Progression in threshold concepts – English

Spoken language

Threshold concepts	Milestone 1	Milestone 2	Milestone 3
Listening	• Listen to and discuss a wide range of poetry, stories and non-fiction. • To express views about a range of poetry, stories and non-fiction.	• Listen to and discuss a wide range of poetry, plays, stories, non-fiction reference books and text books.	• Listen to, read and discuss a wide range of poetry, plays, stories, non-fiction reference books and text books.
Participate in discussion	• Explain a clear understanding by answering and asking relevant questions. • To make basic links between texts and ideas. • Discuss the significance of the title and events within a book taking turns and listening to what others say.	• Discuss words and increasingly complex phrases that capture the reader's interest and imagination. • Ask reasoned questions to improve understanding of a text.	• Discuss and evaluate how authors use language including figurative and complex language, considering the impact on the reader. • Ask specific reasoned questions to improve understanding. • Identify and discuss themes and conventions in a wide range of writing

			• with reasoning. • Challenge own and others' view courteously and with clear reasoning.
Recite	• Compose and rehearse sentences orally. • Recite some poems and rhymes by heart beginning to use intonation to make the meaning clear. • Read aloud own work clearly enough to be heard by group or teacher throughout a range of subjects.	• Compose and rehearse sentences orally building a varied and rich vocabulary and an increasing range of sentence structures. • Prepare poems to read aloud showing a basic understanding through intonation, tone, volume and action. • Read aloud own work clearly enough to be heard by group or teacher throughout a range of subjects using relevant subject-specific	• Prepare poems to read aloud showing a clear understanding through intonation, tone, volume and action so that meaning is clear to an audience. • Read aloud own work clearly enough to be heard by group or teacher throughout a range of subjects using subject specific vocabulary justifying choices. • Explain and discuss an understanding through formal presentations and debates (in pairs,

		vocabulary.	groups and whole class).

Reading

Threshold concepts	Milestone 1	Milestone 2	Milestone 3
Word reading			
Decoding	• Apply phonic knowledge and skills to decode words until reading is fluent. • To know the 40+graphemes for each of the 40+ phonemes. • Recognise alternative sounds for graphemes. • Blending sounds in unfamiliar words. • Read many common exception words and words containing common suffixes quickly.	• Applying a growing knowledge of prefixes and suffixes both to read aloud and to understand the meaning of new words. • Read and decode further exception words accurately.	• Read aloud and understand the meaning of new words linked to the expectations of their year group.

	• Read quickly and accurately without overt sounding out or blending.		
• Comprehension	• Develop pleasure in reading to motivate reading in a range of texts. • Join in with predictable rhymes or phrases. • Retell a familiar story of rhyme focusing on character. • Understand the books read independently as well as those read to them. • Discussing significant events, titles and making simple inferences on what is being said and done. • Make predictions, ask	• Maintain positive attitudes to reading and understanding of what they have read. • Compare books that are structured in various ways, have specific themes and written for a range of purposes. • Discuss words and phrases that capture the reader's interest. • Checking understanding to make sure that the text makes sense. • Ask questions to check understanding with increasing complexity.	• Maintain positive attitudes to reading and understanding of what they have read. • Recommend books to peers giving reasons for their choices. • Explore the meaning of new words in context. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas and using quotations. • Understand by asking questions. • Drawing complex

	• questions and make links about a text. • Explain a basic understanding of what has been read so far.	• Independently draw inferences, justifying with evidence clearly taken from the text. • Independently predict what might happen from details given. • Summarise main ideas drawn from within one paragraph. • Identify how language, structure and presentation contribute to meaning. • Retrieve and record information over a wide range of subjects.	inferences and justifying these with evidence. • Read increasingly complex texts predicting what might happen from details stated and implied. • Discuss and evaluate how authors use language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction across a range of topics.
Fluency	• Understand the books read accurately and fluently and corrects inaccurate reading.	• Understand what they are reading independently by checking that the text	• Learning a wide range of poetry by heart. • Read appropriate

	• Learn to appreciate rhymes and poems, reciting by heart using appropriate intonation to make the meaning clear.	makes sense and discussing understanding of words. • Independently drawing inferences such as inferring characters' feelings, thoughts and motives and justifying these with evidence.	books with confidence and fluency. • Challenging own and others' points of views courteously. • Preparing poems and plays to perform aloud and perform showing understanding through intonation, tone and volume.

