English Knowledge and Skills Progression
2026 - 2027

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Use longer sentences of four to six words.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Say out loud what they are going to write about; Compose a sentence orally before writing it Re-read what they have written to check for sense Sequence sentences to form short narratives Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and teacher	Write narratives about personal experiences and those of others (real and fictional) - Write about real events - Write poetry - Write for different purposes Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Evaluate their writing with	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise	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, considering how authors have developed characters and settings in what pupils have read, listened to or seen	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, considering how authors have developed characters and settings in what pupils have read, listened to or seen

				the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to	paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example headings and subheadings) Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in	paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example headings and subheadings) Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in	performed 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 Précising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further	performed 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 Précising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further

				make the meaning clear	sentences Proof-read for spelling and punctuation errors 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	sentences Proof-read for spelling and punctuation errors 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	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing	organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing

							Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
Sentence	Understand 'why' questions, like: 'Why do you	Use new vocabulary throughout the day.	Write single-clause sentences Leave spaces	Co-ordination (using or, and, or but) and subordination	Introduction to paragraphs as a way to	Fronted adverbials [for example, Later that day, I	Devices to build cohesion within a paragraph [for	Review use of single and multi clause sentences,

	think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	between words Sequencing sentences to form short narratives Use 'and' to link words within sentences Join two clauses in a sentence using the co-ordinating conjunction 'and' Join two clauses in a sentence using the co-ordinating conjunction 'and' Use 'and' to link words within sentences	(using when, if, that, or because) Use the simple present and past tense consistently Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs	group related material Use of 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] Subordinating conjunctions [for example, when, before, after, while, so, because], Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	heard the bad news.] Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now 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)	example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	joining with range of conjunctions Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses Use of 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

				in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore]			was broken (by me)]. The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags:

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								He's your friend, isn't he?] Review sentence structure across the primary phase
Word and punctuation	Can start a conversation with an adult or a friend and continue it Know rhymes, be able to talk about familiar books, and be able to tell a story. Write some or all of their name.	Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Use of inverted commas to punctuate direct speech Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials 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] Appropriate choice of	Dialogue punctuation Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) Use of commas to clarify meaning or avoid ambiguity	Punctuate bullet points consistently to list information Placement of speech tags before, in between speech or after speech Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: It's raining; I'm fed up.) Semi-colons to separate longer or

						pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of 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!"]	Y6: Using a colon to mark boundaries between independent clauses Use ellipsis as a cohesive device to link ideas across paragraphs Use of a colon to introduce a list	more complicated items in a list Hyphens used to avoid ambiguity (for example, man eating shark versus man eating shark)
Spelling	Use some of their print and letter knowledge in their early writing. For example: writing a	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with	Write from memory simple sentences dictated by the teacher that include words using	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard,	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or	The grammatical difference between plural and possessive –s Standard English forms	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes

	pretend shopping list that starts at the top of the page; write 'm' for mummy.	words with known letter-sound correspondences using a capital letter and a full stop.	GPCs and common exception words taught so far Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) How the prefix un- changes the meaning of	superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Spelling terminology: adverb, adjective, suffix	an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Spelling terminology: word family, prefix, consonant, consonant letter, vowel, vowel letter	for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	[for example, dis–, de–, mis–, over– and re–] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology	[for example, dis–, de–, mis–, over– and re–] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology

			verbs and adjectives (for example: unkind, undoing, untied the boat) Words containing each of the 40+ phonemes already taught, common exception words, days of the week					
Handwriting	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives,	Sit correctly at a table, holding pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in	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	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	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	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

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	Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately.	forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits 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	Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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)	Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the 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)	Choosing the writing implement that is best suited for a task	Choosing the writing implement that is best suited for a task