Sacred Heart Catholic Primary School– Progression document for Foundational Skills in reading, writing, spelling, punctuation and grammar and maths

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	• Use phonic knowledge to decode regular words and read them aloud accurately. • Read and understand simple sentences. • Read words aloud and simple sentences and books that are consistent with their phonic knowledge by sound-blending. • Be able to sight read CEW from phase 2 & phase 3 and have been introduced to Level 4. • Start to have fluency and speed within their reading.	• Hear, identify and manipulate individual phonemes in words • Orally blend and segment sounds in CCVC, CVCC and longer words • Have a secure knowledge of: All Phase 2–5 GPCs Common digraphs and trigraphs (e.g. sh, ch, ai, igh) Alternative pronunciations (e.g. *c* in cat / cent) • Read both real and pseudo-words • Recognise and read common exception words.	• Read accurately by blending the sounds in words that contain the graphemes and alternative graphemes taught in Bug Club phase 5. • Apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent. • Check the text makes sense and self-correct inaccurate reading. • Make simple inferences based on what has been said and done. • Ask and answer questions about a text.	• Make inferences on the basis of what is being said and done. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Predicting what might happen on the basis of what has been read so far.	• Read with increasing prosody. • Work out the meanings of unfamiliar words by context. • Be able to skim read quickly and accurately to answer retrieval questions from increasingly longer texts. • Make inferences, justifying their answers with evidence from the text. • Be able to sequence and summarise increasingly longer texts, across paragraphs/sections.	• Read fluently and accurately with age-appropriate stamina. • Retrieve information and justify answers using evidence from the text. • Summarise key events and ideas effectively. • Understand and discuss vocabulary in context.	• Fluency and automaticity so that reading aloud is accurate with appropriate speed and expression. • Have extensive vocabulary knowledge to support reading comprehension.
Writing	• To hold their pencil correctly to enable them to form their letters correctly • Write all 26 letters from memory in precursive handwriting. • Ensuring they start each letter on the line, and all letters sit on the line.	• Handwriting & fine motor control – forming lower-case letters correctly, clear spacing, and readable writing. • Phonics-based spelling – segmenting sounds, spelling simple words accurately, and	• Form lower-case and upper-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters. • Write narratives about personal experiences and those of others	• Add suffixes to spell longer words–ment, –ness, –ful, –less, –ly. • Re-reading to check that their writing makes sense.	• Be able to plan out a piece of writing so that it follows a clear sequence. • Be able to utilise vocabulary, tone and style depending on the audience and purpose. • Use increasingly complex sentences to add detail and	• Write for a clear purpose and audience. • Organise writing correctly and effectively e.g. paragraphs. • Develop ideas with detail and cohesion, using description, dialogue etc to expand ideas. • Edit and improve independently.	• Have fluent, automated transcription (handwriting and spelling). • Use a range of cohesive devices to connect ideas e.g. adverbials of time/place/number, pronouns and synonyms to avoid repetition as well as

	• Spell words by identifying Grapheme-Phoneme Correspondence (GPC) to represent the sounds with a letter or letters. • Write simple phrases and sentences that can be read by themselves and others.	making plausible attempts at longer words • Sentence construction – writing simple, complete sentences that make sense • Basic punctuation – capital letters (sentence starts, names, "I") and full stops • Oral composition – saying sentences aloud before writing and sequencing ideas logically	(real and fictional) • Plan what to write noting down ideas and key words and vocabulary. • Make simple additions, revisions and corrections to their own writing.		engage the reader. • Use cohesive devices, especially across paragraphs, so writing flows. • Be able to –re-read and improve their work – not just looking for mistakes but also looking to add/replace/improve their work from its initial draft.	• Use varied sentence structures to enhance meaning.	effective paragraphing. • Use advanced punctuation for meaning.
Spelling	• Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write phase 2 CEW from memory. • Start to write phase 2 HFW from memory.	• Phonemic awareness – hearing, identifying and segmenting individual sounds in words before spelling • Secure phonics knowledge – using taught grapheme–phoneme correspondences (Phase 2–5), including digraphs and trigraphs • Segmenting for spelling – breaking spoken words into phonemes and representing each sound with	• Spell many words with increasing accuracy from Phase 5 bug club • Spell Year 2 common exception words. • Spell a range of homophones and near homophones. (there, their, they're, To, two, too) • Spell words with the suffixes – ment, -ness,- ful, -less and ly. • Add the suffixes, -ed, -ing, -er and –est to a root word ending in y, e or a word of	• Spell their/they're/there are used accurately • Spell Y1 and 2 common exception words • Accurately using prefixes and suffixes previously taught.	• Accurately using prefixes and suffixes previously taught. • Spell common exception words/Year 3/4 words. • Be able to use the first 2-3 letters of a word to look it up in a dictionary to check spelling or meaning. • Applying previously taught spelling rules/patterns e.g. happy to happiness. • Proofread their own work.	• Use prefixes and suffixes correctly (Including words ending in *-able/-ible*, *-ably/-ibly* and verb prefixes such as *dis-*, *de-*, *over-* and *mis-).* • Spell some of the Year 5/6 statutory word list accurately. • Maintain accurate spelling of common words across all writing. • Continue to distinguish between homophones and other words which are often confused.	• Spell common exception words Year 3/4 words Year 5/6 words. • Apply consistent rules when adding endings to words, especially that require structural changes e.g. double consonants, vowel changes, 'i before e except after c' rule and its exceptions. • Develop the independence to check and improve their own spelling and vocabulary.

