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Welsh Government
Consultation

English Literacy Progression Detail

Statutory guidance in relation to English literacy progression in the Curriculum for Wales

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
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Relevant legislation

[The Curriculum and Assessment \(Wales\) Act 2021](#) (the Act) established the Curriculum for Wales in law and replaced the basic curriculum (which included the national and local curricula set out in [Part 7 of Education Act 2002](#)). The Act makes provision about progression and assessment in connection with the curriculum for 3- to 16-year-olds. It also has some limited effects on the curriculum for learners above compulsory school age at maintained schools. However, much of what currently applies to them is not affected by the Act and does not change.

This guidance is issued to support the design, adoption and implementation of curricula under section 71 of the Act. It supplements the requirements of the Act and should be read alongside the wider legislative framework.

It is statutory guidance to all those persons and bodies set out below. Those persons must have regard to this guidance when exercising functions under the Act. This means that those persons and bodies must take the guidance into account when making decisions about curriculum design and implementation and must have good reasons if they wish to depart from it.

This guidance is directed at:

- governing bodies of maintained schools including maintained nursery schools;
- head teachers at maintained schools including maintained nursery schools;
- local authorities in relation to pupil referral units (PRUs);
- teachers in charge of PRUs;
- a provider of funded non-maintained nursery education (i.e. private nurseries which are funded by the local authority under section 118 of the School Standards and Framework Act 1998 to provide nursery education to children below compulsory school age).

Although the statutory duties rest with the persons and bodies identified above, individual practitioners will wish to take note of this guidance in supporting the planning and delivery of learning and teaching.

The guidance draws on practitioner expertise and evidence-informed practice. It is intended to support curriculum realisation while allowing appropriate flexibility for schools and PRUs to respond to their learners, communities and contexts.

Throughout this document, terminology is used consistently with the Act and related statutory guidance. References to learners, practitioners, schools and PRUs should be understood within that legislative framework.

This guidance is not and does not purport to be a comprehensive statement of the law and so should not be taken to be advice as to what the law requires.

Use of language in this guidance

The language used in this guidance reflects its statutory and advisory functions.

- **Should** indicates a strong recommendation about the approaches most likely to support effective curriculum design and implementation.
- References to **practitioners** relate to those involved in planning and delivering learning and teaching. Where expectations relate to organisational responsibilities, these are placed on the relevant governing body, head teacher or local authority, rather than on individual practitioners directly.

As noted above the guidance is not legally directed to practitioners (i.e.) teachers, school support workers or school teaching assistants. In the context of maintained schools, for example, it is directed at head teachers and governing bodies as they are responsible under the Act to design and implement the curriculum for Wales. Those persons and bodies will need to put in place arrangements to ensure that practitioners in the school follow the guidance as they will implement the guidance in the classroom on a day-to-day basis. In order to make the guidance more accessible we frame the advice as to what practitioners should do. This is just a matter of style and the guidance is legally directed at those persons set out above and it is for them to ensure that they have regard to it and that it is reflected in the teaching practices in the setting.

Introduction

This guidance is intended to support practitioners in understanding, planning for and recognising literacy development across the 3–16 continuum. It supports practitioners to understand how learners develop their literacy skills within the [Languages, Literacy and Communication Area of Learning and Experience](#) and across the curriculum.

The [descriptions of learning](#) provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. They are arranged across five progression steps, which provide reference points for the pace of progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can support learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the continuum of learning is the same for each learner, the pace of progress through it may differ.

Progression involves more than introducing additional content or carrying out increasingly difficult tasks. It should also mean that we can see the changing quality of learners' language, literacy and communication: the meaning they make from spoken, written and multimodal texts; the clarity, accuracy and effectiveness with which they express ideas; the connections they make across languages and contexts; and the increasing independence, confidence and criticality with which they engage as listeners, speakers, readers and writers.

Used alongside the Curriculum for Wales descriptions of learning, this progression guidance aims to support curriculum design, lesson and sequence planning, observation of learning, professional dialogue, learner monitoring and reporting. In each case, its purpose is to strengthen professional judgement rather than replace it.

This guidance is intended to give practitioners greater clarity about what learners should learn and when. It aims to provide a shared professional language for considering what learners are entitled to experience and how their listening, speaking, reading and writing skills developing through those experiences.

We recognise the way in which the content of this guidance has been formatted for consultation purposes may not be the best presentation of the material. When final guidance is published this will be designed for greater accessibility and an improved overall user experience.

Purpose and structure

This guidance is designed to support curriculum planning, teaching, professional dialogue and the development of coherent approaches to literacy across schools and settings. It is not an assessment framework, accountability tool or checklist of age-related expectations. Learners develop at different rates and along different pathways, and the descriptions within this document are intended to support professional judgement rather than prescribe fixed outcomes.

The document is organised into a series of strands which set out the key aspects of literacy development. Within each strand, progression is described from the foundations established in the earliest years through to increasingly sophisticated and independent use of literacy by the end of compulsory education. Progression is reflected not only in the development of knowledge and skills, but also in the increasing complexity of texts, tasks, purposes, audiences and contexts in which literacy is applied.

The birth-to-36-months section describes the developmental foundations on which later literacy learning is built. It supports professional understanding of early communication, language and literacy development and should be used as a reference for observation and responsive provision. It is not a set of expectations and should not be used as an assessment tool.

Throughout the document, literacy is understood as a shared responsibility across the curriculum. Learners develop literacy through meaningful experiences in a wide range of contexts, and the knowledge, language and practices of different disciplines contribute to that development. References to academic vocabulary refer to language commonly used across subjects to explain, discuss, justify and communicate ideas. Subject-specific vocabulary refers to the specialised language associated with particular disciplines, topics or Areas of Learning and Experience.

Proposed arrangements for the implementation of final guidance

We intend to publish final guidance, post consultation, in late spring 2027. We understand that practitioners will need time to familiarise themselves with this guidance. We appreciate that the curriculum planning cycle for schools and settings will already be underway at the time of publication. We therefore propose that the guidance be implemented through curriculum design in schools and settings from the start of the academic year 2028-2029.

We will work with [Adnodd](#) and [Dysgu](#) to explore and understand resource and professional learning needs to support the implementation of this guidance. The findings will directly inform the development and refinement of Dysgu's professional learning offer and Adnodd's commissioning plans.

0-36 Months: Foundations for Literacy

The experiences and development described in these sections continue into Nursery and Reception strands and should be actively built upon as children progress through the early years.

Speech, language and communication (SLC) provide the foundation for literacy learning. Through relationships, interaction, talk, songs, stories and play, children develop the communication, language and meaning-making that underpin later reading and writing. Early literacy is rooted in everyday experiences and meaningful interactions with responsive adults.

These sections serve a different purpose from the rest of the Literacy Progression Detail. They are intended as a professional reference tool to support observation, understanding and responsive provision. Development during this phase is highly individual, with children following different pathways and progressing at different rates. The observations included here are designed to help practitioners notice emerging strengths, interests, learning needs and support needs, and to adapt interactions, environments and experiences accordingly. They are not intended to identify or determine additional learning needs.

Communication is recognised and valued in all its forms. Children communicate through gaze, facial expression, movement, gesture, vocalisation, signing, spoken language and augmentative and alternative communication (AAC). All forms of communication are meaningful and should be acknowledged, interpreted and responded to by attentive adults. Augmentative and Alternative Communication (AAC) refers to a range of tools, strategies and systems that support or replace spoken communication. AAC may include gestures, signs, symbols, picture boards, communication books, speech-generating devices and digital applications that enable children to express themselves and understand others.

The role of the enabling adult is central throughout this phase. Warm, responsive interactions help children develop communication, language and early literacy. Parents and carers are children's first and most enduring enabling adults, and partnerships between families and practitioners are fundamental to supporting development.

These sections should be read alongside:

- Early Childhood Play, Learning and Care: Developmental Pathways 0 to 3
- Talk With Me
- Enabling Learning
- A Curriculum for Funded Non-maintained Nursery Settings.

Speaking and Listening

Pre-progression (0 to 36 Months)

How is speaking and listening changing at this step?

Speaking and listening develop from the earliest days of life through warm, responsive relationships and meaningful communication. Through interactions with familiar people, children learn to share attention, take turns and respond to others. Before using words, they communicate through gaze, facial expression, movement, vocalisation, signing and other forms of communication. As language develops, children move from vocal play and early words to combining words and expressing increasingly complex ideas, needs and experiences.

During this period, children build vocabulary, develop understanding of spoken language and learn to make connections between words, actions and experiences. They also develop important listening and auditory processing skills, including noticing sounds, enjoying rhymes and patterns, and recalling spoken information. These experiences support the development of communication, social and emotional wellbeing, and the foundations for later literacy learning.

What should I do to support this change?

Treat every act of communication as meaningful, whatever form it takes. Follow the child's interests, share their focus of attention and give them time to process, respond and take turns in communication. Create a language-rich environment where conversations, songs, rhymes, stories and play are a natural part of the day. Model rich language, extend what children say and connect language to meaningful experiences.

Provide regular opportunities to develop listening, attention and auditory memory through stories, songs, word games and increasingly complex instructions. Support children to notice sounds, rhymes and patterns in language, building the foundations for phonological awareness and later literacy. Observe each child's development and use these observations to adapt provision and support, ensuring that every child develops strong foundations for future communication and literacy.

Shared Attention and Responsive Interaction

Birth to 36 months	
Children are typically:	• Attending to people and communication, and developing shared attention with familiar adults within warm, responsive relationships. • Responding to communication through movement, gaze, facial expression, gesture, vocalisation or early signing, and recognising familiar people, voices, and routines. • Showing lengthening periods of sustained attention during shared play, stories, songs, and routines. • Beginning to notice sounds in the environment and show interest in listening to them.
Adults and enabling environments should provide:	• Warm, responsive interaction that encourages shared attention. • Rich face-to-face communication using facial expression, gesture, body language, eye contact, and vocalisation. • Familiar routines and repeated interactions that help children anticipate and respond to communication. • Regular opportunities to listen to voices, songs, rhymes, stories and environmental sounds. • Opportunities to develop active listening through play and shared activities. • Familiar and repetitive routines that support prediction, recall and response. • Experiences that help children focus on people, sounds and meaning.
The later skills this is important for:	• Listening and Responding. • Discussion and Collaboration.

Understanding Spoken Language

Birth to 36 months	
Children are typically:	• Responding to familiar words, phrases and simple spoken messages. • Showing a preference for familiar voices and the rhythm and intonation of the languages around them. • Following familiar one-step instructions, and gradually more complicated instructions within everyday routines. • Showing understanding of simple concepts (for example in, on, under, big, little) and responding to simple who and what questions.
Adults and enabling environments should provide:	• Frequent experiences of rich spoken and signed language, songs, rhymes, stories, and meaningful everyday sounds. • Opportunities to hear, remember and follow instructions that gradually increase in complexity. • Responsive conversations that connect words to the child's experiences. • Opportunities to listen to sounds and words and notice patterns in language. • Visual supports, modelling and practical experiences to support understanding.
The later skills this is important for:	• Listening and Responding. • Spoken Language and Communication.

Early Words and Expressive Language

Birth to 36 months	
Children are typically:	• Exploring vocal play and babbling. • Imitating sounds, words and patterns in language. • Beginning to use single words and extending to combinations of words. • Developing vocabulary linked to people, objects, actions and experiences. • Using increasingly complex sentences and communicating more clearly. • Enjoying the repetition of songs, rhymes and patterns of language.
Adults and enabling environments should provide:	• Modelling of rich spoken language, precise vocabulary and sentence structures. • Repeated opportunities to hear, learn and reuse new words. • Songs, stories and rhymes that develop vocabulary and patterns in language. • Opportunities to use language through play and meaningful experiences. Support to extend children's phrases and sentences.
The later skills this is important for:	• Spoken Language. • Organising, Expressing, and Communicating.

Turn-taking, Early Conversation, and Communicating with Intent

Birth to 36 months	
Children are typically:	• Initiating interactions and taking turns in communication exchanges. • Imitating sounds, words, actions and phrases. • Communicating needs, feelings, interests and ideas intentionally. • Taking part in simple conversations and shared play. • Exploring sounds, rhythm, rhyme and patterns in language through play and song. • Using communication for an increasing range of purposes.
Adults and enabling environments should provide:	• Regular opportunities to take turns, respond and initiate communication. • Songs, rhymes and sound games that encourage play with sounds. • Opportunities to listen to similarities and differences between sounds. • Support to use communication for authentic purposes. • Modelling of effective communication in all forms, including AAC where appropriate.
The later skills this is important for:	• Discussion and Collaboration. • Organising, Expressing, and Communicating.

Strand 1: Listening and Responding

Progression Step 1

How is speaking and listening changing at this step?

At this step, children build the foundations for understanding spoken language through listening and interaction with others. As their attention, vocabulary and language comprehension develop, they become increasingly able to follow conversations, stories, explanations and instructions, and to respond appropriately to what they hear.

Listening and attention are central to this development. Through stories, songs, rhymes and everyday discussions, children learn to sustain attention for longer periods, remember important information, follow increasingly complex instructions and take turns in conversation. These experiences support language development, learning and participation across the curriculum.

In Reception, learners begin to develop a more explicit understanding of listening as a skill. They learn that listening helps them understand spoken language, that meaning is communicated through words, tone of voice, gesture and facial expression, and that they can seek clarification when something is unclear. They also begin to recognise that listening may vary according to purpose and context, such as when following instructions, listening to a story or taking part in a conversation.

What should I do to support that change?

Support listening through meaningful conversation, interaction and shared experiences rather than passive exposure to language. Use stories, songs, play and discussion to develop attention, understanding, memory and responsive communication, and in Reception begin to teach and model listening behaviours explicitly.

Provide regular opportunities for learners to listen to and respond to others, follow instructions, participate in conversations and reflect on what they have heard. Model strategies for maintaining attention, understanding spoken information and seeking clarification when meaning is unclear.

Identify learners who experience difficulties with attention, listening or language comprehension as early as possible, and provide appropriate support. Some learners will require additional targeted intervention to develop the listening and understanding skills that underpin successful communication, learning and literacy.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide warm, responsive, child-led interaction, and opportunities to listen to lengthening conversations, stories, explanations, songs and play. • Provide opportunities to hear, follow and respond to more detailed spoken language, including familiar two- and three-step instructions. • Develop understanding through stories, discussion, questioning and shared experiences. • Provide opportunities to listen, understand, respond and take conversational turns with adults and other children.	• Support learners to understand that listening helps us make sense of stories, conversations, explanations and instructions. • Model how spoken language communicates meaning through words, tone of voice, gesture and facial expression. • Develop learners' ability to maintain attention during increasingly sustained spoken communication, for example by looking towards the speaker, taking turns and remembering key information. • Encourage learners to signal when they do not understand and support them to seek clarification using words, gestures or questions. • Provide opportunities to experience different listening situations and discuss how listening may differ when following instructions, joining conversations or listening to stories.
Learners are confidently and reliably:	• Maintaining attention during longer shared activities and conversations. • Showing understanding of more detailed spoken language, stories, explanations, and familiar two- and three-step instructions. • Taking conversational turns and asking simple questions to clarify understanding. • Recognising simple emotions, intentions and viewpoints communicated by others in familiar situations.	• Maintaining attention during longer spoken communication. • Using context, visual cues and routines to support understanding of spoken language. • Following two- and three-step instructions accurately, and answering questions about what they have heard. • Asking simple questions when clarification is needed.

