



St Cuthbert's RC Primary School
Writing & Reading Key skill Progression - Non Negotiables

Year Group	WRITING Composition GRAMMAR/PUNCTUATION	SPELLING	READING Inference AF2 - deduce, infer or interpret information, events or ideas from texts
Nursery	Write their name and know all the letters in it	Use a capital letter at the start of their name	Recognise the letters that make up their name.
Reception	Compose and write a simple sentence where letters are formed into recognisable words	Use a capital letter and full stop	Spell all key tricky words from Phases 2 and 3 of letters and sounds framework. Spell all phonically regular words from Phase 2 and 3 of Letters and Sounds framework.
Y1	Sustain a short sequence of sentences	Join words and sentences using and, but and so. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	Spell, read and write all phonically regular words from Phase 2 and 5 (including nonsense words) from the Letters and Sounds framework. Spell, read and write all tricky words from Phase 2 - 5. Read, spell, write and apply in the context of their writing, across all subjects, all Y1 common exception words from NC2014.
Y2	Write sentences which follow on under a subheading	Use commas for lists and apostrophes for contracted forms and the possessive (singular). Use expanded noun phrases to describe and specify e.g. the blue butterfly	Read, spell, write and apply in the context of their writing, across all subjects, all Y1/Y2 common exception words from NC2014.
Y3	Organise paragraphs around a theme in fiction and non-fiction	Use conjunctions, adverbs, prepositions and fronted adverbials to express time and cause	Read, spell, write and apply in the context of their writing, across all subjects, all Y1/Y2 common exception words from NC2014. Read, spell, write and apply in the context of their writing, across all subjects, all Y3 common exception words from 2014.
Y4	Write with a varied and rich vocabulary and use an increasing range of	Embed the use of a variety of sentence openers including using commas after fronted adverbials	Read, spell, write and apply in the context of their writing, across all subjects, all Y1/Y2 common exception words from NC2014.

Let the light of Christ shine in us all'





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	sentence structures		Read, spell, write and apply in the context of their writing, across all subjects, all Y3/Y4 common exception words from NC2014.	<ul style="list-style-type: none"> Evidence in their own writing shows that the pupil has used the skills of inference e.g. describing a character and writing in role Predict what might happen from details stated and implied e.g. <i>I think he will run away because even though it doesn't say that he doesn't like his brother, there are clues</i> Make attempts to give examples of clues Embed PEE
Y5	Use a range of devices to build cohesion within and across paragraphs	Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, whose	<p>Read, spell, write and apply correctly all Y1/Y2/Y3/Y4 common exception words within their writing from NC2014.</p> <p>Read, spell, write and apply in the context of their writing, across all subjects, all Y5 common exception words from NC2014.</p>	<p>The child is able to from their own reading of age related appropriate texts:</p> <ul style="list-style-type: none"> Make inferences such as inferring themes, characters' feelings, thoughts and motives from their actions based on evidence across the text (within a chapter of a book) and justifying inferences with evidence e.g. <i>It's all about sadness and how difficult it was for the children when their grandmother passed away</i> Comments make inferences based on evidence from different points from the text e.g. interpreting a character's motive from their actions at different parts of the text Draw a conclusion about a character based on their speech, actions and motives Predict what might happen from detail stated and implied using evidence from different parts of the text As a model, use PEE to make simple/complex inference and provide detailed feedback
Y6	Demonstrate an awareness of the reader through use of humour, suspense, cliff hangers, flashbacks, forward time slips or by starting stories from any given point	Use semicolons, colons and dashes to mark boundaries between independent clauses	<p>Read, spell, write and apply correctly all Y1/Y2/Y3/Y4 common exception words within their writing from NC2014.</p> <p>Read, spell, write and apply in the context of their writing, across all subjects, all Y5/Y6 common exception words from NC2014.</p>	<p>The child is able to from their own reading of age related appropriate texts:</p> <ul style="list-style-type: none"> Make wide ranging inferences based on detailed evidence across the text and justify inferences with evidence of examples/quotations Make detailed comments based on inferences made from different points within the text e.g. a point plus evidence(example) and explain Predict what might happen from detail stated and implied using evidence from different parts of the text