		a plausible grapheme • Common exception words – spelling a growing number of Year-1 common exception words accurately (e.g. *said, was)* • Applying spelling in writing – using phonics knowledge independently when spelling words in sentences, not just in isolation	one syllable ending in a single consonant.				
Punctuation and grammar	• Be introduced to capital letters and full stops. • Modelled how to use finger spaces within their writing. • Whilst reading talk about question marks, exclamation marks, speech and thought bubbles. • Be able to name and pair letter names with letter sounds.	• Sentence awareness – understanding that a sentence is a group of words that makes complete sense • Capital letters – using capital letters for the beginning of sentences, names and the word *I* • Full stops – using full stops to mark the end of most sentences • Word order and sentence structure – forming simple, grammatically correct	• Use sentences with different forms: statement, question, exclamation, command including expanded noun phrases to describe. • Use the present and past tense consistently including the progressive form. • Use subordination (when, if, because, that) and co-ordination (or, and, but). • Use capital letters and full	• Understand word classes. Noun, verb adjective. • Use a consistent tense throughout a piece of writing. • Use a range of subordinating conjunctions. • Use capital letters accurately especially for places. • Singular possession	• Using fronted adverbials punctuated accurately with a comma. • Correctly punctuating plural possession. • Use expanded noun phrases with modifying preposition. • Accurate punctuation of speech, varying position of the reporting clause. • Use a wider range of subordinating conjunctions, including at the front of the sentence.	• Use brackets, dashes or commas for parenthesis. • Use a range of punctuation to control meaning and effect. • Use modal verbs and adverbs appropriately. • Use relative clauses accurately. • Maintain correct tense and subject–verb agreement.	• Use all taught punctuation as well as use semi-colons, colons and dashes to mark the boundary between independent clauses. • Use hyphens to avoid ambiguity. • Use colons to introduce a list. • Use semi-colons within lists. • Develop understanding of the passive to affect the presentation of information in a sentence. • Use the subjunctive forms in some

		sentences (subject + verb) • Basic conjunctions – beginning to join ideas using simple words such as *and, so, because*	stops, question marks and exclamation marks to demarcate sentences. • Use apostrophes for contraction and singular possession in nouns.				very formal writing and speech.
Maths	• Sorting, matching and pairing into groups. • Subitise up to 5. • Automatically recall number bonds up to 5/10 and some number bonds to 10, including double facts. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity, whilst using the language more than & fewer than. • Form numbers 0-9 correctly.	• Recognising, reading, and writing numbers to 100. • Understanding tens and ones (e.g. 34 = 3 tens and 4 ones) • Add and subtract within 20. • Solving simple word problems. • Understanding shape, space and measure (2D and 3D shapes, length, weight and capacity, time, money and days of the week).	• Recognise the value of each digit in a two-digit number. • Read and write numbers to 100 in numerals and words. • Compare and order numbers to 100 using <, > and = signs. • Add and subtract two two-digit numbers. • Recall multiplication and division facts for the 2,5,10 times tables.	• Recall multiplication and division facts for the 2,5,10 times tables. • Count in 3s. • Two-digit addition & subtraction with exchange. • Check answers to calculations are plausible. • Read and write ½, ¼. 1/3.	• Quickly and accurately recall multiplication facts to 12 x 12 plus associated division facts. • Read, write, order and compare numbers to at least 10,000. • Be able to use written methods for four operations: +/- 4 digits with exchanges, x 3 digits by 1 with exchanges, divide using short (bus stop) division. • Solve multi-step word problems built upon their arithmetic skills. • Understand tenths and hundredths in relation to decimal numbers.	• Use formal written methods accurately for all four operations. • Know and apply key multiplication facts fluently. • Solve multi-step reasoning and problem-solving questions. • Understand place value to at least 1,000,000. • Work confidently with fractions, decimals and percentages.	• Work fluently with fractions, decimals and percentages e.g. equivalence, arithmetic and calculations. • Rapid recall of multiplication and division facts up to 12x12 with mental speed, factors and multiples and inverse operations. • Be proficient in formal written methods for all four operations.