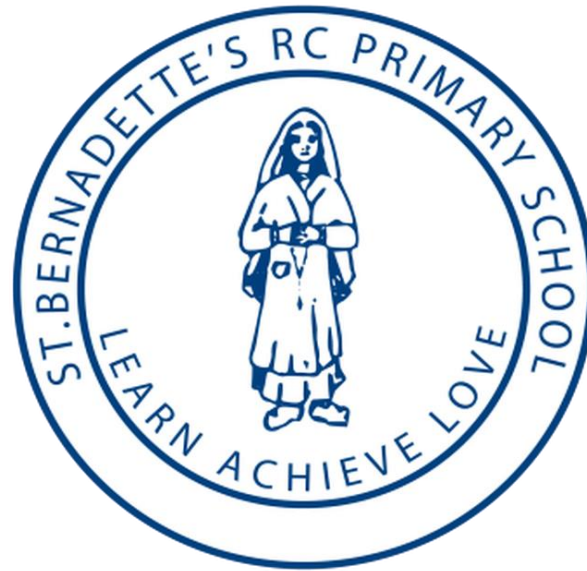
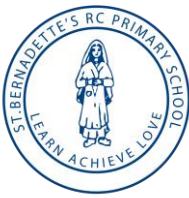


# **ST BERNADETTE'S RC PRIMARY SCHOOL**



**ENGLISH MILESTONES**

*St Bernadette's RC Primary School*  
**ENGLISH MILESTONES**



**The National Curriculum for English aims to ensure that all pupils:**

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

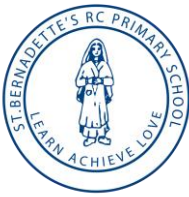
Reading – Progression in Skills								
	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading-Word Reading	<p>Nursery:</p> <p>Discriminates between sounds.</p> <p>Keeps a simple rhythm and matches rhyming words.</p> <p>Recognises own name.</p> <p>Says the initial sound in a word.</p> <p>Starting to orally blend some</p>		<p>Year 1:</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 44 sounds of the English language.</p> <p>Develop their ability to hear and remember more than three sounds in a row and explore adjacent consonants to read CVCC, CCVC, CCVCC and CCCVC words.</p>		<p>Year 3:</p> <p>To use their phonics knowledge to decode quickly and accurately</p> <p>To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (linked to Spelling Shed rules and weekly spellings.)</p>		<p>Year 5:</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To 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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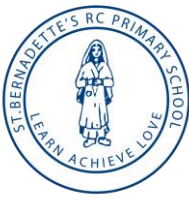
	<p>simple CVC words.</p> <p>Reception: Reads books with a range of Phase 2 &amp; 3 cvc words.</p> <p>Reads all Phase 2 and most Phase 3 tricky words.</p> <p>Is attempting to read a selection of CCVC &amp; CVCC words through oral blending.</p>	<p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>To read aloud accurately books with a range of all previous taught GPC's and also Higher Levels 5 words including adjacent consonants from Basics 4, applying phonic knowledge and skills as the route to decode and to re-read these books to build up their fluency and confidence in word reading.</p> <p>Year 2: They will be able to read accurately the sounds in words that contain all graphemes taught so far and recognise switch it spellings and sounds for alternative pronunciations.</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Year 4: To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (linked to Spelling Shed rules and weekly spellings.)</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To read year 5/6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Year 6: To read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To 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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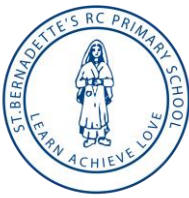
		<p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading</p>		
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<p><b>Reading-Comprehension</b></p>	<p>Nursery: Retells a simple story using story vocabulary &amp; visual clues e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs (approx. 6)</p> <p>Answers simple how and why questions</p> <p>Reception: Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Answers a range of literal &amp; inferential questions about a book that has been read to them.</p> <p>Can retell a story using some story language</p> <p>Shows an understanding of GR books</p>	<p>Year 1: check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To use dictionaries glossaries and indexes to check meaning of words they have read</p> <p>To work out the meaning of words in context</p> <p>To predict what might happen from details stated and implied.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To discuss their understanding and explore the meaning of words in context</p> <p>To predict what might happen from details stated and implied.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>
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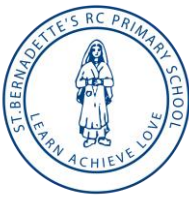
Writing- Transcription- Handwriting	<p><b>Nursery:</b> Shows a preference for a dominant hand.</p> <p>Holds pencil in fingers rather than a whole hand grasp, using a comfortable grip.</p> <p>Demonstrates good control, when holding pens and pencils.</p> <p>Makes marks to represent their name/writes some of their 1<sup>st</sup> name.</p> <p>Copies some recognisable letter shapes from familiar words e.g. name</p>	<p><b>Year 1:</b> 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 practice these.</p>	<p><b>Year 3:</b> Form lower-case letters of the correct size relative to one another.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p><b>Year 5:</b> Write legibly and with increasing speed by: choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p>
	<p><b>Reception</b> Can sit at a table to write.</p> <p>Uses a comfortable grip (preferably tripod) with some consistency.</p> <p>Writes most lower-case letters correctly.</p> <p>Write some recognisable upper-case letters.</p>	<p><b>Year 2:</b> 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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p><b>Year 4:</b> 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 handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that</p>	<p><b>Year 6:</b> Write legibly and with increasing speed by: choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p>

