

**CITY OF LONDON PRIMARY ACADEMY ISLINGTON**  
**PROGRESSION IN KNOWLEDGE AND SKILL: LITERACY**

SKILLS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
<b>CORE TEXTS/TOPICS</b>	<ul style="list-style-type: none"> <li>'The Odd Egg', Emily Gravett*</li> <li>'Beegu', Alexis Deacon*</li> <li>'Dinosaurs and All That Rubbish', Michael Foreman*</li> <li>Mary Anning – Biographies*</li> <li>'Lost and Found', Oliver Jeffers*</li> <li>'Where the Wild Things Are', Maurice Sendak*</li> </ul>	<ul style="list-style-type: none"> <li>'Tadpole's Promise', Jeanne Willis*</li> <li>'The Three Billy Goats Gruff', Traditional/Irene Yates</li> <li>The Great Plague*</li> <li>'The Journey Home', Frann Preston-Gannon*</li> <li>'Rosie Revere, Engineer', Andrea Beaty*</li> <li>'Jim: A Cautionary Tale', Hilaire Belloc &amp; Mini Grey</li> <li>'The Owl and the Pussycat', Edward Lear</li> </ul>	<ul style="list-style-type: none"> <li>'The Blue Umbrella', Pixar</li> <li>'Ug: Boy Genius of the Stone Age', Raymond Briggs*</li> <li>'How to Wash a Woolly Mammoth', Michelle Robinson*</li> <li>'Escape from Pompeii', Christina Balit*</li> <li>'The Twits'* and 'Revoltin' Rhymes', Roald Dahl</li> </ul>	<ul style="list-style-type: none"> <li>'The Three Brothers', J.K. Rowling</li> <li>'The Great Paper Caper', Oliver Jeffers</li> <li>'The Story of Tutankhamun', Patricia Cleveland-Peck*</li> <li>'The Lion and the Unicorn', Shirley Hughes*</li> </ul>	<ul style="list-style-type: none"> <li>'Hidden Figures', Margot Lee Shetterly*</li> <li>'Curiosity: The Story of a Mars Rover', Markus Motum*</li> <li>'Monsterology', Dugald Steer*</li> <li>'Monster Slayer: A Beowulf Tale', Brian Patten*</li> <li>'Quill Soup: A Stone Soup Story', Alan Durant*</li> <li>'Just So Stories', Rudyard Kipling*</li> </ul>	<ul style="list-style-type: none"> <li>'The Last Wild', Piers Torday</li> <li>'Floodland', Marcus Sedgwick*</li> <li>'Macbeth', William Shakespeare*</li> <li>A Picture's Worth a Thousand Words ('Tuesday', 'Flotsam', 'The Tales of Harris Burdick', 'The Arrival')</li> <li>'Moth', Isabel Thomas &amp; Daniel Egnéus*</li> </ul>
<b>WRITING OUTCOMES</b>	exhibition labels; predictions; statements, exclamations, commands and questions; advice to a character; certificates; retells and synopses of familiar stories; setting and character descriptions; retells of fictional events in role; letters; fact files; original stories; instructions; travel logs; biographies; lists (bullet points, commas); recounts of real events; acrostic poems; list poems.	character and setting descriptions; explanations; writing in role as characters; original stories; balanced arguments; alternative endings; versions of traditional tales; labelled diagrams; historical setting descriptions; glossaries; lists; non-chronological reports; notes; radio adverts; recounts of personal experiences and fictional events; letters of advice to characters; school reports; biographies; instructions; poems; book reviews; newspaper reports; cautionary tales	original stories; responses to poetry; comic strips; play scripts; narratives including direct speech; diary entries; radio adverts; instructions; recipes; menus; non-chronological reports; persuasive pitches; factual guided tours; 'day in the life' recounts; writing that foreshadows.	recounts of factual and fictional events; narratives including direct speech; writing in role as characters; balanced arguments; formal letters; explanations; telegrams; exhibition catalogues; historical setting descriptions; newspaper articles; tabloid articles; glossaries; responses to poetry; blackout poems; kenning poems; cinquins; soliloquys; haikus; odes; character descriptions; commands; non-chronological reports.	accurately punctuated lists; notes; biographies, speeches; play scripts; narratives including dialogue; formal persuasive letters; memoirs; recounts; persuasive speeches; acceptance speeches; dialogue; atmospheric and contrasting setting descriptions; character descriptions; narratives innovating core texts; free-verse poems; original narratives; non-chronological texts with original, fictional content; glossaries; explanations.	atmospheric and contrasting setting descriptions; formal letters; mandates and guidelines; lists punctuated with colons and semi-colons; accurately punctuated bullet points; dialogue to convey character; dialogue to move the action on; free verse poetry; narratives innovating core texts; original narratives
