

## Primary English Progression Statements

### Reading Progression

| Year | Reading Progression   |
|------|---|
| Y1   | Reads simple fiction and non-fiction with support. Recognises basic story structure (beginning–middle–end). Identifies simple features of information texts (title, picture, caption).                                  |
| Y2   | Reads a wider range of texts linked to home, local area and seasons. Answers simple retrieval questions (who/what/where). Begins to compare texts (e.g. family stories, place texts).                                   |
| Y3   | Reads to support topics such as environment and eco-campaigns. Identifies purpose and features of eco-texts (posters, slogans, facts). Retrieves and summarises key information from non-fiction.                       |
| Y4   | Develops deeper inference while exploring books and reading identity (book choices, genres). Recognises structure, bias and viewpoint in non-fiction (e.g. transport reports).  |
| Y5   | Reads more complex narratives and autobiographical/biographical texts. Infers character, theme, feelings and viewpoint. Analyses how dialogue and description reveal character and relationships.                       |
| Y6   | Applies advanced reading skills to articles, maps, diagrams, websites and charity leaflets (Europe, Rainforests). Evaluates bias, argument structure and author purpose. Synthesises information from multiple sources. |

### Writing Progression

| Year | Writing Progression   |
|------|---|
| Y1   | Writes simple sentences and captions linked to lived experiences (home, seasons, celebrations). Begins orally rehearsed recounts and very simple stories.   |
| Y2   | Writes short narratives about familiar settings (family, local area). Retells simple stories using time words. Creates basic non-fiction (fact sentences, simple fact files, seasonal info).  |
| Y3   | Writes simple reports based on class investigations (eco surveys, environment). Produces short persuasive texts (posters/letters) for real audiences. Begins organising ideas into sections.  |
| Y4   | Writes reviews and recommendations (We Love Books). Produces longer non-chronological reports with introductions, subheadings and diagrams (transport and topic-linked reports). Begins clear paragraphing.   |
| Y5   | Develops narrative craft: viewpoint, character development, dialogue and internal thoughts (My Family, linked texts). Writes biographical/auto-biographical pieces with clear chronology. Uses cohesive devices across paragraphs.                  |
| Y6   | Writes formal reports (Exploring Europe), balanced arguments, explanation texts and persuasive letters/speeches (Rainforests, Homes). Produces historical narratives with accurate setting. Edits and publishes polished pieces for real audiences. |

## Vocabulary & Grammar Progression

| Year | Vocabulary & Grammar Progression  |
|------|---|
| Y1   | Builds everyday topic vocabulary (home, school, seasons, celebrations). Uses simple adjectives. Begins joining words with “and”.  |
| Y2   | Uses time connectives and simple noun phrases. Begins to use topic-specific words (place, weather, simple science terms). Starts joining sentences with “because”, “but”, “so”.   |
| Y3   | Expands vocabulary linked to environment and campaigns (recycle, pollution, habitat, protect). Uses persuasive openers and sentence starters. Begins varying sentence openings.   |
| Y4   | Uses “book talk” vocabulary (genre, author, character, theme). Uses technical language in reports (parts, functions, processes). Begins using more precise verbs and adverbials.  |
| Y5   | Applies more sophisticated vocabulary to express emotion and relationships in narrative. Widens range of dialogue tags and manner adverbs. Uses relative clauses and more complex sentence structures.  |
| Y6   | Uses formal and subject-specific vocabulary (ecosystem, sanitation, urbanisation, consequently, furthermore). Controls tone (formal for reports/arguments, appropriate voice in narrative). Uses a full range of conjunctions and cohesive devices confidently. |

## Speaking, Listening & Presentation

| Year | Speaking & Listening Progression  |
|------|---|
| Y1   | Oral retelling of simple stories and experiences. Joins in class discussions about festivals, home, familiar texts.   |
| Y2   | Shares ideas about family, local area and seasons. Gives simple explanations and reasons. Participates in paired discussions and small presentations.   |
| Y3   | Presents findings from eco work using simple posters and short spoken explanations. Begins using prompt cards.  |
| Y4   | Gives structured book talk and topic presentations (e.g. transport, books they love). Uses visuals (diagrams, pictures) to support explanations. Listens and responds to questions.   |
| Y5   | Performs narrative extracts; takes part in more formal discussions and debates (e.g. family issues, community themes). Begins to adapt voice and pace for effect.   |
| Y6   | Delivers structured speeches and presentations (Rainforest campaigns, Europe travel fairs, Home history projects). Uses notes/cue cards instead of reading. Handles audience questions and reflects on their own performance. |



## Functional Literacy Progression

| Year | Functional Literacy Progression  |
|------|--|
| Y1   | Reads and uses labels, signs, picture prompts, and simple instructions. Writes names, labels and short captions for class displays.  |
| Y2   | Uses simple maps, local information and charts (e.g. weather, simple surveys). Writes very simple notes and fact sentences that could be used on posters or displays.  |
| Y3   | Reads eco posters, tally charts and bar charts. Writes simple reports and posters for real audiences (e.g. school community, eco-council).   |
| Y4   | Reads and writes information texts similar to leaflets, websites and museum panels (topic reports, non-chronological reports). Integrates diagrams and captions.   |
| Y5   | Handles texts with real-world relevance: letters, biographies, diary extracts. Writes for real purposes (letters, biographies, reflective pieces, extended narratives).  |
| Y6   | Uses and creates high-level functional texts: maps, travel displays, charity leaflets, balanced arguments, formal letters, speeches, posters and presentations. Applies literacy to geography, history, science and PSHE contexts. |



## Text Types Progression

| Year | Main Text Types Introduced / Developed   |
|------|--|
| Y1   | Simple stories; captions; labels; simple recounts of events; class information pages with adult support.   |
| Y2   | Short narratives about familiar settings; simple recounts; basic fact files; simple seasonal/information texts (e.g. around school, local area).                                 |
| Y3   | Eco-linked reports; simple information texts; persuasive posters and letters; short explanations linked to topic work.   |
| Y4   | Book reviews; non-chronological reports (e.g. transport, topic areas); more developed explanations; simple summaries of texts and topics.  |
| Y5   | Longer narratives (including autobiographical elements); biographies; letters (formal and informal); comparative responses to multiple texts.                                    |
| Y6   | Formal reports; explanation texts; balanced arguments; persuasive letters and speeches; historical narratives; information leaflets; structured presentations and display texts. |