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	<p>Sometimes uses finger spacing between words with the help of a counter or finger spacer.</p>	<p>Use spacing between words that reflects the size of the letters.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>the ascenders and descenders of letters do not touch).</p>	
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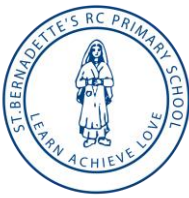
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Grammar – Progression in Skills								
	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	Nursery: Says the initial sound in some familiar words e.g. names/family names/shops  Orally segments some simple cvc words.		Year 1: Use plural noun suffixes - s and -es  Add suffixes to verbs where no change is needed to the root  Change the meaning of verbs and adjectives by adding prefix un		Year 3: Form nouns with a range of prefixes [for example super-, anti-, auto-]  Use a or an according to whether the next word begins with a vowel or consonant		Year 5: Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]  Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	
	Reception: Writes cvc words and labels using Phase 2 and most Phase 3 phonemes.  Spells Phase 2 and Phase 3 tricky words: Phase 2: the, no, go, I, to, into. Phase 3: he, she, we, me, be you, are, her, was, all, they, my		Year 2: Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]  Form adjectives using suffixes such as -ful, -less  Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs		Year 4: Recognise the grammatical difference between plural and possessive -s  Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]		Year 6: Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	
Grammar sentence - Cohesion Varying sentence type	Nursery: Gives meaning to the marks they make.  Asks simple questions.		Year 1: Combine words to make sentences  Leave spaces between words  Join words and clauses using and		Year 3: Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for		Year 5: Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	

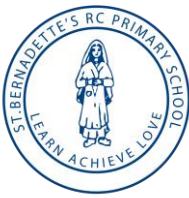


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		Sequence sentences to form short narratives	example, before, after, during, in, because of]	
	<p>Reception: Speaks in full sentences.</p> <p>Starting to write lists, labels, captions &amp; short sentences.</p> <p>Sometimes use finger spacing between words with the help of a counter or finger spacer.</p>	<p>Year 2: Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Year 4: Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Year 6:</p>
Grammar Cohesion - Within paragraphs			<p>Year 3: Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Year 5: Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>
			<p>Year 4: Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Year 6: using a range of cohesive devices, including adverbials (also repetition, ellipsis etc) within and across sentences and paragraphs</p>
Grammar Cohesion - Between Paragraphs			<p>Year 3: Expressing time, place and cause using conjunctions, adverbs and prepositions</p>	<p>Year 5: Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>

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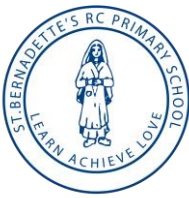
			Year 4: Use Fronted adverbials [for example, later that day, I heard the bad news.]	Year 6: Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
Grammar Cohesion - Tenses	Nursery: <ul style="list-style-type: none"> <li>Uses future and past tenses when speaking e.g. "I am going to the park" and "I went to the shop"?</li> </ul>	Year 1: Uses past, present & future forms accurately when talking. Simple past tense 'ed'	Year 3: Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Year 5: Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility
	Reception: <ul style="list-style-type: none"> <li>Uses past, present &amp; future forms accurately when talking.</li> </ul>	Year 2: Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Year 4: Use of the present perfect form of verbs instead of the simple past	Year 6: Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Grammar - Punctuation		Year 1: Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Year 3: Use inverted commas to punctuate direct speech	Year 5: Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis

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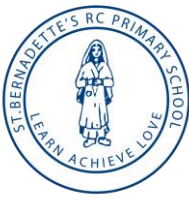
	<p>Reception:</p> <ul style="list-style-type: none"> <li>• Uses capital letters to start their own &amp; other familiar names.</li> <li>• Starting to experiment with full stops, capital letters and exclamation marks within their writing.</li> </ul>	<p>Year 2:</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Year 4:</p> <p>Use commas after fronted adverbials</p> <p>Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Year 6:</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>Use the colon to introduce a list and use semi-colons within lists</p> <p>Punctuate bullet points consistently</p> <p>Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
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Writing Composition – Progression in Skills								
	Milestone 1 – End of EYFS		Milestone 2 – End of Year 2		Milestone 3 – End of Year 4		Milestone 4 – End of Year 6	
	Nur	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing composition	<p>Nursery:</p> <p>Makes writing-like shapes and squiggles.</p> <p>Gives meaning to their marks</p> <p>Shows a preference for a dominant hand.</p> <p>Starting to make marks to represent their name/writes some of their 1<sup>st</sup> name.</p>		<p>Year 1:</p> <p>Write sentences: Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>		<p><u>Plan writing:</u></p> <p>Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p><u>Draft and write:</u></p> <p>Compose and rehearse sentences orally Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u></p> <p>Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p><u>Plan writing:</u></p> <p>Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u></p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u></p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p>	
	<p>Reception:</p> <p>Orally formulates &amp; says a sentence/caption prior to writing.</p> <p>Orally composes a sentence &amp; holds it in memory before starting to write.</p>		<p>Year 2:</p> <p><u>Develop positive attitudes towards and stamina for writing:</u></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p>					

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	<p>Starting to write short sentences/captions that are phonetically decodable.</p> <p>Read sentences back to an adult.</p>	<p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u></p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>		<p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
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