<b>SPELLING</b>	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week.</p> <p>To name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. To add prefixes and suffixes where no change is needed to the root word: un-, -s or -es, -ing, -ed, -er and -est.'</p> <p>(See Read Write Inc. Progression Map)</p>	<p>PUPILS SHOULD BE TAUGHT:</p> <p>'... to segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones.'</p> <p>Spelling Rules:</p> <p>the or sound spelt a before l and ll; soft c; adding the suffixes -y, -ly, -ing, -ed, -er, -est, -ness, -ful, -less, -ment, -es; the n sound spelt kn and gn; the igh sound spelt y; the j sound; the o sound spelt a after w and qu; the r sound spelt wr; the ee sound spelt ey; words ending in -el, -al and -tion</p>	<p>Spelling Rules:</p> <p>the prefixes dis-, in-, re-, anti-, super- and sub-; adding im- to root words beginning with m or p; the suffixes -ly, -ous, -ion and -ian; words ending in -ture, and -sure; adding -ation to verbs to form nouns; the c sound spelt ch; the sh sound spelt ch; the u sound spelt ou.</p>	<p>Spelling Rules:</p> <p>the prefixes mis-, auto-, inter- and -il; the suffixes -ly, and -ion; words ending in zhuh spelt sure; the ay sound spelt eigh, ei, ey; the s sound spelt sc; words ending in ous; words ending in zhun spelt sion; the c sound spelt que and the g sound spelt gue; adding the ir- prefix to words beginning with r.</p>	<p>Spelling Rules:</p> <p>words ending in -ible, -ibly, -ably, -ent, -ence, -ant, -ance and -ancy; silent letter b; silent letter t; the ee sound spelt ei; words ending in shus spelt -cious and -tious; words ending in shul spelt -cial or -tial.</p>	<p>Spelling Rules:</p> <p>consolidating suffixes and silent letters; the spellings ei and ie; the sh sound spelt ti, ci, si and ssi; plural nouns; words ending in -ible and -able.</p>
<b>PUNCTUATION &amp; GRAMMAR</b>	To use simple sentence structures. To show awareness of capital letters for names, places, the days of the week and the personal pronoun 'I'. To show awareness of finger spaces, full stops, exclamation marks and question marks.	To demarcate most sentences with capital letters and full stops. To use question marks and exclamation marks. To use the present and past tense mostly correctly and consistently. To use coordination (and/but/or). To use some subordination (when/if/that/because).	To maintain the correct tense (including present perfect tense) throughout a piece of writing. To use the full range of punctuation from previous year groups. To use inverted commas in direct speech. To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. To use subordinate clauses. To begin to use conjunctions, adverbs and prepositions to show time, place and cause. To use 'a' or 'an' correctly most of the time. To begin to use fronted adverbials demarcated with commas. To indicate possession by using the possessive apostrophe with singular nouns.	To maintain a correct and accurate tense throughout a piece of writing. To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. To use the full range of punctuation from previous year groups. To use all the necessary punctuation in direct speech mostly accurately. To use apostrophes for singular and plural possession with increasing confidence. To use fronted adverbials demarcated with commas. To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.	To use adverbs and modal verbs to indicate degrees of possibility. To use the full range of punctuation from previous year groups. To begin to use commas to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to begin to indicate parenthesis. To use colons to introduce a list. To punctuate bullet points consistently. To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). To use expanded noun phrases so convey complicated information.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might... To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), or with an implied (i.e. omitted) pronoun. To use expanded noun phrases so convey complicated information concisely. To use passive verbs to affect the presentation of information in a sentence. To use a range of punctuation, mostly correctly, including inverted commas; apostrophes for possession; commas for fronted adverbials; brackets, dashes and commas for parenthesis; commas for clarity; hyphens; semi-colons, colons or dashes between independent clauses; and colons to introduce a list. To consistently punctuate bullet points.
