

# English Progression Map 2025 –2026

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Subject Area	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken language	<b>Listening and responding</b>	Listen to others when one to one or in a small group, and start and continue a conversation with a friend.	Listen carefully in a range of situations and is aware of the importance of listening.	Listen carefully and respond to others.	Listen and respond to the contributions of others.	Listen and respond to the instructions, contributions or viewpoints of others.	Listen and respond appropriately to the instructions, contributions or viewpoints of others.	Listen to and build on the contributions of others in discussions and debates.	Listen to and evaluate a range of different contributions and viewpoints.
	<b>Questioning</b>	Understand and ask 'why' questions and a variety of two-part questions and instructions	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	Ask and answer questions using who, what, where, why, how and when.	Ask and answer relevant questions in different contexts.	Ask for specific additional information with a supplementary question.	Ask a series of questions to speculate, imagine and explore ideas.	Ask and answer questions to solve problems, hypothesise and think critically.	Explore complex questions
	<b>Vocabulary</b>	Extend their vocabulary by exploring and using a wide range of new words.	Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.	Use subject-specific vocabulary to explain and describe.	Suggest words or phrases that are appropriate to the topic.	Use interesting adverbial phrases and noun phrases in a discussion or presentation.	Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud.	Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener.	Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener.
	<b>Discussion</b>	Use talk to organise themselves and their play. Take	Develop storylines in their pretend play and use talk to help work out	Participate in group talk, role play and	Talk confidently in a group or whole class scenario in a range of	Articulate and justify an idea or opinion.	Challenge opinions and points of view, offering an	Present opinions, points of view and arguments	Consider and evaluate different viewpoints, attending to

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



		part in pretend play and begin to develop stories using props and small world equipment.	problems and organise thinking and activities.	performances.	different contexts.		alternative viewpoint or opinion.	related to a topic or debate.	and building on the contributions of others.
	<b>Articulating</b>	Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.	Articulate their ideas and thoughts in wellformed sentences and describe events using some detail.	Speak in a way that is clear and easy to understand.	Speak clearly, pronouncing words correctly and audibly.	Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication.	Respond appropriately to others and make some extended contributions in formal and informal discussions.	Give clear, concise descriptions, explanations and narratives in different contexts.	Choose between formal and informal language, depending on the situation.
<b>Reading</b>	<b>Word reading – phonic knowledge</b>	Identify and suggest rhymes and join in with rhyming games.	Blend sounds to read words.	Apply phonic knowledge and skills to decode words.	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).				

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Word reading – grapheme phoneme</b>	Recognise words that start with the same	Recognise and say sounds represented by	Respond speedily with the correct sound to					
	<b>correspondence</b>	initial sound.	graphemes.	graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable.					
	<b>Word reading – blending</b>	Count or clap syllables in a word.	Use phonic knowledge to decode monosyllabic real and nonsense words.	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.				
	<b>Word reading – common exception words</b>	Recognise familiar words and signs, such as their own name and advertising signs.	Read some common exception words.	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.			

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Word reading – prefixes, suffixes, morphology and etymology</b>	Join in with rhyme, rhythm and alliteration activities.	Use phonic knowledge to blend sounds into words.	Read words containing taught GPCs and word endings.	Read words containing common suffixes.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud.	Apply their growing knowledge of age appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Apply and explain their knowledge of age appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.	Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
	<b>Word reading – words containing GPCs</b>	Join in with oral blending activities.	Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	Read words of one or more syllables that contain taught GPCs.	Accurately read words of two or more syllables that contain known graphemes.				
	<b>Word reading – contractions</b>			Read words with contractions.					

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Word reading – reading aloud</b>	Listen to stories and rhymes in a small group.	Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				
	<b>Word reading – fluency</b>	Have favourite stories that they enjoy listening to.	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reread books to improve their fluency and word reading.	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.				
	<b>Comprehension – pleasure and motivation to read</b>	Listen to longer stories and demonstrate that they can remember much of what happens.	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and nonfiction texts with increasing motivation.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, nonfiction, reference books and textbooks, making increasingly effective contributions in turn that show their	Read, discuss and enjoy a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts.	Read, discuss and understand an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



