |
|   |   |   | Use spacing between words that reflects the size of the letters.   |  |  |  |        |
|   |   | Form digits 0-9.  | Write digits of the correct size and orientation.  |  |  |  |        |
|   |   | Understand which letters belong to which handwriting 'families' and practise these.                   |  |  |  |  |        |
|   |   |   |  |  | Increase the legibility, consistency and quality 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 legibly, fluently, with increasing speed by:<br><br>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.<br><br>Choosing the writing implement that is best suited for the task. |        |



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|---|--|--|--|---|--|--|--|
| Reception (ELG)                         |  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
| Writing: Punctuation & Grammar – 1 of 2 | Write simple sentences which can be read by themselves and others. | <p><u>Word Level</u> Regular plural noun suffixes '-s' or '-es'</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the <b>prefix</b> '-un' changes the meaning of <b>verbs</b> and <b>adjectives</b>.</p> | <p><u>Word Level</u><br/>Formation of <b>nouns</b> using suffixes such as '-ness', '-er' and by creating compound words</p> <p>Formation of <b>adjectives</b> using suffixes such as '-ful' and '-less'</p> <p>Use of the <b>suffixes</b> '-er', '-est' in adjectives</p> <p>The use of the suffix '-ly' to turn <b>adjectives</b> into <b>adverbs</b></p>                           | <p><u>Word Level</u><br/>Formation of nouns using a range of <b>prefixes</b>.</p> <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel.</p> <p><b>Word families</b> based on common words, showing how words are related in form and meaning. E.g. solve/solution</p> | <p><u>Word Level</u><br/>The grammatical difference between <b>plural</b> and <b>possessive</b> –s.</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. we were/we was</p>  | <p><u>Word Level</u><br/>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. '-ate', '-ise', '-ify'</p> <p>Verb prefixes e.g. dis-, de-, mis-, over-, re-</p>  | <p><u>Word Level</u><br/>The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.</p> <p>How words are related by meaning as synonyms and antonyms e.g. big, large, little.</p>  |
|   |  | <p><u>Sentence Structure</u><br/>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><br/><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><br/>Expressing the time, place and cause using <b>conjunctions</b> (e.g. when, so, before, after, while, because), <b>adverbs</b> (e.g. then, next, soon, therefore), or <b>prepositions</b> (e.g. before, after, during, in, because).</p>  | <p><u>Sentence Structure</u><br/>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: 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><br/><b>Relative clauses</b> beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. perhaps, surely) or <b>modal verbs</b> (e.g. might, should, will, must).</p> | <p><u>Sentence Structure</u><br/>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> |



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| Reception (ELG)                |  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
| Writing: Punctuation & Grammar |  | <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. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).</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> |
|                                |  | <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 and 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>  |



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|              |  |  |   |  |  |  |  |
|--------------|--|--|---|--|--|--|--|
| 2<br>of<br>2 |  | <u>Terminology</u> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> </ul> Punctuation mark, full stop, question mark, exclamation mark | <u>Terminology</u> <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> </ul> apostrophe, comma | <u>Terminology</u> <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> </ul> inverted commas (or speech marks) | <u>Terminology</u> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> </ul> adverbial | <u>Terminology</u> <ul style="list-style-type: none"> <li>• modal verb, relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> </ul> cohesion, ambiguity | <u>Terminology</u> <ul style="list-style-type: none"> <li>• subject, object</li> <li>• active, passive,</li> <li>• synonym, antonym</li> </ul> ellipsis, hyphen, colon, semi-colon, bullet points. |
|--------------|--|--|---|--|--|--|--|



# DILS English Progression Skills EYFS-Y6



| Early Years                              |  | Key Stage 1   |  | Lower Key Stage 2   |        | Upper Key Stage 2  |        |
|--|--|---|--|---|--------|--|--------|
|  | Rec (ELG)  | Year 1  | Year 2   | Year 3  | Year 4 | Year 5   | Year 6 |
| Writing<br>Composition<br>– 1<br>of<br>2 |  |   | 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><br>Say out loud what they are going to write about. | <b>Plan writing</b><br>Plan or say out loud what they are going to write about.<br><br>Write idea and/or key words including new vocab.  | <b>Plan writing</b><br>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br><br>Discuss and record ideas. |        | <b>Plan writing</b><br>Identify audience and purpose, selecting appropriate form and use other similar writing as a model.<br><br>Note and develop initial ideas, drawing on reading and research where necessary.<br><br>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. |        |
|  | Write simple sentences which can be read by themselves and others. | <b>Drafting &amp; writing</b> Compose a sentence orally before writing. |  | <b>Drafting &amp; writing</b><br><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><br>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>   |        |
|  |  |   |  |   |        | Précis 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.   |        |
|  |  |   |  | 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).  |        |



# DILS English Progression Skills EYFS-Y6



| Early Years  |  | Key Stage 1  |  | Lower Key Stage 2  |        | Upper Key Stage 2  |        |
|--|--|--|--|--|--------|--|--------|
| Rec (ELG)  |  | Year 1   | Year 2   | Year 3   | Year 4 | Year 5   | Year 6 |
| <b>W<br/>r<br/>i<br/>t<br/>i<br/>n<br/>g<br/><br/>C<br/>o<br/>m<br/>p<br/>o<br/>s<br/>i<br/>t<br/>i<br/>o<br/>n<br/><br/>–<br/>2<br/><br/>o<br/>f<br/><br/>2</b> |  |  | <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> </ul> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> |        |
|  |  | <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.   |        |



# DILS English Progression Skills EYFS-Y6



| 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>W<br/>r<br/>i<br/>t<br/>i<br/>n<br/>g<br/>:<br/>s<br/>p<br/>e<br/>l<br/>l<br/>i<br/>n<br/>g</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. |                                   |  |   |  |
|  |   | Spell common <b>exception words</b> .  | Spell common <b>exception words</b> .  |                                   |  |   | Spell words with silent letters.   |
|  |   |  | 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.   |   |  |
|  | Write some common <b>irregular</b> words.                                     | Name the letters of the <b>alphabet</b> :<br>• Name in order<br>• Use letter names to distinguish between alternative spellings of the same sound. |  |                                   | 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> . |
|  |   | Add prefixes and suffixes:<br>• -s or -es<br>• Un-<br>-ing -ed, -er, -est (where no change is needed in the spelling of the root word)             | Add suffixes to spell longer words:<br>-ment, -ness, -ful, -less, -ly.   |                                   | Use further prefixes and suffixes and understand how to add them.  |   | Use further prefixes and understand the guidance for adding them.  |
|  |   | <b>Write from memory</b> simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.      | <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.            |                                   | <b>Write from memory</b> simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. |   |  |
|  |   |  | Spell by learning the possessive apostrophe (singular).  |                                   | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.                |   |  |
|  |   |  |  |                                   |  | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. |  |



# DILS English Progression Skills EYFS-Y6