<b>PLANNING</b>	To 'hold a sentence'. To say out loud what they are going to write about. To compose a sentence orally before writing it.	To plan or say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary.	To begin to use ideas from own reading and modelled examples to plan their writing.	To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To note initial ideas, drawing on reading and research where necessary.	To note and develop initial ideas, drawing on reading and research where necessary. To consider how authors develop characters and settings when planning and writing narratives.
<b>COMPOSITION</b>	To use some features of different text types (although these may not be consistent). To use the joining word (conjunction) 'and' to link ideas and sentences. To write sentences in order to create short narratives and non-fiction texts. To use adjectives to describe.	To write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. To write about real events, recording these simply and clearly. To write poetry. To write for different purposes.	To demonstrate an increasing understanding of purpose and audience. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. To begin to organise their writing into paragraphs around a theme.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. To consistently organise their writing into paragraphs around a theme. To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. To describe settings and characters to consciously engage the reader. To begin to use dialogue to convey a character and advance the action. To use expanded noun phrases so convey complicated information. To create paragraphs that are usually suitably linked. To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time and place adverbials.	To write for a range of purposes, making sure that the language they use shows an understanding of the person reading it. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly include dialogue to convey character and advance the action. To use the appropriate vocabulary; organisational and presentational devices; and grammatical structures for their writing. To build cohesion within and across paragraphs using the following: coordinating and subordinating conjunctions, adverbials, and pronouns to avoid repetition.
<b>EDITING &amp; IMPROVING</b>	To reread their writing to check that it makes sense and make suggested changes. To discuss what they have written with the teacher or other pupils. To read their writing aloud clearly enough to be heard by their peers and the teacher.	To evaluate their writing with the teacher and other pupils. To reread to check their writing makes sense and that tenses are correct and consistent. To read aloud what they have written with appropriate intonation to make the meaning clear.	To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements. To read their own writing aloud to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. To read their own writing aloud to the whole class, using	To ensure the consistent and correct use of tense throughout a piece of writing. To ensure correct subject/verb agreement when using singular and plural. To begin to précis longer passages by removing unnecessary repetition or irrelevant	To use a dictionary to check the spelling of uncommon or more ambitious words. To ensure correct subject/verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the

				appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p>details. To proofread their work and assess the effectiveness of their own and others' writing, making necessary corrections and improvements.</p> <p>To perform their own compositions, using appropriate intonation and movement so that meaning is clear.</p>	<p>appropriate register. To regularly ensure the consistent and correct use of tense throughout a piece of writing. To proofread, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To précis longer passages by removing unnecessary repetition or irrelevant details. To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
HANDWRITING	<p>PUPILS SHOULD BE TAUGHT:</p> <p><i>'...to sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' and to practise these.'</i></p>	<p>PUPILS SHOULD BE TAUGHT:</p> <p><i>'... to 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; 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.'</i></p>	<p><i>'... to 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; increase the legibility, consistency and quality of their handwriting.'</i></p>	<p>PUPILS SHOULD BE TAUGHT:</p>		