							understanding g.		
	<b>Comprehension – sequencing and summarising</b>	Engage in extended conversations about stories and, with support, make links to other familiar stories.	Talk about stories and make connections with events in their own lives or other familiar stories.	Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.	Identify the main point of each paragraph in a short text.	Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.
	<b>Comprehension – retelling and performing</b>	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.	Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies.	Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action.	Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Comprehension – genre and conventions</b>	Join in with repeated refrains and phrases when being read to.	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, nonfiction genres and poems.	Identify some themes and conventions in a range of books, texts and poetry.	Identify the main themes and conventions in a range of text types.	Discuss and compare the themes and conventions used in an increasing range of age appropriate text types.	Analyse and compare the themes and conventions within and across a wide range of writing.
	<b>Comprehension – word meaning</b>	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Show an understanding of the meanings of new words by using them in discussion and role play situations	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.	Explain the meaning of words based on the context, using a dictionary where appropriate.	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.	Explore the meaning of words, including figurative language.	Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<p><b>Comprehension – understanding</b></p>	<p>Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p>	<p>Talk about stories that have been read to them and retell them through role play and small world play.</p>	<p>Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.</p>	<p>Check that age appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.</p>	<p>Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.</p>	<p>Check that texts make sense to them, confidently explaining their understanding of g and word meanings.</p>	<p>Check that longer, more complicated texts make sense to them, clearly explaining their understanding of g and word meanings.</p>	<p>Check that longer, more complicated texts make sense to them, presenting their understanding in different ways.</p>
	<p><b>comprehension – retrieval</b></p>	<p>Begin to talk about the main events and principle characters in stories, using props and materials for role play.</p>	<p>Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</p>	<p>Identify and understand what is happening within a short piece of text.</p>	<p>Identify the main facts or events in simple texts.</p>	<p>Identify key details in a text in response to a retrieval question or research task.</p>	<p>Retrieve and record information from age appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.</p>	<p>Retrieve, record and present a range of information from fiction and nonfiction texts.</p>	<p>Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.</p>

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Comprehension – writer's craft</b>	Handle books and identify the title and how a book should be read.	Be aware of how the title and blurb give information about a book.	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.	Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
	<b>comprehension – inference</b>	Talk about the pictures in story books.	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.	Draw inferences supported with some evidence from the text.	Draw inferences supported with evidence from the text.	Make inferences supported with specific evidence and distinguish between statements of fact and opinion.	Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
	<b>comprehension – predicting</b>	Suggest how a story might end.	Suggest what might happen at different points in a story.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.	Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Predict what might happen from details stated in the text, giving some examples.	Give evidence from more challenging texts to support their predictions, relying mainly on details.	Predict what might happen from details stated and implied.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>comprehension – recommending</b>							Recommend books that they have read to their peers, giving reasons for their choices.	Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed reasons for their choices.
<b>Writing</b>	<b>Transcription – spelling – spelling rules and strategies</b>	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.				
	<b>Transcription – spelling – common exception words and frequently misspelt words</b>	Use mark making to represent familiar people and events and write some or all of their name.	Begin to spell some simple common exception words, such as the, to, no, go and I.	Spell age appropriate common exception words and days of the week.	Spell age appropriate common exception words with increasing confidence and accuracy.	Develop an increasing range of strategies to spell words that are often misspelt.	Spell words that are often misspelt with increasing accuracy.	Recognise words with 'silent' letters, such as knight and solemn.	Spell some words with 'silent' letters.
	<b>Transcription – spelling – alphabet</b>	Use some of their print and letter knowledge in their early	Begin to link the letters of the alphabet with the corresponding	Name the letters of the alphabet in order, using letter names to distinguish					

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



		writing.	phoneme.	between alternative spellings of the same sound.					
	<b>Transcription – spelling – prefixes, suffixes, morphology and etymology</b>	Join in with oral segmenting activities.	Use phonic knowledge to spell words.	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly.	Add prefixes and suffixes with increasing confidence.	Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules.	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.
	<b>Transcription – spelling – dictations</b>	Give meaning to the marks they make as they draw, write or paint and share this with others.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4.		

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Handwriting – letter formation</b>	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.	Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly.	Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters.				
	<b>Composition – drafting paragraphs</b>	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.	Write a sentence or sequence of sentences for a given purpose.	Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age appropriate features of the genre.	Begin to group related ideas into paragraphs.	Organise sentences with the same theme in paragraphs.	Use a wide range of devices to build cohesion within paragraphs.	Link ideas within and across paragraphs using a wider range of cohesive devices.
	<b>Composition – audience and purpose</b>	Use mark making to support their play.	Use writing to support their play.	Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.	Use simple organisational devices in nonnarrative writing.	Use a range of organisational devices effectively to structure nonnarrative writing.	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience	Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



								and purpose of their writing.	
	<b>Composition – sentences</b>	Talk about their pictures and mark making as they create.	Say words, captions and sentences out loud before writing.	Orally rehearse and write short sentences.	Explain, one sentence at a time, what they want to write.	Orally compose and write sentences using an increasing range of vocabulary and sentence structures.	Make some choices about vocabulary and sentence structure.	Select increasingly appropriate vocabulary and sentence structures for the genre of writing.	Select appropriate grammar and vocabulary to change and enhance meaning.
	<b>Composition – narrative</b>	Begin to use letters and shapes to communicate meaning.	Put words in order to make a simple phrase or sentence.	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.	Write longer sequences of sentences about their own experiences and those of fictional characters.	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.	Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Composition – proofreading</b>	Begin to talk about what their mark making	Begin to read back what they have written to check it makes	Reread their writing to check that it makes	Reread their writing to check for spelling, punctuation and	Proofread to check for errors in spelling, grammar,	Proofread to check for errors in spelling,	Proofread to check the spelling, punctuation	Proofread to check the spelling, punctuation,
		represents.	sense.	sense.	grammar errors and the correct use of verbs that indicate time.	vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.	and consistent use of tense throughout a piece of writing.	degree of formality (register) and subject and verb agreement throughout a piece of writing.
	<b>Composition – evaluating and editing</b>	Talk about their drawing and mark making with the teacher.	Talk about their writing with the teacher.	Discuss their writing with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.	Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.	Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.	Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.	Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Composition – performing and presenting</b>	Share their mark making with others.	Share their writing with others, reading it aloud where appropriate.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
							clear.		
	<b>Vocabulary, grammar and punctuation – grammar rules, concepts and terminology</b>	Communicate their ideas and thoughts with others.	Talk in full sentences and connect ideas and actions making use of simple conjunctions.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.
	<b>Vocabulary, grammar and punctuation – sentences</b>	Begin to understand that writing is a representation of speech.	Break the flow of speech into words.	Leave spaces between words and join words and clauses using 'and'.	Use coordination and subordination to extend their sentences.	Express time, place and cause using conjunctions, adverbs and prepositions.	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.	Use relative clauses to give more information about the noun.	

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Vocabulary, grammar and punctuation – punctuation</b>		Be aware of the different punctuation marks in books.	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).	Use taught punctuation and new punctuation (inverted commas).	Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).	Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
	<b>Transcription – spelling – using apostrophes</b>				Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe.	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.	Use the possessive apostrophe correctly to show singular and plural possession.		
	<b>Transcription – spelling – homophones</b>				Distinguish between homophones and near homophones.	Recognise and spell an increasing range of homophones.	Spell further homophones with increasing accuracy.	Recognise age appropriate homophones and other words that are often confused.	Distinguish confidently between homophones and other words that are often confused.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<p><b>Handwriting – joining and legibility</b></p>				<p>Start using some diagonal and horizontal strokes to join letters.</p>	<p>Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting.</p>	<p>Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.</p>	<p>Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate.</p>
	<p><b>Vocabulary, grammar and punctuation – vocabulary</b></p>				<p>Use simple expanded noun phrases with an adjective that describes the noun.</p>	<p>Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p>	<p>Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.</p>	<p>Use and identify expanded noun phrases that convey complicated information concisely.</p>

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Vocabulary, grammar and punctuation – verbs and tenses</b>				Use the present and past tense correctly and consistently, including the progressive form.	Begin to use the present perfect form of verbs.	Use the present perfect form of verbs in contrast to the past tense.	Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.	Choose the appropriate verb form for different contexts, including passive verbs.
	<b>Vocabulary, grammar and punctuation – formality</b>				Use some conventions of written standard English.		Use standard English verb forms in their writing.		Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
	<b>Transcription – spelling – dictionaries and thesauri</b>					Begin to use the first two or three letters of a word to check its spelling in a dictionary.	Independently use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary.	Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.

# English Progression Map 2025 –2026

*Our All Saints family shall arise and shine for the light of The Lord is upon us.*



	<b>Composition – précising</b>							Write key information drawn from more than one paragraph.	Write an accurate précis that includes the main details from the text.
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