Writing

Threshold concepts	Milestone 1	Milestone 2	Milestone 3
Composition	• To use sentences appropriately to convey ideas • To use description • Write about real events • To organise appropriately • To use paragraphs • To write with purpose to develop positive attitudes and stamina for writing • Write poetry	• Draft and write by composing and rehearsing sentences orally. • Draft and write in narrative (creating setting, characters and plot) • Draft and write in non-narrative (using headings, subheadings to organise text) • Draft and write by organising writing into paragraphs (grouping material)	• Draft and write by selecting appropriate grammar and punctuation • Draft and write by selecting appropriate grammar and vocabulary, understanding how these choices can change and enhance meaning • Draft and write narrative, describing settings, characters and atmosphere, integrating dialogue to convey character • Use layout devices (headings, bullets, tables) • Draft and write using further organisational and presentational devices to

			structure text and guide the reader
			• Write for a range of purposes and audiences, selecting the appropriate form
			• Draft and write by précising longer passages
			• Use devices to build cohesion within and across sentences and paragraphs
Punctuation	• Separate words with spaces • Use capital letters and full stops to demarcate sentences • Punctuate work with question marks and exclamation marks. • Use commas to	• Begin to use inverted commas and other punctuation (comma after reporting clause, end punctuation) to punctuate direct speech • Use commas after fronted adverbials • Write sentences from memory, dictated by the teacher including relevant punctuation.	• Use brackets, dashes and commas to indicate parenthesis • Use the semi-colon, colon and dash when writing lists or as the boundary between independent clauses • Use a colon to introduce a list and semi colons within lists • Use commas to clarify meaning or ambiguity

	• separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	• Use apostrophes to indicate plural possession •	• Understand how hyphens can be used to avoid ambiguity
Spelling	• Use prefixes and suffixes (-ment, -ness, -full, -less, -ly) • Form nouns and adjectives using suffixes • Spell common homophones • Write from memory sentences dictated by the teacher. Segment spoken words into phonemes and represent	• Spell using prefixes (un-, dis-, mis-, re-, pre-) • Spell using suffixes beginning with vowel letters (-ing, -ed, -ation, -ous) • Form nouns using a range of prefixes • Spell a range of homophones • Check spellings using a dictionary • Write sentences from memory, dictated by the teacher including	• Convert nouns or adjectives using suffixes • Understand verb prefixes • Distinguish between homophones and near homophones • Use dictionaries to check spelling • Use a thesaurus confidently Use a range of spelling rules to spell correctly ('shush', 'shil', 'ent', 'ough') • Add suffixes beginning in vowel letters to words ending in -fer. • Use hyphens

	• with graphemes. • Spell common exception words. • Spell the days of the week • Spell words containing each of the 40+ phonemes already taught. • Spell some contracted forms	• relevant punctuation. • Apply a range of spelling rules to spell correctly (cial, tial, 'shun' ably, ibly). • Spell words that are often misspelt • Use a or an according on whether the next word begins with a vowel or a consonant	• Spell using silent letters • Spell most of the 5/6 words. • Use knowledge of etymology and morphology in spelling • Understand how words are linked through meaning (synonyms and antonyms)
Grammar	• Use coordination and some subordination to join clauses. • Write coherently for different purposes • Use the present and past tense mostly correctly • Use the progressive form of verbs in the present and past	• Express time, place and cause using coordinating and subordinating conjunctions or using prepositions. • Make the appropriate choice of pronoun or noun to aid cohesion and avoid repetition. • Use fronted adverbials • Use the standard English form for verb inflections instead of	• Use devices to build cohesion within a paragraph • Link ideas across paragraphs using a wider range of cohesive devices • Indicate degrees of possibility using adverbs or modal verbs • Understand and use vocabulary typical of formal and informal speech and writing • Use the subjunctive form in some formal speech and

	tense • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	local spoken forms • Use the present perfect forms of verbs instead of the simple past • Use the possessive apostrophe appropriately	writing • Use the present perfect forms of verbs to mark relationships of time and cause • Use relative clauses beginning with who, which, whose, that • Use the passive voice to affect the presentation of information in a sentence
Vocabulary	• Use expanded noun phrases for description and specification	• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	• Use expanded noun phrases to convey complicated information concisely
Planning	• Write sentences by saying out loud what he/she is going to write about. • Write down sentences that have been rehearsed. • Write down ideas	• Plan writing by discussing writing similar to that which is being written to learn vocabulary, grammar and structure. • Plan by discussing and recording ideas within a given	• Plan writing by identifying the audience for and purpose of the writing, using similar writing as models. • Plan by noting and developing initial ideas, drawing on research • Plan considering how authors have developed

	and key words, including new vocabulary • To write sentences that are linked thematically.	structure.	characters and setting.
Editing	• Discuss what has been written with either a teacher or other pupils • Add/improve words or phrases independently or following a conversation with the teacher • Make simple additions, revisions and corrections to his/her own writing by evaluating their writing by proof	• Evaluate and edit by assessing the effectiveness of his/her own and others' writing giving suggestions for improvement. • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation errors (see year group TT statement for particular elements) • Read writing aloud, using appropriate intonation and	• Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning • Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof read for spelling errors linked to year 5/6 spellings • Proof read for punctuation errors (see year group TT statement for particular elements) • Confidently perform own compositions, using appropriate intonation, volume, and movement so

	reading for errors in spelling, grammar and punctuation with the teacher and other pupils. • Read aloud their writing clearly enough to be heard by other pupils and the teacher • Write sentences by re-reading what has been written to check that it makes sense and that verbs to indicate time are used correctly.	controlling the tone and volume so that the meaning is clear	that the meaning is clear • Ensure the correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural