



Key Stage Two Discrete Group English Progression



	Reading		Writing	
	Language Comprehension	Word reading	Composition	Transcription
PKS Standard One	<p>In familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group)</p> <ul style="list-style-type: none"> Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' Show anticipation about what is going to happen (e.g. by turning the page) Join in with some actions or repeat some words, rhymes and phrases when prompted 		<p>The pupil can:</p> <ul style="list-style-type: none"> Say an appropriate word to complete a sentence when the adult pauses (e.g. 'we're going to the ...zoo/park/shop/beach') 	<p>The pupil can:</p> <ul style="list-style-type: none"> Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)
Standard Two	<p>In familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group)</p> <ul style="list-style-type: none"> Demonstrate understanding, e.g. by answering questions such as 'where is he/she/it?', 'What is this?', 'What is he/she doing?' Join in with predictable phrases or refrains 	<p>The pupil can:</p> <ul style="list-style-type: none"> Say a single sound for 10+ graphemes Read words by blending sounds with known graphemes, with help from their teacher. 	<p>The pupil can:</p> <ul style="list-style-type: none"> Say a clause to complete a sentence that is said aloud (e.g. 'when we went to the beach today,...we ate ice cream/I played in the sand') 	<p>The pupil can:</p> <ul style="list-style-type: none"> Form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading Identify or write these 10+ graphemes on hearing corresponding phonemes.



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Standard Three	<p>In familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group)</p> <ul style="list-style-type: none"> Respond to questions that require simple recall Recount a short sequence of events (e.g. by sequencing images or manipulating objects) 	<p>The pupil can:</p> <ul style="list-style-type: none"> Say a single sound for 20+ graphemes Read accurately by blending the sounds in words with two and three known graphemes. 	<p>Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences Write a caption or short phrase using the graphemes that they already know 	<p>The pupil can:</p> <ul style="list-style-type: none"> Form correctly most of the 20+lower-case letters in Standard 3 of English language comprehension and reading Identify or write these 20+ graphemes on hearing the corresponding phonemes Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot)
Standard Four	<p>In familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group)</p> <ul style="list-style-type: none"> Talk about events in the story and link them to their own experiences Retell some of the story 	<p>The pupil can:</p> <ul style="list-style-type: none"> Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes Read accurately by blending the sounds in words with up to five known graphemes Read some common exception words 	<p>The pupil can:</p> <ul style="list-style-type: none"> Make up their own sentences and say them aloud, after discussion with the teacher Write down one of the sentences that they have rehearsed 	<p>The pupil can:</p> <ul style="list-style-type: none"> Form most lower-case letters correctly Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes Spell words by identifying the phonemes with



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		<ul style="list-style-type: none"> Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence 		<p>graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p> <ul style="list-style-type: none"> Spell a few common exception words (e.g. I, the, he, said, of)
Standard 5 (working towards the KS1 expected standard)	<p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> Answer questions in discussion with the teacher and make simple inferences 	<p>The pupil can:</p> <ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) Read many common exception words <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> Read aloud many words quickly and accurately 	<p>The pupil can:</p> <ul style="list-style-type: none"> Write sentences that are sequenced to form a short narrative (real or fictional) Demarcate some sentences with capital letters and full stops 	<p>The pupil can:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing



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		without overt sounding and blending <ul style="list-style-type: none"> • Sound out many unfamiliar words accurately. 		
Standard 6 (working at the KS1 expected standard)	In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> • Check it makes sense to them, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read 	The pupil can: <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes • Read most common exception words In age appropriate books, the pupil can: <ul style="list-style-type: none"> • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation 	The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses 	The pupil can: <ul style="list-style-type: none"> • Segment spoken word into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words • Form 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



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