Progression Step 2

How is speaking and listening changing at this step? Listening becomes purposeful and self-aware. Learners follow more detailed spoken language, before beginning to monitor their own understanding: noticing when something does not make sense, asking purposeful questions, and choosing how to listen for the situation. Later on, they strengthen understanding by connecting new spoken information with what they already know, and begin distinguishing agreement from disagreement, and fact from opinion, in what they hear.

What should I do to support that change? Teach listening explicitly rather than assuming it improves with age. Model noticing a breakdown in understanding and repairing it, and make asking for repetition or explanation a normal, valued move. Plan classroom dialogue that gives every learner regular reason to attend, respond and clarify. Keep spoken language rich and demanding while remaining supported, and give explicit help where attention, listening or understanding affects learning.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Use stories, discussion and explanation to build learners' understanding of how spoken language communicates information and meaning. • Model and highlight how meaning is conveyed through words, tone of voice, gesture and facial expression. • Teach learners to maintain attention and understanding during longer periods of spoken communication. (e.g. breaking longer explanations	• Teach how to monitor understanding while listening, for example noticing when something does not make sense. • Teach and model purposeful questions that help clarify understanding, such as asking for repetition or an explanation, and provide regular opportunities for learners to be asking them. • Discuss and model how listening changes according to purpose, for example when listening to a story, following instructions, learning new information or taking part in a discussion.	• Prompt learners to make connections between new spoken information and what they already know, have learned or have experienced. • Ask learners to recall previous knowledge before introducing new content. • Continue to provide opportunities for learners to identify when clarification is needed and to use questions to support understanding. • Model the difference between facts and opinions in stories,

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	into manageable chunks, pausing to check understanding, using visual prompts). • Normalise asking for clarification when meaning is unclear and model strategies for restoring understanding. • Reinforce the role of careful listening in understanding, remembering and learning.		discussions and everyday spoken language. • Draw attention to words and phrases that signal opinions, such as I think, I like, I believe and in my opinion.
Learners are confidently and reliably:	• Paying attention with growing independence while listening to spoken communication. • Showing understanding of more detailed spoken explanations, instructions and discussions. • Recognising when they have not understood, and seeking clarification with support (e.g. Can you say that again?). • Following spoken information accurately and	• Maintaining attention independently during sustained spoken communication. • Indicating that they are following a conversation or instructions. • Explaining their understanding of what they have heard. • Recognising when they have not understood, and seeking clarification.	• Identifying and explaining how new spoken information builds on previous learning. • Explaining how what they hear connects with prior learning or experience. • Recognising confusion independently and using simple clarification strategies, such as asking for repetition or rephrasing. • Beginning to identify whether a speaker is sharing information versus expressing opinion.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	answering questions that show understanding.		

Progression Step 3

How is speaking and listening changing at this step? Spoken communication becomes extended, and learners are becoming independent listeners. They hold understanding across longer stretches, summarise what they have heard, before beginning to distinguish the main ideas from supporting detail. Listening purpose starts to shape how they listen, and by the end of this step, they regulate their listening independently, choosing and adapting their approach to suit demanding situations.

What should I do to support that change? Give regular opportunities to summarise spoken communication, which strengthens comprehension and memory. Teach explicitly how main ideas are distinguished from supporting detail. Practitioners should teach the listening behaviours, then encourage learners to apply them across the curriculum, so that independent listening is secure before secondary transition.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Draw learners' attention to how ideas are developed and connected across extended spoken communication. (e.g. giving reasons, explanations, solutions, conclusions; drawing attention to linking language such as therefore, however, next, finally). • Teach how to identify and select the most important information from what is heard, and communicate it accurately. • Guide learners to identify evidence that helps	• Guide learners to distinguish between main ideas and supporting detail within explanations, discussions and presentations, justifying how they identified the key messages. • Provide learners with practical approaches to support their listening and understanding (e.g. breaking down information, repeating information quietly, visualisation, ignoring less important detail). • Draw attention to language that signals viewpoints, opinions and degrees of certainty, such as I think, perhaps, might and definitely.	• Provide opportunities for learners to adapt their listening to increasingly demanding situations across the curriculum, including following extended explanations, interpreting subject-specific vocabulary, tracking complex ideas, different viewpoints, and recording key information. • Teach that effective listeners actively adjust how they listen in response to different demands, such as extended explanations, unfamiliar vocabulary, complex ideas and differing viewpoints. • Model how speakers use facts, opinions, examples and evidence to influence an audience.

	distinguish factual information from personal views. • Use discussion and questioning to explore how speakers express opinions.	• Model how speakers express and justify opinions using reasons and examples. • Teach that good listeners do not listen in the same way all the time. The purpose for listening affects what they focus on, what they remember, and how they make sense of what they hear.	• Provide opportunities for learners to compare different viewpoints on the same issue
Learners are confidently and reliably:	• Maintaining understanding during extended spoken communication. • Summarising spoken communication accurately to show understanding. • Monitoring understanding during extended spoken communication and asking relevant questions to clarify specific information or meaning. • Identifying facts and opinions in spoken communication and explain how they know the difference.	• Identifying the main ideas, and distinguishing them from supporting detail, within extended spoken communication. • Regulating their listening by monitoring understanding and selecting a suitable approach independently, such as asking for examples, elaboration, repetition or further explanation. • Identify facts, opinions and viewpoints in spoken communication, explaining the clues that informed their judgement. • Adapting how they listen according to purpose.	• Regulating their listening independently across complex spoken communication using clarification questions to resolve misunderstandings and deepen understanding. • Recognise and compare different viewpoints and perspectives presented in spoken communication. • Summarising, explaining and justifying their understanding for different purposes.

Progression Step 4

How is speaking and listening changing at this step? Learners sustain understanding across extended, linguistically rich and conceptually complex communication. They begin to interpret implied meaning, attending to what is suggested as well as what is said, and by the end of this step, they interpret how speakers communicate viewpoint, purpose and intent through language choices and presentation.

What should I do to support that change? Keep teaching listening explicitly as demands on the learners increase. Teach that spoken communication reflects perspective and give learners regular opportunities to examine how speakers can shape meaning, in lessons and in the spoken media they meet outside them.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach how to monitor understanding while listening to extended spoken communication, using strategies such as summarising, making connections and asking clarification questions. • Provide opportunities for learners to select, record and organise relevant information from spoken communication across the curriculum. • Provide opportunities for learners to listen to multiple speakers and viewpoints,	• Teach that speakers sometimes communicate messages indirectly, and encourage learners to identify what is being suggested as well as what is stated. • Draw attention to how tone of voice can imply meaning, attitude or feelings that are not stated directly. • Guide learners to use clues from language, context and prior knowledge to work out meanings that are not stated directly.	• Teach how speakers communicate viewpoint, purpose and intent through language choices, tone and presentation. • Guide learners to explore how perspective, experience and context shape spoken communication and influence interpretation. • Provide opportunities for learners to analyse how different speakers present and develop viewpoints on the same issue or topic. • Teach learners to evaluate spoken communication by considering viewpoint, purpose, reasoning and context, drawing on information from multiple spoken contributions.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	maintaining understanding across different contributions. • Guide learners to use examples, explanations and other clues provided by a speaker to infer the meaning of unfamiliar vocabulary.	• Teach learners to identify clues that reveal a speaker's attitude towards a topic. • Teach learners to identify how a speaker's purpose and audience influence what is said and how it is communicated. • Provide opportunities for learners to listen to a range of viewpoints and perspectives, identifying areas of agreement, difference and ambiguity.	
Learners are confidently and reliably:	• Sustaining understanding by identifying key ideas and making connections across extended spoken communication, such as explanations, discussions and presentations. • Using appropriate strategies independently to understand unfamiliar vocabulary and maintain understanding. • Selecting and organising relevant information from what	• Interpreting meanings, messages and viewpoints within extended spoken communication, including information that is implied rather than stated directly. • Using context and other clues to work out the meaning of unfamiliar vocabulary and concepts. • Selecting, organising and combining relevant information from what they hear, adapting listening strategies	• Explaining how viewpoint, purpose and intent are communicated through spoken language and presentation. • Analysing how speakers use language, tone, examples and reasoning to shape meaning and influence interpretation. • Recognising how perspective and context affect the messages communicated and understood. • Comparing and evaluating different viewpoints on the same topic,

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	they hear for different purposes. • Monitoring and regulating their understanding while listening, adapting their approach when needed.	independently to support understanding and interpretation.	referring to reasoning and supporting information. • Selecting, organising and synthesising information from multiple spoken contributions to develop and justify understanding.

Progression Step 5

How is speaking and listening changing at this step? Learners evaluate spoken communication by considering different ideas, evidence, viewpoint, purpose and effectiveness, and they adapt how they listen to purpose, audience and context. By Year 11, aligned to qualification expectations, they do this with unfamiliar material in formal and assessment contexts without support.

What should I do to support that change? Provide regular, authentic opportunities to evaluate spoken communication critically across a wide range of contexts, including the broadcast and online speech learners meet daily. Make the criteria of evaluation clear: evidence, reasoning, viewpoint, purpose. Strategic listening supports independent learning and informed participation in further education, employment and civic life, and it should be practised under the conditions the qualifications require.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Teach how speakers construct and develop arguments and viewpoints through language choices, the selection of information and the organisation of ideas. • Model how speakers use language, tone, emphasis and rhetorical techniques to influence audiences and shape interpretation. • Provide opportunities for learners to analyse and evaluate spoken communication from a range of contexts, purposes and audiences, considering explicit and implicit meanings, assumptions and bias. • Guide learners to compare, evaluate and synthesise information, arguments and viewpoints from multiple spoken sources.	• Provide opportunities for learners to critically evaluate how speakers construct and present arguments, viewpoints and interpretations across a range of contexts. • Model how speakers use language, tone, evidence and presentation to shape meaning, influence interpretation and present competing viewpoints. • Guide learners to assess the reliability, relevance and significance of information, viewpoints and arguments presented in spoken communication. • Provide opportunities for learners to synthesise information, arguments and perspectives from multiple spoken sources to develop informed judgements and responses.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Learners are confidently and reliably:	• Critically evaluating viewpoints, arguments and interpretations presented in spoken communication. • Assessing the reliability, relevance and significance of spoken information in relation to purpose and context. • Synthesising ideas, evidence and perspectives from multiple spoken sources to develop informed conclusions. • Responding independently and critically to complex spoken communication, drawing on evidence to justify interpretations and judgements. • Adapting listening strategically to meet the demands of different academic, professional and real-world contexts.	• Critically evaluating how arguments, viewpoints and interpretations are presented in spoken communication. • Assessing the reliability, relevance and significance of information, viewpoints and arguments in relation to purpose and context. • Synthesising ideas, evidence and perspectives from multiple spoken sources to develop informed conclusions. • Responding independently and critically to complex spoken communication, justifying interpretations and judgements with relevant evidence. • Adapting listening strategically to meet the demands of different academic, professional and real-world contexts.

Strand 2: Spoken Language and Communication

Progression Step 1

How is speaking and listening changing at this step?

At this step, learners build the foundations for using language confidently and effectively. Their vocabulary expands rapidly through first-hand experiences, play, stories, songs, rhymes and high-quality conversations. By listening to rich language and participating in meaningful communication, they learn to connect words with people, objects, actions, feelings and ideas. Learners gradually move from using single words to combining words and then using increasingly complete sentences. As their experiences and vocabulary grow, they develop the ability to explain, describe, question, recount events and share ideas in more detailed and coherent ways. Their speech becomes clearer, and their use of grammar develops through regular opportunities to hear and use patterns in language.

During this step, learners also develop skills that provide an important foundation for early literacy. They learn to notice patterns in language, enjoy the repetition of words, songs and rhymes, remember words and spoken sequences, and imitate new sounds and words. These experiences strengthen vocabulary development, auditory memory and play with sounds, which underpin later phonological awareness. By Reception, learners begin to make more deliberate choices about the words they use, organise ideas into connected sentences, develop greater control over their speech, and recognise that language can be adapted according to the listener, purpose and situation.

What should I do to support that change?

The development of spoken language depends on regular opportunities to listen, talk and interact in meaningful contexts. Model rich and varied language throughout the day, introducing new words repeatedly in authentic situations so that learners can develop a deeper understanding of their meaning and use. Use stories, songs, rhymes, role play and first-hand experiences to develop vocabulary, auditory memory, sentence structures and confidence in communication. Provide opportunities for learners to listen to patterns in language, repeat words and play with sounds, rhythm and rhyme as a natural part of language development. Extend learners' language by recasting and building on what they say, rather than correcting or testing them. Support learners to use new vocabulary, construct more complete sentences and express increasingly complex ideas. Identify learners who need additional support with vocabulary, speech, auditory memory or language development, and provide appropriate support at an early stage. Strong foundations in spoken language support later success in reading and writing.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide rich opportunities to expand vocabulary through extended conversation, storytelling, imaginative play and first-hand experiences. • Model rich vocabulary, spoken language patterns and expressions that reflect natural language use. • Create opportunities for children to talk about experiences, describe objects, recount events and share ideas. • Use songs, rhymes and word games to develop auditory memory, vocabulary and enjoyment of the sounds and rhythms of language. • Provide opportunities to listen to sounds, words and language patterns and to play with them in meaningful ways. • Extend children's language by recasting and building on their spoken contributions. • Provide opportunities to communicate with a range of familiar people throughout the day.	• Teach learners that vocabulary can be chosen to communicate ideas and information more precisely. • Support learners to organise ideas into connected spoken sentences and use language to explain, describe and recount experiences. • Develop understanding of how language changes according to the listener, purpose and situation. • Model accurate language structures, pronunciation and fluency by recasting and extending learners' spoken contributions. • Introduce increasingly abstract and topic-specific vocabulary through talk, stories, play and shared experiences. • Develop auditory memory through opportunities to listen to, remember and use words, phrases and language patterns from stories, songs and conversations. • Provide regular opportunities to discuss experiences, explain ideas and share information using increasingly connected language. • Draw attention to sound patterns, rhyme and rhythm in spoken language through songs, rhymes, stories and language play.
Learners are confidently and reliably:	• Using an increasingly wide range of vocabulary to communicate needs, feelings, experiences and ideas.	• Selecting vocabulary that matches the meaning they wish to communicate, including descriptive words and words related to time, place and relationships.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
	• Communicating using words and phrases that are becoming increasingly complete and detailed. • Taking part in simple conversations, responding appropriately and adding relevant ideas. • Using words from stories, songs and familiar experiences in new contexts. • Enjoying the repetition of words, rhymes, songs and language patterns. • Imitating new words, phrases and sounds when communicating.	• Communicating in longer and more complete sentences, linking ideas in a logical order. • Talking about the past, present and future with increasing accuracy. • Showing understanding of a wider range of spoken vocabulary, including more abstract words such as first, maybe and above, and beginning to group words into categories. • Explaining experiences, events and ideas in a logical sequence. • Adapting their speaking for familiar people and situations. • Recalling and using words, phrases and language patterns encountered in stories, songs and conversations. • Showing increasing awareness of sound patterns, rhyme and rhythm in spoken language as part of language and early literacy development.

Progression Step 2

How is speaking and listening changing at this step? Learners select vocabulary for precision, expand sentences by adding and connecting information, and learn that grammar carries clear meaning in speech. As they progress, they understand that words can hold related and multiple meanings, and they begin to recognise dialect and language variation: spoken language differs between people, places and situations. By the end of this step, they refine and clarify their own language when needed by the listener.

What should I do to support that change? Teach word choice and sentence building explicitly within authentic talk, and model precise spoken language throughout the day. Explore relationships between words and shades of meaning through discussion. Feedback should help learners refine and extend their spoken responses.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Model and encourage the use of increasingly precise vocabulary to describe people, places, objects, actions and experiences. • Use stories, play and shared learning experiences to demonstrate how spoken ideas can be extended by adding relevant information and detail. • Build on learners' contributions by repeating, extending and connecting their ideas through clear spoken language.	• Explore how words can have different meanings in different situations, and how different words can be chosen to communicate ideas more precisely. • Model and encourage the use of vocabulary that helps learners describe, explain and compare people, places, objects and experiences. • Use discussion, stories and shared learning experiences to demonstrate how ideas can be developed by adding information, giving reasons and connecting sentences.	• Explore how words can have related, contrasting and multiple meanings, and how different word choices can change meaning and understanding. • Encourage learners to consider whether their vocabulary communicates ideas accurately, and to explore alternative words to explain, describe, compare and clarify ideas more precisely. • Model how spoken explanations can be organised by sequencing information, grouping related ideas and supporting points with reasons or examples. • Use discussion and collaborative learning to demonstrate how ideas

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Explore words with similar meanings and discuss how different word choices can communicate ideas more precisely. • Provide opportunities to explain, describe and share information using connected spoken sentences.	• Provide opportunities to adapt explanations and descriptions for different familiar listeners and purposes. • Draw attention to the different words and ways of speaking used at home, in school and in the wider community, valuing language and dialect variation. • Encourage learners to explain, describe and compare ideas using connected spoken language.	can be connected and developed so that listeners can follow a clear line of thought. • Encourage learners to notice when listeners may need further explanation, and to clarify, rephrase or add detail to support understanding.
Learners are confidently and reliably:	• Using a broadening vocabulary when communicating. • Extending spoken ideas by adding relevant detail and information. • Connecting related ideas in increasingly varied spoken language. • Explaining, describing and sharing information in connected spoken sentences.	• Using a growing range of vocabulary to communicate ideas clearly. • Explaining, describing and comparing ideas in connected spoken language. • Developing spoken ideas by adding information and simple reasons. • Adapting spoken language for different familiar purposes and listeners. • Recognising dialect and language variation in the speech they hear.	• Using varied vocabulary with growing precision. • Explaining, describing and comparing ideas in organised spoken language that others can follow. • Organising and connecting ideas to maintain a clear line of thought. • Clarifying or extending spoken explanations when listeners need more information. • Recognising dialect and language variation

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	Communicating ideas clearly enough for others to follow, with supporting detail.		

Progression Step 3

How is speaking and listening changing at this step? Learners use varied vocabulary for effect, including the figurative and idiomatic language they are taught in reading, and they sustain cohesive, fluent talk across detailed ideas. From Year 5, vocabulary and language choices are selected for audience, purpose and context (appropriate registers). Learners understand that dialect and variation reflect the communities and contexts language lives in, and by Year 6 they refine their own spoken language independently.

What should I do to support that change? Model figurative language in authentic talk, and make your own language decisions explicit by thinking aloud. Teach register as choice: which language suits this audience, this purpose, this context. Use extended discussion to build fluency and cohesion, and use feedback to encourage learners to evaluate and refining their own spoken language.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Model how familiar figurative and idiomatic language can make descriptions and explanations more vivid, engaging and memorable. • Provide opportunities to develop ideas through explanations, examples and relevant detail so that listeners can follow a clear line of thought. • Explore how spoken communication can be adapted by changing vocabulary, explanations and the amount of	• Explore how precise vocabulary communicates subtle differences in meaning and helps speakers express ideas more accurately. • Model how ideas can be developed, connected and extended through explanations, examples, reasons and supporting detail. • Provide opportunities to organise and communicate ideas through explanation, presentation, discussion and	• Explore how vocabulary, sentence structures and language choices can be selected to explain, compare and develop ideas with precision and clarity. • Provide opportunities to communicate for a range of audiences, purposes and contexts, encouraging learners to adapt vocabulary, register and levels of formality accordingly. • Model how effective communicators strengthen understanding by adding detail, giving examples, making

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	detail for different audiences and purposes. • Support learners to organise and connect ideas so that explanations and presentations remain clear and coherent. • Use presentations, storytelling and discussion to develop confidence in communicating to different audiences. • Explore how dialect and language variation reflect different communities, regions and contexts.	storytelling for different audiences and purposes. • Teach how language, register and levels of detail can be adapted for different audiences, purposes and contexts. • Encourage learners to plan, monitor and refine spoken contributions by considering whether their ideas are clear, organised and appropriate for the audience. • Use presentations, discussions and collaborative tasks to develop confidence in communicating extended ideas and responding to listeners.	connections and rephrasing ideas when needed. • Encourage learners to evaluate and refine their spoken communication by considering its clarity, organisation and impact on listeners. • Provide opportunities for learners to explain, present, discuss and communicate extended ideas independently.
Learners are confidently and reliably:	• Selecting vocabulary, including familiar figurative and idiomatic language, to strengthen spoken communication. • Sustaining explanations and discussions by developing ideas with relevant detail and examples.	• Selecting vocabulary, including a wider range of figurative and idiomatic language, that strengthens spoken communication. • Sustaining extended explanations and discussions in increasingly sophisticated spoken language.	• Communicating ideas in a broad and precise vocabulary, including figurative and idiomatic language. • Maintaining fluency across well-organised explanations, presentations and discussions. • Adapting vocabulary, register and spoken language for different audiences, purposes and contexts.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Organising and communicating ideas coherently to maintain a clear line of thought. • Adapting spoken communication for different audiences and purposes. • Using spoken language and non-verbal communication deliberately to support understanding and engagement. • Recognising that dialect and language variation reflect different communities and contexts.	• Organising and communicating ideas effectively, maintaining a clear line of thought across longer contributions. • Adapting spoken language, including register, for different purposes, audiences and contexts. • Refining spoken communication by adjusting vocabulary, organisation or language choices while communicating. • Recognising that dialect and language variation reflect different communities and contexts.	• Selecting and organising relevant ideas to maintain a clear line of thought across extended communication. • Refining their spoken communication independently to improve clarity, precision and effectiveness. • Recognising that dialect and language variation reflect different communities and contexts.

Progression Step 4

How is speaking and listening changing at this step? Learners refine vocabulary and structures during interaction, and they learn how subtle differences in wording shape meaning, tone, and viewpoint. They can explain how dialect and variation influence communication, and by Year 9 they select and maintain register for audience, purpose and context, monitoring their spoken language as interactions develop.

What should I do to support that change? Use discussion that encourages responsiveness. This includes clarifying, building, and adjusting language during communication. Model how small language choices change how something can be perceived. Examine real speech across contexts, and encourage learners to articulate why a choice works. Feedback should encourage independent monitoring and refinement.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach and explore how specific vocabulary can make explanations, descriptions and reasoning clearer and more precise for listeners. • Encourage learners to respond to, build on, question and clarify ideas so that spoken communication develops understanding. • Teach how to make spoken communication suitable for different audiences and situations by adjusting the level of detail, explanations and vocabulary used.	• Explore how different words and expressions can communicate different attitudes, viewpoints and levels of certainty. • Model how language choices influence how listeners understand, interpret and respond to spoken communication. • Demonstrate how vocabulary, phrasing, examples and emphasis can be adapted to change meaning, tone and effect. • Provide opportunities to communicate complex ideas across a range of contexts, adapting language and explanations to suit	• Explore how speakers deliberately select vocabulary, sentence structures and register to communicate ideas, viewpoints and arguments effectively. • Teach how rhetorical choices are selected and combined to achieve intended purposes, working with organisational, expressive, and presentational choices. • Provide opportunities to communicate complex ideas by drawing together information, evidence and perspectives into coherent spoken contributions. • Model how communication can be adapted during discussions, presentations and other spoken interactions by clarifying, rephrasing,

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Encourage learners to build on, question and clarify ideas so that spoken communication develops understanding. • Provide opportunities to communicate increasingly complex ideas across a range of familiar and unfamiliar contexts. • Model how ideas can be connected, developed and organised so that listeners can follow a clear line of thought across extended contributions. • Support learners to refine spoken communication in response to questions, feedback and misunderstanding.	audience, purpose and intended outcome. • Encourage learners to review and refine their spoken communication by considering its clarity, precision and impact on listeners. • Use presentations, discussion and subject-based talk to explore how communication choices shape understanding.	elaborating or adjusting language choices in response to audience needs and feedback. • Encourage learners to consider how organisational choices, language choices and delivery influence listeners' understanding, interpretation and response. • Support learners to evaluate and refine spoken communication by considering its clarity, coherence, precision and impact.
Learners are confidently and reliably:	• Communicating complex ideas using increasingly precise vocabulary, including figurative and idiomatic language where appropriate. • Developing and connecting ideas coherently to maintain a clear line of thought.	• Using vocabulary and expressions to communicate different attitudes, viewpoints and levels of certainty. • Sustaining coherent communication across complex ideas and topics. • Adapting spoken communication across familiar and unfamiliar contexts.	• Selecting and sustaining vocabulary, register and language structures deliberately to achieve intended purposes and responses from audiences. • Communicating complex ideas through coherent and well-developed spoken contributions.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Adapting spoken communication across a widening range of familiar and unfamiliar contexts. • Refining spoken communication in response to questions, feedback or misunderstanding. • Selecting and organising relevant information to strengthen understanding for listeners. • Explaining how language choices help achieve different communicative purposes.	• Refining spoken communication to improve clarity, precision and impact. • Explaining how language choices influence meaning, tone and audience response. • Recognising that different communication choices can lead listeners to interpret messages in different ways.	• Synthesising ideas, information and perspectives to strengthen explanations, arguments and presentations. • Adapting spoken communication across familiar, unfamiliar and challenging contexts. • Monitoring and refining spoken communication for clarity, precision, fluency and effect. • Explaining and justifying the communication choices they make.

Progression Step 5

How is speaking and listening changing at this step? Learners use specialised vocabulary where appropriate, sustain register across complex and authentic situations, evaluate and refine their own language independently, and evaluate how dialect and variation shape meaning, audience and purpose. By Year 11, aligned to qualification expectations, these choices are applied in formal and assessed talk.

What should I do to support that change? Provide authentic audiences and purposes. Model your own choices about vocabulary, register and structure, and make the reasoning clear. Use reflection and precise feedback to improve independent evaluation, and practise sustaining register under the conditions the qualifications require.

PS5	Indicative Planning reference: Early PS5 / Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Explore how specialised and subject-specific vocabulary can communicate complex ideas accurately and precisely. • Provide opportunities to communicate complex ideas, arguments and perspectives in authentic academic and real-world contexts. • Model how vocabulary, register, organisation and delivery can be combined to strengthen credibility, authority and audience engagement. • Encourage learners to evaluate and refine their communication to improve clarity, impact and effectiveness. • Provide opportunities to justify communication choices and consider how they influence audience understanding and response.	• Provide opportunities to sustain appropriate vocabulary, register and language choices in formal, assessed and authentic spoken communication. • Provide opportunities to communicate complex ideas, arguments and perspectives using evidence purposefully to inform, explain, persuade and evaluate. • Encourage learners to reflect on how rhetorical, linguistic and presentational choices influence credibility, authority and audience response. • Encourage learners to evaluate and refine their spoken communication independently in response to audience, purpose and context. • Provide opportunities to communicate complex ideas using specialised, figurative and idiomatic language where appropriate.

PS5	Indicative Planning reference: Early PS5 / Year 10	Indicative Planning reference: Late PS5/ Year 11
	• Explore how language variation, register and context influence communication in different communities and settings. • Model how evidence, examples and reasoning can strengthen explanations, arguments and presentations. • Explore how rhetorical choices, such as emphasis, repetition, contrast and purposeful questioning, can influence audience understanding, engagement and response.	• Support learners to apply and sustain effective language, register and delivery choices independently across a range of spoken contexts.
Learners are confidently and reliably:	• Communicating confidently and authoritatively using precise and, where appropriate, specialised vocabulary. • Using evidence, examples and reasoning strategically to inform, explain, evaluate and persuade. • Selecting and combining linguistic, organisational and rhetorical choices to achieve intended purposes and responses. • Sustaining coherent communication across complex and authentic contexts. • Selecting and maintaining language and register suited to audience, purpose and context. • Evaluating and refining their spoken communication independently. • Evaluating how dialect and language variation influence meaning, audience and purpose.	• Selecting and maintaining language and register suited to audience, purpose and context, in formal and assessed talk, without support. • Communicating confidently and authoritatively across a range of formal, authentic and assessed contexts. • Using evidence strategically to inform, explain, evaluate and persuade. • Communicating with credibility and authority by selecting and combining rhetorical, linguistic and organisational choices independently. • Sustaining complex lines of reasoning and communicating ideas with clarity, precision and control. • Applying specialised, figurative and idiomatic language appropriately to strengthen communication.

PS5	Indicative Planning reference: Early PS5 / Year 10	Indicative Planning reference: Late PS5/ Year 11
		• Evaluating and refining their spoken communication independently. • Justifying and adapting communication choices to achieve intended outcomes with different audiences.

Strand 3: Discussion and Collaboration

Progression Step 1

How is speaking and listening changing at this step?

Discussion and collaboration develop through children's early interactions with others. As their listening skills, vocabulary and language understanding grow, they contribute more actively to conversations, play and shared activities. They learn that discussion helps them share ideas, make sense of experiences and learn together.

Listening and attention are central to this development. Through stories, songs, rhymes and conversations, children learn to listen to others, take turns, remember relevant information and respond appropriately. These experiences also support the development of phonological awareness and provide important foundations for literacy.

In Reception, learners begin to use discussion more purposefully to think, solve problems and learn with others. They listen to the ideas of others, build on contributions and express opinions, ideas and simple explanations in discussions that become increasingly sustained.

What should I do to support that change?

Model speaking and discussion by questioning, describing, explaining and thinking aloud with children. Provide regular opportunities for collaborative play, discussion and activities that encourage listening, turn-taking, questioning and sharing ideas. Use stories, songs, rhymes and shared experiences as a basis for discussion. Support children to listen to different viewpoints, compare ideas, explain their thinking and work together to solve simple problems. Provide additional support for those who find it difficult to listen, maintain attention or contribute to conversations.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide regular opportunities to take part in conversations, collaborative play and shared activities. • Create environments that encourage children to communicate, take turns and respond to others.	• Teach that discussion helps us to explore ideas, learn and build understanding together. • Teach how to take part in discussion by listening, taking turns and responding appropriately.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
	• Use stories, songs and rhymes as prompts for discussion and social interaction. • Model active listening, appropriate responses and polite language during discussions. • Encourage children to ask questions, make comments and share ideas during play and learning. • Support the development of auditory memory and attention through opportunities to listen to, remember and respond to spoken information.	• Provide opportunities to explain reasons, make choices and solve problems collaboratively. • Support learners to build on the ideas of others and contribute relevant ideas of their own. • Teach how questions help groups to explore ideas and find answers. • Develop learners' ability to listen to extended contributions and retain relevant information while working with others. • Use discussions linked to stories, experiences and language play to develop vocabulary, communication skills and awareness of language patterns.
Learners are confidently and reliably:	• Taking part in conversations and collaborative play with adults and peers. • Taking turns when communicating and listening to the contributions of others. • Contributing relevant ideas to conversations and shared activities. • Asking and answering simple questions in familiar discussions. • Following short discussions and remembering simple relevant information. • Using words, phrases and ideas from stories, songs and shared experiences when communicating with others.	• contributing relevant ideas during discussions and collaborative activities. • asking and responding to simple questions that help the group explore ideas. • working with others to solve familiar problems and complete shared tasks. • listening to the contributions of others and building on them during discussion. • explaining simple ideas, choices and solutions when working with others. • using increasingly precise vocabulary to support discussion and simple reasoning.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
		• reflecting in simple ways on how discussion and collaboration helped them learn or solve a problem. • showing increasing awareness of the need to listen carefully, remember relevant information and respond appropriately as part of effective discussion.

Progression Step 2

How is speaking and listening changing at this step? Learners respond to and build on the ideas of others, ask questions that clarify and extend shared thinking, and collaborate on shared tasks. As they progress, exploratory discussion helps develop reasoning: groups explore, compare, and refine ideas before reaching decisions, agreeing and disagreeing respectfully. By the end of this step, learners extend discussion through purposeful questioning, help resolve misunderstanding, and reflect on how the talk went.

What should I do to support that change? Model how collaborative discussion develops ideas via question, clarify, compare, and justify aloud. Set collaborative tasks that require learners to develop understanding together rather than exchange answers, and require reasoning before decisions. Give feedback on the quality of the collaborative thinking as well as individual participation.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Use stories, play, enquiries and shared learning experiences to model listening, turn-taking and responding to others. • Provide opportunities for learners to share ideas, experiences and opinions with a partner, small group and whole class. • Model simple questions and responses that help conversations continue.	• Model how comments and questions can build on what someone else has said. Use collaborative tasks and problem-solving activities that require learners to work towards shared understanding. • Encourage learners to explain, add to or clarify ideas during discussion.	• Model how reasons and examples help explain thinking more clearly. • Provide opportunities for learners to develop group ideas through questioning, explanation and discussion. • Encourage learners to explain opinions and explore different possible answers or solutions. • Use collaborative learning activities where discussion helps groups complete a task or reach a decision.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Encourage learners to listen to others and respond to what has been said rather than only sharing their own ideas.	• Provide opportunities to discuss, explore and solve problems together.	
Learners are confidently and reliably:	• Sharing relevant ideas during discussion. • Listening and responding appropriately to others. • Asking and answering simple questions. • Taking turns and participating in shared discussion.	• Building on the ideas of others during discussion. • Asking questions and contributing constructively to explore ideas and solve problems. • Working with others to develop shared understanding. • Reflecting simply on how discussion supported learning.	• Explaining ideas and opinions using simple reasons. • Asking questions that help develop discussion and understanding. • Building on and developing the contributions of others. • Using discussion to help complete tasks and solve problems collaboratively.

Progression Step 3

How is speaking and listening changing at this step? Learners explain, justify, and evaluate ideas before conclusions, and compare viewpoints respectfully. As they progress, they challenge ideas respectfully, with reasons and evidence, refining their own position in response. By Year 6 work in groups independently where learners synthesise viewpoints into well-reasoned decisions, take shared responsibility for everyone contributing, and use mediation and reflection to make the collaboration itself better.

What should I do to support that change? Model collaborative reasoning aloud by explaining, comparing, evaluating. Model respectful disagreement, and set discussions that require evidence to be weighed and ideas reconsidered. Release responsibility progressively so that groups manage their own discussion.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Use enquiries, investigations and curriculum discussions to model how ideas can be compared, justified and evaluated. • Encourage learners to support opinions with reasons, examples and relevant evidence. • Provide opportunities to explore different viewpoints before reaching conclusions.	• Use structured discussion and enquiry activities to model how questions and respectful challenge can test ideas, uncover assumptions and deepen understanding. • Encourage learners to explain, defend, adapt or refine their ideas in response to questions, evidence and alternative viewpoints. • Provide opportunities for learners to challenge ideas constructively, using reasons and evidence while maintaining positive and productive discussion.	• Provide opportunities for learners to draw together (synthesise) different viewpoints when solving problems and making decisions. • Encourage learners to take responsibility for keeping discussions focused and productive. • Support learners to summarise key points, identify areas of agreement and help groups reach conclusions. • Use reflection activities that evaluate both outcomes and the effectiveness of discussion.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	Model questions that help learners clarify, test and develop ideas.	Support learners to reflect on the quality of discussion and collaboration.	
Learners are confidently and reliably:	- Explaining and justifying ideas before reaching conclusions. - Comparing different viewpoints respectfully. - Sustaining discussion by responding to and connecting ideas shared by others. - Reflecting on how discussion and collaboration supported learning.	- Sustaining discussion by developing, refining and challenging ideas respectfully. - Using evidence and reasoning to support viewpoints. - Responding constructively to challenge and alternative perspectives. - Reflecting on how discussion and collaboration influence learning.	- Synthesising different viewpoints when reaching shared conclusions. - Helping groups reach well-reasoned decisions through collaborative discussion. - Leading or facilitating parts of a discussion by bringing ideas together and helping to resolve differences of opinion or misunderstandings. - Taking shared responsibility for ensuring all members contribute productively.

Progression Step 4

How is speaking and listening changing at this step? Learners carry their discussion competence into different groups, settings and subjects, adapting their contributions and encouraging others'. As they progress, groups should weigh evidence, compare perspectives, and refine shared understanding because everyone is thinking about what is said and why. By the end of this step discussion is managed strategically and being negotiated, adapted as it develops, and steered so that differing viewpoints contribute productively.

What should I do to support that change? Arrange regular collaboration across different groups and contexts to build adaptability. Model language that helps learners evaluate ideas using reasons and evidence and requires synthesis rather than serial contribution. Teach negotiating, building consensus and managing the flow of discussion, and encourage reflection on how collaboration led to the outcome of the discussion.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Use subject-based discussions to demonstrate how dialogue supports enquiry, interpretation and understanding. • Encourage learners to build on ideas through probing questions and thoughtful responses. • Provide opportunities to use discussion to explore concepts before writing, reading or problem-solving. • Model how discussion can be used to develop thinking	• Provide opportunities to explore contrasting viewpoints, interpretations and experiences across the curriculum. • Model questions that help learners explore alternative viewpoints, such as "Is there another way to look at this?", "Why might someone disagree?" or "What other evidence could be relevant?" • Encourage learners to recognise the strengths and limitations of different viewpoints.	• Provide opportunities for learners to take increasing responsibility for structuring and guiding discussion. • Model strategies for maintaining focus, clarifying meaning and encouraging participation. • Teach how to adapt discussion in response to changing ideas, perspectives, and group needs. • Encourage learners to summarise discussion and draw links between contributions. • Use collaborative tasks requiring groups to manage discussion independently.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	rather than simply share opinions.	• Use discussion to investigate complex or open-ended questions. • Encourage learners to review how discussion helped them explore different viewpoints and deepen their understanding.	• Support learners to evaluate how effectively discussion was managed and how different contributions helped move thinking forward.
Learners are confidently and reliably:	• Using discussion to deepen subject understanding. • Building on and extending ideas through questioning and response. • Connecting contributions to develop collective thinking. • Recognising discussion as a tool for learning and enquiry. Encouraging the contributions of others to strengthen collaborative thinking.	• Comparing, synthesising and evaluating different viewpoints during collaborative discussion. • Encouraging balanced participation within collaborative discussion. • Developing their own ideas and responding thoughtfully to the ideas of others, so that the group reaches a better shared understanding. • Reflecting on how discussion helped them consider different perspectives and develop their understanding	• Guiding discussion to maintain focus and purpose. • Using questioning and clarification strategically. • Drawing together ideas from multiple contributors. • Managing collaborative discussion with increasing independence. • Evaluating how discussion and collaboration contributed to collective thinking and outcomes.

Progression Step 5

How is speaking and listening changing at this step? Learners synthesise complex ideas and perspectives, and they lead or mediate discussion, selecting the collaborative approach the situation needs and adapting it as understanding develops. They evaluate their own contribution and the effectiveness of the discussion as a whole. By Year 11, aligned to qualification expectations, they sustain this in formal and assessed group contexts.

What should I do to support that change? Give collaborative work that demands synthesis, evaluation and critical reflection, in authentic and, where appropriate, specialised contexts. Make leadership explicit by modelling decisions about mediating, synthesising and steering discussion, and say why. Reflection should now weigh both what the group produced and how the collaboration worked, and formal group discussion should be practised under the conditions the qualifications require.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Provide opportunities to explore complex issues through sustained collaborative discussion. • Encourage learners to evaluate claims, evidence and reasoning critically during discussion. • Support learners to challenge assumptions and identify weaknesses in arguments. • Provide opportunities for learners to facilitate discussion independently by maintaining focus, drawing in contributions, mediating between differing viewpoints and supporting informed decision-making. • Use authentic and subject-specific contexts that require collaborative decision-making.	• Provide opportunities for learners to lead, facilitate and evaluate sustained collaborative discussion. • Encourage learners to adapt their contributions strategically in response to the direction and purpose of discussion. • Use authentic, complex and multidisciplinary contexts that require negotiation and collaborative judgement. • Support learners to evaluate how discussion shapes outcomes, decision-making and understanding.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	Encourage learners to analyse how discussion, challenge and critical reflection influenced decisions, conclusions and future collaboration.	
Learners are confidently and reliably:	- Evaluating the strength of ideas, evidence and reasoning. - Challenging viewpoints constructively and critically. - Contributing purposefully to achieve discussion goals. - Facilitating discussion by maintaining focus, drawing together viewpoints and mediating differing perspectives. - Working collaboratively to reach informed conclusions.	- Leading and facilitating collaborative discussion independently. - Synthesising ideas, perspectives and evidence from multiple contributors. - Adapting discussion strategies to achieve shared objectives. - Evaluating and improving the quality of collaborative thinking and decision-making.

Reading

Pre-progression (Birth-to-36 Months)

How is reading changing at this step?

Reading development begins long before children can read words or recognise print. Through warm relationships, conversation, songs, rhymes and shared experiences, children develop the language, listening and communication skills that underpin later reading.

By listening to voices, stories, songs and language patterns, children develop attention, auditory memory and language understanding. They begin to notice sounds, rhythms and rhymes and enjoy repeating familiar words, phrases and actions. These experiences lay the foundations for phonological awareness and later word reading.

Children also begin to develop an awareness of books and symbols. Through sharing books, exploring pictures and engaging in imaginative play, they learn that stories, images and symbols can convey meaning and begin to see themselves as communicators and early readers.

What should I do to support that change?

Provide a language-rich environment where conversation, stories, songs and rhymes are a natural part of everyday experiences. Respond to children's attempts to communicate and share experiences that develop language, listening and understanding.

Provide regular opportunities to listen to sounds, songs, rhymes and stories. Encourage children to join in with repeated words, actions and familiar patterns, developing attention, auditory memory and enjoyment of language.

Share books in a warm and interactive way, and support imaginative play that involves stories, pictures and symbols. Identify children who need additional support with listening, language or communication at an early stage and provide appropriate intervention.

Communication and Shared Attention

Birth to 36 months	
Children are typically:	• Responding to communication through gaze, movement, facial expression, gesture, vocalisation, signing words, or AAC. • Engaging in joint attention and, over time, sustained shared attention with familiar adults during book sharing, play, and routines. • Taking turns in back-and-forth exchanges and initiating interaction with familiar adults and children. • Communicating needs, interests, preferences, and feelings for familiar purposes (e.g. requesting, sharing, commenting, questioning, refusing). • Participating in simple conversations with adult support, responding, and sometimes initiating.
Adults and enabling environments should provide:	• Warm, responsive, interaction by noticing children's communication in any mode, interpreting it, and extending it in repeated back-and-forth exchanges. • Secure, playful relationships that support shared attention, engagement, and early turn-taking, with the enabling adult as trusted partner. • Language connected to people, objects, actions, feelings, places, and events in everyday routines, care, and play.
The later skills this is important for:	• Language and Vocabulary. • Reading with Understanding.

Listening, Sounds, and Rhyme

Birth to 36 months	
Children are typically:	• Exploring vocal play, babble, and sound play (rhythm, beat, rhyme, repeated sounds, and alliteration). • Listening and responding to voices, songs, rhymes, nursery rhymes, hwiangerddi (traditional Welsh lullabies), and stories in Cymraeg, English, and home languages. • Joining in with actions, sounds, words and familiar refrains, and anticipating repeated language patterns. • Responding with the whole body (e.g. bouncing, clapping, tapping, swaying) to rhythm and songs.
Adults and enabling environments should provide:	• Playful sound experiences that build early phonological awareness including voice sounds, rhythm, intonation, rhyme, repeated refrains, alliteration, body percussion, and environmental and instrumental sounds. • Daily songs, rhymes, nursery rhymes (including hwiangerddi), and action games whose repetition invites anticipation and joining in. • Books, songs and stories brought to life with tone of voice, pointing, pausing, repetition, action, and movement.
The later skills this is important for:	• Word Reading and Word Structure. • Fluency, Competence, and Attitudes to Reading.

Words and Meaning

Birth to 36 months	
Children are typically:	• Recognising familiar people, objects, sounds, words, signs and routines, and anticipating familiar events. • Understanding familiar words, phrases and simple questions (e.g. who and what, with why emerging by around 36 months). • Following one-step instructions in familiar routines and, when developmentally ready, two- and some three-step instructions. • Using a growing range of familiar words, that they can remember, moving from single words toward combining words and short connected talk when ready.
Adults and enabling environments should provide:	• Language-rich routines, play and care experiences in which words, signs, gestures and symbols are connected to people, objects, actions, feelings, places, and events. • Adults modelling clear speech, simple words and phrases, rich vocabulary, and progressively fuller language structures. • Conversations, stories, and first-hand experiences that introduce people, places, ideas, nature and the wider world, and support children to say what they notice, wonder and remember.
The later skills this is important for:	• Language and Vocabulary

Books, Stories, and Symbols

Birth to 36 months	
Children are typically:	• Showing interest in and exploring books, pictures, photographs, symbols, signs, print in the environment, objects and puppets. • Helping to turn pages, then turning them independently, and expressing preferences for familiar books, stories, songs, and characters. • Showing awareness that pictures, symbols, signs, and print carry meaning. • Recalling, retelling or representing parts of familiar stories through pictures, memory, play or movement, and pretending to read familiar books to others. • Asking and answering simple questions about stories and experiences, and making connections between stories, songs, routines, and their own lives. • Engaging in pretend and role play that carries early narrative and meaning-making.
Adults and enabling environments should provide:	• Daily sharing of stories and books, returning often to familiar and much-loved texts. • Books, songs, and rhymes shared with families, so familiar language and stories travel between home and setting. • Adults observing what children communicate through play, movement and exploration, particularly attending to emerging developmental, learning and support needs, and adapting experiences, environments, and support in response. • Quiet, welcoming spaces with high-quality texts (including sensory and interactive books,) picture books, photographs, puppets, symbols and meaningful print reflecting children's homes, families, cultures, communities and the natural world, in Cymraeg, English, and home languages.
The later skills this is important for:	• All five strands but mainly Fluency, Competence, and Attitudes to Reading.

Strand 1: Word Reading and Word Structure

Progression Step 1

How is reading changing at this step?

Reading development during Progression Step 1 begins with the development of oral language, communication, listening and meaning-making. This includes listening and attention, auditory and visual memory, auditory discrimination, vocabulary development, pattern recognition, awareness of sound, rhythm and rhyme, and an increasing understanding of spoken language. These are the skills that underpin later reading development.

In Nursery, learners develop these skills through songs, rhymes, lullabies, stories, conversations, symbolic play and rich speaking and listening experiences. Through listening to stories and participating in meaningful interactions, they build vocabulary, develop language comprehension, strengthen their ability to remember and sequence information, and begin to show an interest in books, stories, symbols, letters and print. In this context, language development, language acquisition, vocabulary growth and confidence in using language are an integral part of learning to read. Children become readers by becoming users of language.

Once these foundations are securely established, systematic synthetic phonics can be introduced in a clear and structured way. Learners develop knowledge of the relationships between sounds and letters and begin to blend and segment sounds to read and write words. As their knowledge of the alphabetic code grows, they read increasingly complex words and decodable texts. At the same time, vocabulary, language comprehension, discussion of stories and enjoyment of reading continue to develop alongside decoding, helping to build readers who can read with understanding and meaning.

What should I do to support that change?

Keep oral language development at the heart of everything that happens in reading. Vocabulary, language comprehension, listening skills and communication confidence provide the foundation on which reading is built. Purposefully develop skills through daily opportunities to listen, focus attention, remember, follow instructions, recognise sounds, play with rhythm and rhyme, compare sounds, clap syllables and explore sound patterns in spoken words.

Provide rich experiences of songs, rhymes, stories, conversations, symbolic play and role-play that develop vocabulary, language comprehension and enjoyment of books and reading. Support learners to retell stories, use story language, predict events, and make connections between stories and their own experiences.

Learners need to engage confidently with language, recognise sound patterns, listen effectively and understand enough spoken language for phonics instruction to be meaningful and effective.

Once these foundations are in place, introduce systematic synthetic phonics in a clear, structured and sequential way. Provide regular opportunities to blend and segment phonemes and to read decodable texts that closely match taught phoneme-grapheme correspondences. Continue to develop oral language, vocabulary and comprehension alongside phonics. Shared reading, dialogic reading, story discussion and rich language experiences should remain an integral part of reading development throughout this phase.

Where learners experience difficulties with phonological awareness, provide additional support alongside phonics instruction while maintaining a strong focus on oral language development, vocabulary growth and comprehension.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide regular opportunities to hear, join in with, and play with rhyme, rhythm and alliteration. • Draw attention to sounds within spoken words through songs, games, and playful talk. • Draw attention to symbols, letters and print met in the environment, and in shared books. • Provide regular opportunities to explore and enjoy books and other texts, including handling books and turning pages.	• Teach learners to hear, identify, blend, segment and manipulate sounds in spoken words. • Teach that spoken words are made up of individual sounds called phonemes. • Teach that letters and letter groups represent the sounds in spoken words. • Introduce phoneme-grapheme correspondences in a planned and cumulative sequence, teaching letter names alongside their sounds. • Model how to blend phonemes to read words. • Teach learners to apply taught phoneme-grapheme correspondences when reading unfamiliar words and simple sentences.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
		• Provide regular opportunities to read decodable texts matched to taught correspondences. • Teach how print works, including reading from left to right and recognising where words and sentences begin and end.
Learners are confidently and reliably:	• Joining in with rhymes and repeated language patterns, and playing with sounds in words. • Showing awareness that pictures, symbols and print carry meaning. • Recognising some familiar letters, words, symbols and environmental print. • Handling books and showing how they are used for reading.	• Using the most common sound for taught graphemes. • Blending phonemes together to read words and segmenting words into individual phonemes using the sound-letter correspondences they have learned. • Reading words and decodable texts matched to the taught correspondences accurately.

Progression Step 2

How is reading changing at this step? Learners meet alternative graphemes and pronunciations, adjacent consonants, and taught suffixes. Repeated successful decoding consolidates word knowledge, turning decoded words into words recognised at a glance. By Year 3, word structure becomes important: prefixes, suffixes, and root (the main meaning-carrying part of a word from which other words are formed e.g. play – player – playful) words become another route to decoding unfamiliar words, complementing, but not replacing, phonics.

What should I do to support that change? Keep phonics systematic and cumulative, with texts matched to taught correspondences, and keep teaching until application is secure and accurate, assessed via connected text, not only isolated word lists. Repeated successful reading will build automatic recognition. As morphology becomes important, connect word structure explicitly to pronunciation and meaning, and use texts from your curriculum to make word learning meaningful. Reduce scaffolds gradually so learners solve unfamiliar words for themselves. Where gaps appear, respond with explicit, systematic support built on accurate application, reviewing of previous learning, and extra practice.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Teach additional grapheme-phoneme correspondences, including alternative spellings and pronunciations. • Teach how to read words containing adjacent consonants and taught word endings. • Provide regular practice applying phonics when reading unfamiliar words. • Teach common spelling patterns that support accurate word recognition.	• Teach less common grapheme-phoneme correspondences and spelling patterns. • Teach learners to decode words with two or more syllables, and compound words, accurately. • Draw attention to recurring orthographic patterns that support word recognition. • Continue developing automaticity through regular reading practice.	• Teach how prefixes, suffixes, and root words support the recognition and pronunciation of unfamiliar words. • Teach how words with shared roots are connected and how word families help learners decode and read unfamiliar words. • Teach how to break unfamiliar words with two or more syllables into meaningful parts to support reading and understanding.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Build automatic recognition through repeated successful reading.	• Support learners to read increasingly sustained texts fluently.	• Reinforce how known spelling patterns support accurate and efficient word reading
Learners are confidently and reliably:	• Decoding unfamiliar words using taught phonics knowledge. • Reading words containing adjacent consonants accurately. • Recognising an increasing number of taught words automatically. • Reading connected text with increasing accuracy.	• Decoding unfamiliar multisyllabic words accurately. • Using spelling patterns to support word recognition. • Reading most words appropriate to their stage of learning automatically. • Reading connected text with increasing fluency and stamina.	• Using prefixes, suffixes, and root words to read unfamiliar words. • Reading topic-related vocabulary accurately in texts across the curriculum. • Explaining relationships between words within a word family. • Breaking down unfamiliar words using known word structures • Reading increasingly complex texts accurately and fluently.

Progression Step 3

How is reading changing at this step? Learners work with less common prefixes, suffixes and related words in the same word family (derived forms), should be introduced to Greek and Latin roots found in academic vocabulary, and by Year 6 combine phonics, orthographic knowledge, and morphology flexibly selecting for themselves how to decode an unfamiliar word.

What should I do to support that change? Integrate morphological instruction with vocabulary development and curriculum learning. Learners should be exposed to target words in reading, discussion and writing, with repeated encounters in meaningful contexts rather than disconnected word lists. Model thinking aloud about word structure and meaning (morphological knowledge) and connect this explicitly to accurate word recognition during reading. Reduce scaffolded support step-by-step so learners solve unfamiliar words independently. As transition approaches, check that strategies for decoding and understanding unfamiliar academic (words that are widely useful in reading, writing and discussion across the curriculum) and subject-specific vocabulary are secure and keep teaching explicitly where they are not, rather than expecting learners to infer word structures alone.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Teach less common prefixes, suffixes and derived forms that support word recognition. • Teach how known spelling patterns and word structures support efficient decoding. • Provide opportunities to apply decoding strategies across a wider range of curriculum texts. • Provide regular opportunities for learners to read independently for increasingly sustained periods.	• Teach more complex word structures encountered across the curriculum. (e.g. agree → disagreement; possible → impossible; environment → environmental). • Draw attention to recurring morphological and orthographic patterns in unfamiliar words. • Encourage learners to select appropriate word-reading strategies independently.	• Teach learners to select and combine phonics, spelling patterns, and knowledge of word structure when reading unfamiliar words. • Consolidate efficient word-reading strategies before transition to secondary education. • Provide opportunities to read increasingly demanding texts independently.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
		Continue developing reading fluency through increasingly demanding texts.	Ensure automatic recognition of high-frequency and commonly encountered curriculum vocabulary.
Learners are confidently and reliably:	- Using word structure to recognise and pronounce unfamiliar words. - Applying orthographic knowledge when encountering unfamiliar vocabulary. - Reading subject-related vocabulary accurately. - Sustaining reading for longer periods with appropriate fluency.	- Identifying patterns within unfamiliar words. - Combining phonics, spelling patterns and word structure to decode unfamiliar vocabulary. - Reading curriculum-related vocabulary accurately and efficiently. - Reading extended texts with increasing fluency and stamina.	- Selecting and applying appropriate word-reading strategies independently. - Reading unfamiliar words accurately and efficiently. - Recognising curriculum vocabulary automatically where encountered regularly. - Reading sustained texts fluently and independently.

Progression Step 4

How is reading changing at this step? Each subject brings its own terminology, built from identifiable roots and origins (i.e. etymology), and often using everyday words in technical senses (e.g. evaluate and describe). Learners move from applying taught analysis to doing so independently across every discipline, including reading specialist vocabulary accurately, efficiently, and without help.

What should I do to support that change? Connect morphology word structures and etymology explicitly to the vocabulary of each discipline. Every subject should teach the words and word structures that enable it. Model how mature readers approach unfamiliar terminology. Keep vocabulary instruction explicit throughout (you cannot rely on disciplinary language being acquired incidentally) and give particular attention where every day and technical meanings of the same word differ. Check that learners can apply their word-analysis strategies in authentic curriculum texts, not only in exercises.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach subject-specific vocabulary that requires new decoding patterns or unfamiliar word structures. • Model how skilled readers approach unfamiliar specialist terminology. • Teach how word structure and spelling patterns support efficient word recognition. • Provide opportunities to read a range of subject texts independently.	• Teach complex derivational forms and advanced word families encountered across subjects. • Teach how analysing spelling patterns and word structure supports efficient recognition of unfamiliar words. • Provide regular opportunities to encounter specialist vocabulary in authentic contexts. • Continue strengthening fluency in demanding curriculum texts.	• Provide regular opportunities for learners to apply word-reading strategies independently when reading across different subjects. • Teach how unfamiliar specialist terminology can be analysed through spelling patterns and word structure. • Ensure learners can read increasingly demanding curriculum texts fluently and accurately.
Learners are confidently and reliably:	• Reading subject-specific vocabulary accurately.	• Using orthographic and morphological knowledge	• Applying word-reading strategies independently across disciplines.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Applying word-reading strategies independently across subjects. • Recognising increasingly complex word structures. • Reading with sufficient fluency to support learning across the curriculum.	independently to read unfamiliar words. • Reading specialist vocabulary accurately and efficiently. • Recognising increasingly complex word forms automatically. • Sustaining fluent reading across a range of curriculum texts.	• Reading specialist vocabulary accurately and efficiently. • Decoding unfamiliar terminology without support. • Reading demanding texts fluently and with stamina.

Progression Step 5

How is reading changing at this step? Advanced academic, technical and vocational vocabulary is read fluently and without support, including in unseen examination texts. Learners combine morphology, etymology, and context deliberately, adapting their approach to specialist disciplinary language.

What should I do to support that change? Teach the advanced academic and subject-specific vocabulary that qualifications, employment, and further study demand, and keep building reading that serves independent learning. Vocabulary development remains every subject's responsibility. For learners who still find word reading difficult, provide targeted support spanning accuracy, fluency, and vocabulary together.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Teach advanced academic, technical and vocational vocabulary required for qualifications. • Teach how multiple word-reading strategies can be combined when encountering unfamiliar specialist language. • Provide opportunities to read unseen and demanding texts independently. • Strengthen efficient word recognition under examination conditions.	• Consolidate strategic and efficient word reading across qualification-related texts. • Provide regular opportunities to read unfamiliar material independently, including qualification-related texts. • Support learners to apply word-reading strategies automatically and flexibly under examination conditions. • Ensure continued development of reading fluency and stamina.
Learners are confidently and reliably:	• Recognising academic and technical vocabulary accurately and efficiently. • Selecting appropriate strategies to decode unfamiliar specialist language. • Reading demanding texts fluently and independently. • Sustaining concentration when reading extended and unseen texts.	• Reading academic, technical and vocational vocabulary accurately, efficiently and independently. • Adapting their word-reading strategies appropriately when encountering unfamiliar terminology. • Reading unseen texts fluently and without support. • Sustaining accurate and efficient reading across extended and demanding texts.

Strand 2: Language and Vocabulary

Progression Step 1

How is reading changing at this step?

Vocabulary and language development underpin reading development. Through conversations, play, stories, songs and rhymes, learners build vocabulary, language comprehension, and the confidence to communicate effectively. These foundations are essential for learning to read and for making sense of what is read.

In Nursery, learners acquire new vocabulary through meaningful experiences and begin to connect words with their meanings. Through rich language, stories, conversation and play, they develop auditory memory, language comprehension and an interest in books.

It is important to allow time for vocabulary, comprehension and confidence in spoken language to develop before and alongside phonics. In Reception, learners continue to expand their vocabulary through stories, reading aloud, discussion and learning across the curriculum. As phonics knowledge develops, vocabulary, comprehension and word reading develop alongside it, enabling learners to read with understanding, enjoyment and meaning.

What should I do to support that change?

Place oral language development at the heart of reading development. Create a language-rich environment of talk, listening, stories, songs, play and interaction, providing regular opportunities for learners to hear and use language in meaningful contexts.

Develop vocabulary through discussion, play, storytelling and reading aloud, introducing and revisiting new words across a range of contexts. Support development through listening, attention, auditory memory, sound awareness, rhythm and rhyme.

Use reading aloud, dialogic reading and discussion of stories to deepen vocabulary and understanding. Continue to develop vocabulary and comprehension alongside phonics instruction so that learners build the ability to read with understanding and meaning.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide daily opportunities for discussion, conversation, and storytelling. • Read aloud books, stories, poems and informational texts that carry rich vocabulary. • Provide regular opportunities to explain, describe, compare, predict, question, and give reasons. • Revisit vocabulary tied to important concepts, knowledge, and experiences so it is met more than once.	• Teach vocabulary connected to learners' experiences, stories, play and early curriculum learning. • Teach simple relationships between words, including words with similar and opposite meanings. • Discuss the meaning of new words during reading and conversation. • Teach that surrounding words, discussion and experiences can help clarify meaning. • Revisit important vocabulary regularly across different contexts.
Learners are confidently and reliably:	• Understanding and using a broadening vocabulary developed through stories, discussion and shared experiences. • Describing, explaining, comparing and giving simple reasons about events, stories and experiences. • Asking questions and responding to the questions of others. • Using more varied spoken sentences.	• Understanding and using a broadening vocabulary. • Explaining the meaning of familiar words. • Identifying simple relationships between words. • Using discussion and context to clarify meaning. • Using increasingly precise vocabulary when talking about stories and experiences.

Progression Step 2

How is reading changing at this step? Learners move from knowing many words to knowing words well by understanding that words have multiple meanings, words are connected to each other based on their meanings (semantic relationships), and that context affects meaning. As they progress, word structure becomes important for understanding the meaning of words. Learners are able to use different sentence structures for explaining, comparing, and connecting ideas.

What should I do to support that change? Develop vocabulary through experiential and explicit teaching connected to reading, reading aloud, writing, and curriculum learning, with words encountered repeatedly across contexts. The emphasis should be on depth where words are taught through meaningful curriculum content. Introduce morphology as a tool for vocabulary development. Reading aloud remains important for learners' exposure to language beyond what they can yet read for themselves.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Teach vocabulary linked to stories, experiences and curriculum learning. • Teach simple semantic relationships, including categories, synonyms (words with similar meaning) and antonyms (words with opposite meanings). • Teach that familiar words can sometimes have more than one meaning. • Teach how surrounding words and sentences help clarify meaning.	• Teach vocabulary linked to important concepts across learning. • Extend understanding of multiple meanings and semantic relationships. • Discuss how authors select particular words to create specific meanings and effects. • Teach learners to use context to infer the meaning of unfamiliar words. • Introduce language commonly used for explanation, comparison and description.	• Teach how prefixes, suffixes and root words contribute to meaning. • Teach vocabulary needed to explain, compare, classify and describe. • Teach how words are connected through word families. • Teach how context and word structure work together to support understanding. • Discuss how authors select vocabulary to shape meaning and description.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Introduce vocabulary for describing, comparing and explaining.		
Learners are confidently and reliably:	• Explaining the meaning of taught vocabulary. • Identifying simple relationships between words. • Recognising that some words have more than one meaning. • Using surrounding text to help determine meaning. • Using increasingly precise vocabulary when discussing texts.	• Explaining the meaning of vocabulary linked to learning. • Identifying multiple meanings of familiar words. • Using context to determine the meaning of unfamiliar words. • Explaining simple relationships between words and concepts. • Recognising that word choice contributes to meaning.	• Using prefixes, suffixes and root words to work out meaning. • Explaining relationships within word families. • Using context and word structure to understand unfamiliar vocabulary. • Explaining the meaning of increasingly precise vocabulary. • Identifying how particular vocabulary contributes to understanding.

Progression Step 3

How is reading changing at this step? Academic and subject-specific vocabulary become increasingly important for understanding subject content across Areas of Learning and Experience. Connotation and figurative language become increasingly important for interpretation. Reasoning language prepares the learner for eventual secondary education.

What should I do to support that change? Connect vocabulary instruction to subject concepts and knowledge, teaching vocabulary explicitly, with multiple examples of important words taught and revisited across different contexts and Areas of Learning and Experience. Continue teacher-led reading as it remains learners' access to sophisticated language and ideas. By the end of Year 6, prepare learners for the language demands of secondary education through vocabulary instruction that explicitly supports learning in different subjects.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Teach academic and subject-specific vocabulary linked to important curriculum concepts, and revisit it across different texts and Areas of Learning and Experience. • Teach how prefixes, suffixes and root words can help learners work out the meaning of unfamiliar vocabulary. • Teach vocabulary, sentence structures and connectives that support explanation, justification and reasoning (e.g. because, therefore, however, as a result).	• Teach academic and subject-specific vocabulary encountered across the curriculum. • Teach how word origins and word families help deepen understanding of vocabulary. • Teach language commonly used for reasoning, explanation and interpretation. • Teach how figurative language and connotation contribute to meaning. • Explore increasingly subtle differences between related words.	• Teach academic and subject-specific vocabulary for investigation, interpretation and evaluation. • Teach how context, prefixes, suffixes, root words and simple word origins can support understanding of unfamiliar vocabulary (e.g. transport, portable and import share a root associated with carrying). • Teach language for reasoning, argument, evidence and evaluation.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Teach how the same word can have different meanings in different subjects and contexts. • Discuss how authors' vocabulary choices help create particular impressions, attitudes, tones and effects.		• Teach how vocabulary conveys precision and nuance. • Explore how language choices communicate viewpoint and perspective.
Learners are confidently and reliably:	• Understanding/explaining the meaning of academic and subject-specific vocabulary. • Using morphology (breaking words down) to work out word meaning. • Explaining relationships between words sharing common roots. • Identifying different meanings of words across contexts. • Explaining how vocabulary contributes to meaning and effect.	• Understanding/explaining the meaning of academic and subject-specific vocabulary. • Using morphology and word families to understand unfamiliar vocabulary. • Using language for explanation, interpretation and reasoning. • Explaining how figurative language contributes to meaning. • Explaining how connotations influence interpretation.	• Explaining the meaning of increasingly sophisticated academic and subject-specific vocabulary. • Using context, prefixes, suffixes, root words and simple word origins to determine the meaning of unfamiliar vocabulary. • Using language for reasoning, explanation, argument and evaluation. • Explaining how context influences meaning. • Explaining how vocabulary contributes to precision and nuance.

Progression Step 4

How is reading changing at this step? Learners develop disciplinary literacy important for each subject (e.g. language to argue, evaluate and present evidence). Increasing nuance, ambiguity and connotation complicate the interpretation of texts and information. Word structure and word origins become important approaches for learning new words.

What should I do to support that change? Teach academic and subject specific vocabulary explicitly across subjects, connecting it to conceptual understanding rather than treating word and concept separately. Embed vocabulary and language instruction within learning (not as a separate activity) so it supports access to knowledge and understanding. Develop sophisticated language through reading, discussion, and reading aloud experiences. Ensure regular encounters with complex literary, academic and disciplinary texts. Expect precise language when learners communicate ideas and knowledge.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Introduce important academic and subject-specific vocabulary before new learning. • Support learners to use word structure, word origins, context and prior knowledge to explore meanings, identify connections between words and concepts, and develop initial understanding independently before vocabulary is taught explicitly. • Teach how academic and subject-based texts use vocabulary, language and sentence structures to explain,	• Provide regular opportunities for learners to investigate unfamiliar academic and subject-specific vocabulary before and during new learning, using word structure, word origins, context and prior knowledge to generate, refine and justify possible meanings, and to make connections with previously encountered concepts and terminology. • Teach language associated with reasoning, explanation, evaluation and critique.	• Encourage learners to independently identify, investigate and monitor unfamiliar academic and subject-specific vocabulary across subjects, drawing on word structure, word origins, context and their wider knowledge to establish meaning, recognise conceptual relationships and support increasingly independent access to new learning. • Teach language associated with analysis, evaluation,

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	justify, compare, evaluate and communicate knowledge (e.g. because, therefore, consequently, according to the evidence, this suggests, in contrast, despite this, on the other hand). • Explore how vocabulary choices, context and connotation influence meaning and interpretation.	• Explore how vocabulary choices, figurative language, nuance and multiple meanings contribute to interpretation.	interpretation, argument and judgement. • Explore how ambiguity, connotation, nuance and context shape meaning, perspective and interpretation.
Learners are confidently and reliably:	• Using clues within words and the surrounding context to understand unfamiliar vocabulary. • Reading curriculum texts containing unfamiliar academic and subject-specific language with support. • Recognising that word choices can influence meaning and shape understanding of a text. • Using increasingly precise language when discussing what they have read.	• Using word structure, context and prior knowledge with increasing independence to understand unfamiliar vocabulary. • Reading texts containing increasingly abstract and specialised language. • Sustaining understanding when reading texts containing unfamiliar or challenging vocabulary. • Interpreting meanings that are not always stated directly. • Recognising how vocabulary choices and figurative language contribute to meaning and effect.	• Resolving unfamiliar vocabulary independently while reading. • Accessing specialist texts across different curriculum Areas of Learning and Experience with increasing confidence. • Sustaining comprehension when reading unfamiliar and demanding texts. • Interpreting how language choices shape perspective, meaning and audience understanding. • Analysing how context, connotation, ambiguity and

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
			nuance contribute to interpretation. • Using the language of analysis, interpretation, evaluation and argument when responding to texts.

Progression Step 5

How is reading changing at this step? Learners use advanced language independently, including the vocabulary of qualification, evaluation (assessing the strengths, weaknesses, importance or effectiveness of something using evidence) and judgement (reaching and expressing a reasoned conclusion). They also recognise and discuss how texts use symbolism (the use of a person, object, action, place or event to represent a deeper idea or meaning e.g. a butterfly symbolising transformation), nuance (a subtle difference in meaning or emphasis e.g. happy vs pleased vs delighted), and ambiguity (more than one possible meaning e.g. the solution was clear) to build credibility and influence audiences.

What should I do to support that change? Support learners to become independent users of language, with vocabulary and language instruction preparing them for further study, employment, and lifelong learning. Sustain rich literary (telling stories, exploring ideas and evoking emotions creatively), academic (formal, subject neutral explanation, discussion and presentation of knowledge), technical (specialised and precise descriptions used in particular fields or areas of expertise, and disciplinary (how knowledge and information is communicated within a subject) language across every subject through reading, discussion, and writing.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Provide opportunities to engage with demanding academic, technical, literary and qualification-related texts. • Teach advanced academic and specialised vocabulary required for further study and qualifications. • Support learners in applying vocabulary strategies independently when reading unfamiliar material. • Explore how language choices, symbolism, ambiguity, nuance, connotation and figurative	• Provide regular opportunities to engage with complex and unseen texts encountered in qualifications, further study and employment. • Reinforce independent strategies for understanding sophisticated and unfamiliar language. • Develop learners' understanding of how language constructs perspective, authority, credibility and meaning. • Support learners to interpret and evaluate complex texts containing nuanced, ambiguous and symbolic language.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	language influence interpretation, credibility and audience response.	
Learners are confidently and reliably:	• Accessing demanding academic and subject-specific texts independently. • Using knowledge of language, word structure and context to understand unfamiliar vocabulary without disrupting overall comprehension. • Sustaining understanding across extended and challenging texts. • Interpreting how language and textual features contribute to meaning, argument and viewpoint. • Analysing how symbolism, connotation, ambiguity and nuance shape interpretation and audience response. • Using academic and subject-specific language confidently when discussing and evaluating texts.	• Accessing complex and unfamiliar texts independently and efficiently. • Resolving unfamiliar vocabulary without significant disruption to comprehension. • Sustaining understanding when reading demanding academic, technical and literary texts. • Interpreting subtle, nuanced and ambiguous meanings with increasing confidence and accuracy. • Evaluating how language shapes meaning, perspective, credibility and audience response. • Using reading independently to acquire, evaluate and apply knowledge across subjects and beyond school.

Strand 3: Fluency, Competence, and Attitudes to Reading

Progression Step 1

How is reading changing at this step?

Reading fluency begins to develop long before learners read words independently. During the early stages of Progression Step 1, the foundations for fluency are built through listening, speaking, remembering, repeating, singing and engaging with stories and meaningful interactions. Listening carefully, remembering language patterns, anticipating familiar words and phrases, and joining in with songs, rhymes and repetitive stories are important precursors to fluent reading.

In Nursery, learners develop the skills that underpin later reading fluency. Through repeated exposure to stories, songs and rhymes, they build language memory, listening stamina and familiarity with language patterns. The development of spoken language, vocabulary and language comprehension is an essential part of developing reading fluency.

Once phonics is introduced, early fluency develops through accuracy, familiarity and repeated reading of decodable texts that closely match taught sound-letter correspondences.

Reading aloud by adults continues to play a vital role in expanding vocabulary, comprehension and enjoyment of reading. Through choosing books, revisiting favourite stories and participating in shared reading, learners begin to see themselves as readers and develop the confidence, motivation and positive attitudes that support lifelong reading.

What should I do to support that change?

Prioritise oral language development as the foundation for reading fluency. Listening, speaking, vocabulary and language comprehension underpin the development of fluent reading.

Provide daily opportunities to listen to and participate in stories, songs, rhymes and poems. Support learners to repeat, anticipate and join in with familiar language to develop auditory memory, awareness of language patterns and enjoyment of reading.

Once phonics is introduced, ensure that texts closely match taught sound-letter correspondences (decodable texts) and use regular re-reading to develop accuracy, automaticity and confidence. Continue to read high-quality texts aloud every day to develop vocabulary, knowledge, imagination, motivation and comprehension. At this stage, the emphasis should remain on language development, understanding, enjoyment and meaningful engagement with books and reading.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Read and read aloud daily, including stories and information texts more demanding than learners could meet alone. • Provide regular opportunities to retell stories, join in with repeated language and perform rhymes. • Provide regular opportunities to choose, revisit and share favourite books and stories. • Provide activities that build listening, memory and sequencing.	• Teach how supported, repeated reading of decodable texts builds accurate word recognition. • Teach that sentences carry meaning, that punctuation shows where ideas begin and end, and that reading should sound meaningful. • Reading aloud daily beyond learners' independent level. • Provide regular opportunities to choose books and revisit favourite stories and texts.
Learners are confidently and reliably:	• Sustaining attention through stories, discussion and shared reading. • Joining in with repeated language, rhymes and refrains, using rhythm and expression. • Recalling and retelling familiar stories, songs, and sequences. • Choosing books and returning to favourites during play.	• Reading taught words and simple decodable sentences accurately in meaningful texts, rather than as isolated words or lists. • Rereading familiar decodable texts, showing understanding of what they have read. • Choosing books and talking about favourite stories, characters and illustrations. • Showing curiosity about new books, stories, rhymes and poems.

Progression Step 2

How is reading changing at this step? Accuracy develops into automaticity (recognising words quickly and effortlessly) when reading sentences and longer texts. Phrasing (grouping words into meaningful chunks) and expression (reading in a way that reflects the meaning, mood and structure of the text) begin to carry meaning, stamina (the ability to read for increasingly longer periods of time while maintaining attention, accuracy, fluency and understanding) extends across longer texts, and silent reading emerges. Alongside these developing skills, learners also begin to develop as readers, choosing books, following authors, and recommending favourites.

What should I do to support that change? Give frequent opportunities to read texts that are closely matched to the taught sound-letter correspondences, and ensure that fluency practice does not encourage guessing unfamiliar words from context or pictures. Ensure that rereading serves both accuracy and understanding. Support the transition from accurate decoding to automatic reading of sentences and longer text, providing targeted support for learners who continue to read slowly or inaccurately. Model phrasing and expression, provide supported oral reading, and continue explicit fluency instruction beyond the earliest stages of reading. Use literary and informational texts, and continue to read aloud daily.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Read aloud to learners every day, modelling enjoyment, expression and fluent reading. • Establish regular routines for independent, shared and guided reading. • Encourage learners to talk about books, stories, characters and favourite texts.	• Model fluent reading, including appropriate pace and expression. • Provide opportunities for repeated reading of familiar texts to build confidence and fluency. • Encourage learners to sustain attention during reading for increasingly longer periods.	• Model fluent reading through regular reading aloud. • Teach how punctuation supports pace, phrasing and expression when reading aloud. • Provide opportunities for repeated reading and performance of texts.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Provide regular opportunities to revisit and reread familiar texts. • Support learners to choose books that match their interests and stage of reading development. • Celebrate reading regularly and positively.	• Support learners to make independent choices about what they read. • Provide access to a wide range of engaging texts and authors. • Encourage discussion about reading preferences and interests.	• Build reading stamina through regular independent and sustained reading. • Encourage learners to explore different authors, genres and text types. • Create opportunities for learners to share and recommend books.
Learners are confidently and reliably:	• Joining in with familiar stories, rhymes and repeated language patterns. • Reading decodable and familiar texts with growing confidence. • Showing enjoyment when listening to and discussing books. • Choosing texts with support. • Beginning to view themselves as readers.	• Reading familiar texts with increasing accuracy, confidence and fluency. • Sustaining attention when listening to and reading texts. • Choosing books and texts with increasing independence. • Talking about books they enjoy and why. • Beginning to develop preferences as readers.	• Reading with increasing fluency and expression. • Reading for longer periods without support. • Sustaining attention across longer texts. • Exploring different genres and authors. • Talking about reading preferences and interests.

Progression Step 3

How is reading changing at this step? Learners can sustain reading across whole chapters. They adjust their pace (the rate at which a text is read while maintaining accuracy and understanding), phrasing (grouping words into meaningful chunks) and expression (reading in a way that reflects the meaning, mood and structure of the text) to suit meaning and purpose, in a way which demonstrates understanding. At the same time, they read more widely and more independently, exploring different genres, developing preferences, and building a reader identity as they prepare for the demands of secondary school.

What should I do to support that change? Keep modelling fluent reading and provide supported practice through meaningful texts, avoiding decontextualised speed drills. Choose texts that build stamina (the ability to read for increasingly longer periods of time while maintaining attention, accuracy, fluency and understanding) without causing unnecessary frustration. Connect fluency to comprehension and subject learning, teaching explicitly that different purposes require different reading behaviours, adjusting pace, phrasing, and expression rather than applying one speed to every text. Deliberately build reading volume through high-quality texts, independent reading and shared reading, and continue to develop fluency across literary, informational and curriculum (used to develop knowledge and understanding within a subject or Area of Learning and Experience) texts in preparation for secondary education.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Model fluent reading aloud, demonstrating how pace, phrasing and expression contribute to meaning. • Teach learners to group words into meaningful phrases when reading aloud. • Provide regular opportunities for sustained silent reading and discuss strategies for maintaining concentration.	• Model how fluent readers adapt pace, expression and attention according to purpose. • Teach when and why rereading can support understanding and enjoyment. • Provide opportunities for sustained silent, guided and independent reading across a range of text types. • Encourage exploration of different authors, genres and text forms.	• Teach strategies for managing longer reading tasks independently. • Provide regular opportunities for sustained silent reading of increasingly demanding texts. • Encourage learners to broaden their reading through authors, genres and topics they may not usually select. • Create opportunities for learners to recommend, review and discuss books with peers.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Build reading stamina through access to longer texts, including novels and chapter books. • Provide opportunities for learners to choose books independently and discuss their reading with others. • Encourage regular reading beyond timetabled reading sessions.	• Create opportunities for learners to discuss, recommend and reflect on their reading experiences. • Teach how regular reading contributes to fluency, vocabulary growth and knowledge.	• Support learners to see reading as a source of enjoyment, knowledge and personal growth. • Provide opportunities to practise fluent reading across literary, informational and curriculum texts.
Learners are confidently and reliably:	• Reading texts appropriate to the phase/ stage of learning with automaticity, accuracy and prosody. Using pace and phrasing effectively to understand what they have read. • Reading extended texts, including whole chapters, while independently selecting books and sustaining reading for increasing lengths of time.	• Reading complex texts accurately, fluently and with expression. • Adapting pace and expression to suit different texts and purposes. • Sustaining fluent reading across extended texts. • Reading regularly across a range of genres and text types. • Developing preferences as readers and discussing them with others.	• Reading demanding texts accurately, fluently and with appropriate expression. • Sustaining reading over extended periods independently. • Choosing and completing increasingly challenging texts. • Recommending books and authors with reasons. • Demonstrating positive reading habits and growing confidence as readers.

Progression Step 4

How is reading changing at this step? Efficient independent reading of disciplinary (reflecting how knowledge is communicated within a particular subject) texts, navigation of unfamiliar sentence and text structures, stamina (the ability to read for increasingly longer periods of time while maintaining attention, accuracy, fluency and understanding) across multiple and extended sources, with each subject placing different demands on the reader.

What should I do to support that change? Do not assume fluency (the act of reading accurately, automatically, and with appropriate expression, to support comprehension) is secure for every learner entering Year 7. Assess fluency and give explicit attention to reading stamina and efficient reading for learning. Support learners to read disciplinary (how knowledge and information is communicated in different subjects) texts fluently by modelling how expert readers approach complex material. Make reading processes visible by showing how to preview, monitor, reread, and navigate subject-specific texts, and teach explicitly that reading in science, history, geography, mathematics, technology and the arts places different demands on the reader. Provide regular opportunities to read extended curriculum texts, not only extracts, and to synthesise ideas (bring together ideas from different texts to build understanding) across multiple texts.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach how reading approaches vary across subjects and when to slow down, skim, reread or read closely. • Model how to approach unfamiliar subject texts by previewing, identifying key information and rereading difficult sections. • Provide regular opportunities to read extended subject texts	• Teach learners when to skim for an overview, read closely for detail and reread sections that are difficult or important. • Model how to navigate longer and more complex texts by using headings, diagrams, summaries and key vocabulary. • Provide regular opportunities to read extended and specialised texts independently and without interruption.	• Teach how reading requirements differ between subjects (e.g. interpreting historical sources, following scientific explanations, analysing literary texts). • Model how to read across multiple texts by comparing information, identifying key ideas and making connections. • Teach strategies such as annotation, highlighting and

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	independently and without interruption. • Teach strategies for sustaining attention and monitoring understanding when reading longer texts. • Ensure learners continue to access self-selected reading alongside curriculum texts. • Encourage learners to read regularly beyond lessons and develop independent reading habits.	• Teach strategies for maintaining attention across longer reading tasks, including pausing to summarise and checking understanding. • Ensure learners continue to encounter a wide range of texts, authors and genres beyond those studied in lessons. • Encourage learners to reflect on how reading supports both learning and enjoyment.	note-making to support understanding of longer texts. • Provide opportunities to read extended texts and collections of related texts across subjects. • Encourage learners to take increasing responsibility for selecting and managing their own reading. • Maintain opportunities for reading beyond curriculum and qualification requirements.
Learners are confidently and reliably:	• Reading complex subject texts fluently. • Sustaining attention across extended reading tasks. • Reading independently both within and beyond lessons. • Maintaining reading habits alongside increasing curriculum demands. • Reading with growing confidence across different subjects.	• Reading specialised texts accurately, fluently and efficiently. • Sustaining understanding across longer texts. • Using rereading appropriately to support understanding. • Reading increasingly independently for both learning and enjoyment. • Demonstrating growing confidence when encountering challenging texts.	• Reading complex disciplinary texts fluently and efficiently. • Sustaining concentration across multiple texts and sources. • Reading effectively to support independent learning. • Selecting appropriate reading behaviours for different purposes. • Demonstrating an established reading identity and increasing independence.

Progression Step 5

How is reading changing at this step? Learners adapt their reading to the demands of qualifications, vocational texts, and examination conditions, sustaining fluent reading over extended periods and without support. Fluency (the act of reading accurately, automatically, and with appropriate expression, to support comprehension) now underpins independent study, further learning, and adult life.

What should I do to support that change? Support learners to become independent, adaptable readers who can meet the demands of different texts, purposes, and contexts. Continue to teach explicitly that reading across disciplines requires different approaches: the need for explicit instruction does not end. Protect reading habits and motivation throughout the exam periods by providing regular opportunities for sustained reading, access to high-quality texts, and continued encouragement to read widely.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Teach how reading demands vary across qualification subjects and assessment tasks. • Model how to approach longer examination texts, extracts, case studies and source material efficiently. • Teach learners when to skim, scan, reread and read closely when studying or preparing for assessments. • Provide opportunities to read demanding academic, technical and vocational texts independently. • Teach strategies for maintaining concentration when reading extended materials and multiple sources. • Encourage learners to continue reading widely and independently alongside qualification study.	• Teach learners how to manage reading under examination conditions, including allocating time, monitoring understanding and returning to challenging sections when needed. • Provide opportunities to practise reading unfamiliar and demanding texts independently and under timed conditions. • Model how skilled readers adapt their approach when reading different examination, academic and vocational texts. • Teach strategies for sustaining concentration across lengthy revision materials, examination papers and multiple sources. • Continue to promote reading for pleasure and personal interest alongside examination preparation. • Reinforce how independent reading supports further study, employment and lifelong learning.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Learners are confidently and reliably:	• Reading complex disciplinary texts fluently and efficiently. • Sustaining understanding across extended and demanding texts. • Reading strategically to support learning and study. • Managing longer reading tasks independently. • Maintaining positive reading habits alongside qualification demands.	• Sustaining understanding across demanding texts independently and under time constraints. • Reading strategically and efficiently to support learning, revision and problem-solving. • Adapting reading behaviours according to purpose and context. • Reading confidently and independently across a range of text types. • Recognising themselves as capable and independent readers beyond school.

Strand 4: Reading with Understanding

Progression Step 1

How is reading changing at this step?

Comprehension begins to develop long before learners are able to read words independently. The foundations of reading comprehension are built through listening, speaking, discussion, play, storytelling and rich oral language development. Before learners can understand what they read independently, they need to understand what they hear. The development of spoken language comprehension therefore precedes and underpins comprehension of written texts. Reading comprehension does not begin when learners can decode words; it begins when they start to make sense of the language and ideas they hear. Oral language, vocabulary and language comprehension are essential foundations for reading with understanding.

In Nursery, learners develop comprehension through listening to stories, songs, rhymes and conversations, and through participation in play and meaningful experiences. They connect words with meaning, build vocabulary, develop auditory memory and begin to understand events, characters, sequences and simple relationships between ideas. Discussing stories, retelling events and recreating experiences through symbolic play and role-play contribute directly to the development of comprehension.

In Reception, learners continue to develop comprehension primarily through listening and discussion. As some begin to read simple decodable words and sentences, their ability to understand what they read depends heavily on the strength of their oral language, background knowledge and vocabulary. They begin to recall key information, retell important events, answer questions, make connections and explain ideas by drawing on what they have heard, seen or read.

Comprehension develops through regular revisiting of texts, repeated exposure to stories, discussion of ideas and making connections between what is read and personal experience. Through these experiences, learners develop as thoughtful, engaged readers who are able to construct meaning from text.

What should I do to support that change?

Place oral language development at the heart of comprehension development. Vocabulary, conversation, active listening and rich language experiences are essential in helping learners make sense of what they hear and read.

Provide daily opportunities to listen to high-quality stories, songs, rhymes, poems and informational texts. Use reading aloud, dialogic reading and discussion to develop comprehension, helping learners to predict, make connections, recall key information, and explain their ideas. Support comprehension through retelling stories, discussing characters and events, and exploring ideas through role-play and symbolic play.

Once phonics is introduced, continue to give equal priority to comprehension development. As learners decode words, they should also discuss meaning, build vocabulary and develop deeper understanding of texts. Reading aloud, discussion and language development should remain central throughout this phase.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide daily opportunities to listen to, discuss and respond to stories and texts. • Discuss characters, events, information and ideas, and connect them to learners' own experiences. • Model predicting and wondering aloud about what might happen next. • Provide regular opportunities to explain simple ideas about stories, pictures and experiences.	• Teach the important events, information and ideas within stories, poems and informational texts, and the relationships between them. • Teach how to answer questions about texts, explain ideas using information from the story, and listen and respond to the ideas of others. • Model making predictions supported by the text, and using what they see and hear to work out simple feelings, intentions and events that are not stated directly (implied meaning). • Teach how returning to a story deepens understanding.
Learners are confidently and reliably:	• Showing understanding of stories, texts, and experiences through talk and play. • Predicting what may happen next in familiar stories. • Explaining simple reasons for actions, events and outcomes in stories. • Making connections between stories, experiences and what they already know.	• Retelling important events and information, and explaining what has happened in a text. • Answering questions about texts that is both read aloud and shared. • Making simple interpretations and predictions supported by the text.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
		• Discussing ideas encountered through reading and listening.

Progression Step 2

How is reading changing at this step? Learners start to understand texts they read for themselves. Inference (understanding information or views which are not explicitly stated) begins to develop from clues in the text, information is brought together to build an overall understanding, and learners start to recognise themes within texts by Year 3. Learners start to use comprehension strategies (simple, explicit approaches that help learners understand, monitor and think about what they read) more deliberately by predicting, questioning, and recognising when meaning breaks down.

What should I do to support that change? Use discussion to move learners from answering to explaining and justifying, and connect comprehension to language, vocabulary and knowledge. Always encourage full discussion rather than isolated question-answering. Support interpretations using evidence from the text, giving regular opportunities to explain out loud before writing responses. Model how skilled readers return to texts to confirm and refine their understanding. Go beyond retrieval toward explanation and interpretation, asking questions that means learners must return to the text to justify what they say.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Teach learners to identify important events, information and ideas in a text. • Discuss how pictures, words and sentences work together to build meaning. • Teach learners to answer retrieval questions by returning to the text. • Model how to use clues from the text to work out information that is not stated directly.	• Teach learners to bring together information from different parts of a text. • Model how to make predictions using evidence from the text. • Teach how characters' actions, words and behaviour provide clues about thoughts and feelings. • Teach learners to return to the text to check and refine understanding.	• Teach how information and ideas develop across a text. • Teach learners to identify emerging themes in stories and texts. • Model questioning while reading to deepen understanding. • Teach how explicit and implicit information work together to create meaning. • Teach learners how to recognise when they have lost meaning and how rereading can help.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Model noticing when a text does not make sense and how rereading can help.	• Teach how evidence from a text can support interpretations.	
Learners are confidently and reliably:	• Identifying important events and information in a text. • Retrieving information from stories and simple non-fiction texts. • Using clues from the text to make straightforward inferences. • Explaining how events and ideas are connected. • Noticing, with support, when meaning breaks down.	• Retrieving important information and ideas from across a text. • Making predictions supported by evidence. • Making inferences about characters, events and information. • Bringing together information from different parts of a text. • Returning to the text to check understanding.	• Explaining how information across a text contributes to overall meaning. • Identifying and discussing themes. • Making inferences supported by textual evidence. • Asking questions to support understanding. • Rereading when understanding breaks down.

Progression Step 3

How is reading changing at this step? Interpretation becomes more thoughtful and deliberate. Learners recognise that characters and sources offer different perspectives, and that prior knowledge works alongside the text to shape understanding. They begin to see that more than one interpretation can be supported by the evidence. By Year 6, learners choose reading approaches more deliberately (e.g. skimming, scanning or close reading) and monitor and repair their own understanding.

What should I do to support that change? Model explicitly how evidence supports interpretation, making your thinking visible as you construct meaning from a text. Keep asking questions that send learners back to the text to justify their responses. Teach that different purposes require different ways of reading, so learners choose when to skim (read a text quickly to get the main idea or identify the key information without reading every word), scan (read a text quickly to get the main idea or identify the key information without reading every word), or read closely (read carefully to understand meaning, details and how the text works) rather than using the same approach every time. As learners prepare for secondary school, teach, and model these analytical reading behaviours explicitly.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Teach how organisational features such as headings, captions, diagrams and contents pages support understanding. • Teach how different characters, sources or accounts can present different perspectives. • Model how skilled readers check, revise and refine interpretations by returning to the text. • Teach learners to monitor their understanding while reading.	• Teach how prior knowledge and textual evidence work together to support understanding. • Teach that texts can support more than one reasonable interpretation. • Model how interpretations change when new evidence emerges. • Teach learners when to skim, scan, reread or read closely depending on purpose.	• Teach how information, ideas and evidence combine to create an overall understanding of a text. • Teach learners to compare and evaluate different interpretations using evidence. • Model when and why readers choose skimming, scanning or close reading. • Teach learners to monitor and repair understanding independently.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Introduce skimming and scanning to locate information and identify main ideas.	• Teach how summarising supports understanding of longer texts.	• Teach how information can be integrated across different sections of a text.
Learners are confidently and reliably:	• Retrieving and organising information from different parts of a text. • Interpreting different viewpoints and perspectives. • Supporting interpretations with evidence. • Monitoring understanding and using rereading when needed. • Using skimming and scanning to locate information efficiently.	• Integrating prior knowledge with information from a text. • Interpreting themes, ideas and perspectives. • Revising interpretations when new evidence emerges. • Summarising important information and ideas. • Selecting appropriate reading approaches for simple reading purposes.	• Integrating evidence and ideas across a text. • Interpreting themes, viewpoints and perspectives. • Selecting appropriate reading approaches independently. • Monitoring and repairing understanding independently. • Justifying interpretations using evidence from the text.

Progression Step 4

How is reading changing at this step? Literary, informational, and disciplinary texts construct meaning in different ways.

Learners recognise that ambiguity can support more than one plausible interpretation, and that context shapes meaning. By Year 9, they bring ideas together across multiple texts, using annotation and other strategies to organise and deepen their understanding.

What should I do to support that change? Support interpretation and analysis across literary, informational and disciplinary texts, and do this in every subject. Teach explicitly how texts in each discipline construct and communicate meaning. Engage learners with complex ideas, perspectives and representations, encourage them to compare different interpretations, and teach them to distinguish evidence-based interpretations from unsupported claims.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Explore how background knowledge and context help readers make sense of challenging texts. • Compare how different texts present viewpoints, arguments and information. • Model thinking aloud when interpreting unfamiliar ideas, information and perspectives. • Provide opportunities for learners to summarise sections of longer texts and discuss the most important ideas. • Model when and why readers skim for an overview, scan for specific information, or read closely for detail.	• Explore literary, informational and subject-based texts to examine how each constructs meaning differently. • Discuss texts that support different interpretations and encourage learners to justify their thinking using evidence. • Provide opportunities to compare ideas within and across texts. • Model how skilled readers monitor understanding and adapt their approach when meaning becomes unclear. • Use increasingly demanding texts to explore how key information, supporting detail and overall meaning connect.	• Provide opportunities to read groups of related texts and explore how ideas connect across them. • Model how annotation, note-making and summarising can support understanding of complex texts. • Explore how texts reflect, challenge or reinforce different viewpoints and perspectives. • Encourage learners to compare how similar issues, events or themes are presented across texts. • Support learners to draw together information from more than one source to answer

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Encourage learners to return to the text when interpretations are challenged or new evidence emerges.	• Encourage learners to explain and defend interpretations through discussion before writing.	questions and develop understanding. • Provide opportunities to explain, discuss and justify interpretations using evidence from multiple texts.
Learners are confidently and reliably:	• Interpreting themes, ideas and perspectives. • Explaining how arguments and viewpoints are constructed. • Summarising key ideas accurately. • Selecting reading approaches appropriate to purpose. • Explaining how context contributes to understanding.	• Explaining how meaning is constructed in different types of text. • Interpreting texts that support more than one reading. • Identifying and connecting important ideas across a text. • Monitoring understanding independently. • Adjusting reading approaches when understanding is unclear.	• Synthesising information from multiple texts. • Interpreting texts in relation to context. • Comparing perspectives across texts. • Selecting strategies that help organise understanding. • Using evidence from multiple sources to construct understanding.

Progression Step 5

How is reading changing at this step? Learners draw together evidence, context, and knowledge across multiple complex sources, including unseen texts read for the first time. They monitor, refine, and justify their interpretations as new evidence emerges.

What should I do to support that change? Prepare learners for further study, employment and lifelong engagement with complex texts, ideas, and information. Build independence in selecting and evaluating evidence, comparing interpretations and reaching well-supported conclusions. Model how expert readers test their interpretations against the evidence, refining their thinking as they read rather than settling too quickly on a conclusion.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Provide regular opportunities to interpret demanding and unfamiliar texts independently. • Explore how evidence, context and prior knowledge contribute to understanding across complex texts. • Compare different interpretations of texts and discuss the evidence supporting each. • Model how readers refine their understanding as new information emerges. • Teach learners to select appropriate reading approaches when reading source material, case studies, extended prose and qualification texts. • Provide opportunities to integrate information from multiple texts when investigating topics and issues.	• Provide opportunities to read and discuss unseen texts across a range of forms and subjects. • Model how expert readers evaluate evidence, question first impressions and refine interpretations. • Encourage learners to compare, connect and evaluate information from multiple sources. • Support learners to select and adapt reading approaches independently according to purpose, task and time available. • Provide opportunities to justify interpretations through discussion, debate and written response. • Use demanding texts to prepare learners for further study, employment and lifelong learning.
Learners are confidently and reliably:	• Interpreting complex themes, ideas and perspectives. • Integrating evidence, context and knowledge into coherent understanding. • Evaluating alternative interpretations.	• Constructing understanding from complex and unseen texts. • Integrating evidence, context and knowledge across multiple sources. • Evaluating interpretations using evidence.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	• Selecting and applying appropriate reading approaches independently. • Monitoring and refining interpretations as understanding develops.	• Selecting and adapting reading approaches purposefully and independently. • Monitoring, refining and justifying interpretations as new evidence emerges.

Strand 5: Analysis and Response

Progression Step 1

How is reading changing at this step? Learners say what they liked, wondered about and preferred, and in Reception begin to give simple reasons for their views. They also begin to notice that every text has an author who chose the words and pictures. Knowledge of the world grows through stories, informational texts and talk. Learners build understanding by listening to texts read aloud, discussing them, and connecting new ideas to what they already know.

What should I do to support that change? Welcome and explore personal responses through talk and play, recognising that they provide the foundation for later analysis. Discuss what learners noticed, enjoyed and preferred, support them to explain simple opinions, and encourage them to borrow words and ideas from the text when doing so. Draw attention to the author's choices by noticing interesting words and pictures together, laying the foundations for later discussion of how authors create meaning.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide regular opportunities to express personal responses to stories, information, and shared experiences. • Discuss what learners liked, noticed and wondered about in a story. • Encourage learners to say which stories and books they prefer.	• Teach how to explain simple opinions about stories, characters, and information. • Discuss that authors choose words carefully, and notice interesting choices together. (<i>see Language and vocabulary</i>).
Learners are confidently and reliably:	• Expressing personal responses to stories and shared experiences. • Talking about favourite stories, characters, and books.	• Expressing opinions about stories and characters, giving a reason. • Noticing words and pictures an author or illustrator has chosen.

Progression Step 2

How is reading changing at this step? In Year 1, learners begin to use examples from the text to support their ideas. In Year 2, they use evidence to decide which explanation fits the text best. By Year 3, they can distinguish between a personal response and an interpretation the text actually supports.

What should I do to support that change? Use discussion to move learners from stating opinions to justifying them with evidence from the text. Ask questions such as, 'Which explanation does the evidence support best?' Give regular opportunities to rehearse explanations out loud before writing them, and model returning to the text to check a claim, and keep asking, 'How do you know?' to ensure using evidence to support ideas becomes a habit.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Encourage learners to share opinions about stories, characters and information. • Model how to support an opinion by referring to something from the text. • Discuss favourite parts of stories and explain why they are enjoyable or memorable. • Explore how illustrations and words influence responses to a story.	• Model returning to the text to check whether an interpretation is supported. • Provide opportunities to justify opinions using details from a text. • Explore similarities and differences between responses to different texts.	• Explore the difference between personal preference and text-supported interpretation. • Model how to select evidence that best supports an explanation. • Discuss how different pieces of evidence may support different ideas about a text. • Encourage learners to explain how they know an interpretation is supported by the text.
Learners are confidently and reliably:	• Expressing personal responses to texts. • Explaining likes and dislikes using simple evidence from the text.	• Justifying opinions and interpretations with evidence. • Comparing their responses with those of others.	• Distinguishing between personal responses and interpretations supported by the text. • Selecting relevant evidence to support ideas.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	• Talking about favourite characters, events and information. • Listening to and considering the responses of others.	• Using evidence to decide between alternative explanations. • Beginning to distinguish between opinion and evidence.	• Explaining how evidence supports an interpretation. • Comparing interpretations using evidence.

Progression Step 3

How is reading changing at this step? The author's craft becomes more visible. Learners begin to recognise how language, structure, and organisation shape meaning. They explain the author's choices and their purpose, and by Year 6 they evaluate how effectively and persuasively a text works, recognising that different evidence can support different interpretations.

What should I do to support that change? Introduce analysis through meaningful discussion of whole texts, not isolated feature-spotting. Model how evidence supports interpretation, and show learners how to select and explain evidence. Teach them to explain not only what a text means, but how the author constructs that meaning. Model your thinking aloud as you analyse and evaluate texts, and teach these processes explicitly in preparation for the analytical demands of secondary education.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Explore how authors use language, structure and organisation to communicate ideas. • Compare the effect of different authorial choices within and across texts. • Discuss how characters, events and ideas are represented in texts. • Teach how evidence can strengthen, weaken or change an interpretation.	• Explore how authors deliberately shape readers' responses through language, structure and organisation. • Compare how different texts represent similar people, events or issues. • Discuss how different readers may reach different interpretations from the same text. • Provide opportunities to evaluate which evidence is most relevant and convincing.	• Explore how texts persuade, influence and shape viewpoints. • Compare texts that communicate similar ideas in different ways. • Model how evaluations are supported through evidence and reasoning. • Provide opportunities to discuss the strengths and weaknesses of a text's choices.
Learners are confidently and reliably:	• Explaining how language and structure contribute to meaning.	• Analysing how authorial choices contribute to meaning.	• Analysing how language, structure and form build meaning.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Identifying authorial choices and their effects. • Discussing how texts represent people, places and events. • Explaining how evidence strengthens or changes an interpretation.	• Explaining how language, structure and organisation shape interpretation. • Comparing representations across texts. • Selecting and evaluating evidence to support analysis.	• Explaining how texts communicate viewpoints. • Evaluating aspects of texts using evidence. • Supporting judgements with reasons and evidence.

Progression Step 4

How is reading changing at this step? Learners examine how authors shape meaning and influence audiences, including through representation, selection, and omission. They evaluate the credibility and reliability of print, digital, and multimodal sources. Learners see that each subject organises and communicates knowledge in different ways. They draw together ideas from multiple sources and perspectives, and learn that knowledge is built, tested, and sometimes challenged through evidence. By Year 9 learners are able to compare competing interpretations, judging them against the available evidence and reasoning.

What should I do to support that change? Teach explicitly how texts in each discipline construct and communicate meaning, and what counts as evidence in that subject. Teach explicitly that disciplines organise and communicate knowledge differently, and use reading to develop disciplinary literacy in every subject. Support learners to compare interpretations and viewpoints, and to explore how representation, selection, and omission shape meaning. Encourage them to ask what has been included, what has been left out and why. Develop independent evaluation by teaching learners to distinguish plausible, evidence-based interpretations from unsupported claims.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Compare how different texts present the same event, issue or idea. • Explore examples of strong and weak arguments, discussing what makes an argument convincing. • Model evaluating claims by considering evidence, reasoning and source reliability.	• Explore how texts influence audiences through representation, selection and omission. • Compare how different sources present the same issue, event or group. • Investigate the reliability and credibility of print, digital and multimodal sources.	• Compare competing interpretations of the same text and evaluate the evidence supporting each. • Explore examples where evidence may be relevant, irrelevant, sufficient or insufficient. • Investigate how texts reinforce, challenge or complicate existing perspectives.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Discuss how contextual information influences interpretation. • Encourage learners to challenge ideas politely using textual evidence.	• Discuss whose perspectives are included, prioritised or absent within texts. • Provide opportunities to critique interpretations before reaching conclusions.	• Discuss how credibility, significance and validity affect judgement. • Encourage learners to defend and revise interpretations in response to evidence.
Learners are confidently and reliably:	• Analysing how arguments and viewpoints are constructed. • Evaluating claims using evidence and reasoning. • Explaining how context influences interpretation. • Using evidence to challenge or support interpretations.	• Analysing how texts influence audiences. • Evaluating representation, selection and omission. • Questioning the credibility and reliability of sources. • Explaining how different presentations of information influence interpretation. • Critiquing interpretations using evidence.	• Weighing competing interpretations using evidence and reasoning. • Evaluating the quality, relevance and sufficiency of evidence. • Analysing how texts reinforce or challenge perspectives. • Justifying evaluations using evidence. • Revising interpretations when confronted with stronger evidence.

Progression Step 5

How is reading changing at this step? Critical judgement becomes more independent and secure. Learners analyse rhetoric, reasoning and representation together, read texts within their social, cultural and historical contexts, and refine, challenge and defend their interpretations. They compare texts, respond to unseen texts, and reach well-supported judgements by weighing evidence carefully, using reading to support qualifications now, and further study, employment, and informed citizenship beyond school.

What should I do to support that change? Prepare learners for lifelong critical engagement with complex texts, ideas and information, recognising that these skills matter for citizenship as well as qualifications. Develop independence in selecting and evaluating evidence, comparing interpretations and reaching well-supported judgements. Model how expert readers weigh competing interpretations against the evidence before reaching a conclusion, and expect learners to do the same by explaining and defending their judgements with evidence.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Explore how language, structure, form and rhetoric work together to influence readers. • Compare critical interpretations of texts and evaluate their strengths. • Investigate how social, cultural and historical contexts influence texts and responses to them. • Model how balanced critical judgements are formed by weighing multiple forms of evidence. • Provide opportunities to work with unseen and challenging texts.	• Provide opportunities to evaluate competing interpretations of seen and unseen texts. • Explore complex issues of credibility, representation, perspective and context across multiple sources. • Model how expert readers question assumptions, test interpretations and refine conclusions. • Support learners to compare texts, perspectives and arguments within qualification-style tasks. • Encourage learners to develop independent, evidence-based critical judgements.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Learners are confidently and reliably:	• Analysing how language, structure, form and rhetoric construct meaning. • Evaluating arguments, evidence and representations critically. • Comparing interpretations and judging their strengths. • Refining interpretations using evidence, context and reasoning. • Constructing balanced critical judgements.	• Interpreting and responding critically to complex and unseen texts. • Evaluating competing interpretations using evidence, context and reasoning. • Analysing how language, structure, form and rhetoric shape meaning and audience response. • Assessing the credibility, significance and limitations of arguments and sources. • Developing and defending independent critical judgements.

Writing

Pre-progression (Birth-to-36 Months)

How is writing changing at this step? Children develop knowledge and skills for writing in three key ways. From earliest infancy, children convey meaning (through gaze, gesture, vocalisation, sign, words or AAC) and gradually discover that marks can hold that meaning. Alongside this gross motor strength and stability, then fine motor control and coordination, developed through movement and play, make the tools of writing usable. Finally, children distinguish drawing from writing, produce letter-like forms, attempt their names, 'write' in their play, and tell you what their marks say.

What should I do to support that change? Respond to every act of communication as meaningful, in whatever mode it arrives, and scribe and voice children's intentions so their compositions even before physically writing. Build the writing body through large movement, manipulative play and abundant mark-making with varied tools and surfaces. Surround children with meaningful print and writing in Cymraeg, English, and the languages of home, model writing's purposes during daily routines, and celebrate emergent writing without correction. Observe what children communicate through play, movement and mark-making (noticing emerging developmental, learning and support needs) and responsively adapt experiences and environments.

Communication and Expressive Intent

Birth to 36 months	
Children are typically:	• Communicating through gaze, movement, facial expression, gesture, vocalisation, signing, words or AAC, and expecting a response. • Showing the desire to convey meaning (e.g. needs, interests, discoveries, feelings) to familiar adults. • Attaching meaning to their own marks, actions and creations, and expecting others to be interested. • Joining in shared storytelling, rhymes, and imaginative play that carry early narrative.
Adults and enabling environments should provide:	• Warm, responsive interaction that treats every act of communication as meaningful and responds in kind. • Adults who scribe and voice children's intentions (e.g. writing down what children say and reading it back). • Talk through daily routines and play that names, explains, wonders, and remembers.
The later skills this is important for:	• Content and Craft. • Planning, Reviewing, and Improving.

Motor Foundations and Mark-making

Birth to 36 months	
Children are typically:	• Developing gross motor strength and stability (e.g. shoulder, arm, and core) through large movement, climbing, carrying, and play. • Developing fine motor control, varied grasp and bilateral coordination through handling, manipulating, and exploring. • Making marks with growing intention and control (including vertical and horizontal lines and circular movements) on varied surfaces. • Exploring a wide variety of tools and materials, including digital ones, with growing control.
Adults and enabling environments should provide:	• Daily opportunities for large-scale movement and small-scale manipulative play (e.g. malleable materials, threading, construction, pouring) that strengthen the writing body. • Abundant mark-making opportunities including varied tools, surfaces, scales, and positions. • Plenty of time on these tasks.
The later skills this is important for:	• Writing Accurately and Fluently.

Symbols, Drawing, and Early Writing

Birth to 36 months	
Children are typically:	• Showing interest in print, symbols and writing in the environment, and in watching adults write. • Gradually distinguishing between drawing and writing, and producing letter-like forms and symbols. • Attempting personally significant words (i.e. their name). • Actions mimicking 'writing' within play (e.g. producing lists, cards, signs, messages) and telling others what their marks and writing say.
Adults and enabling environments should provide:	• Meaningful print and writing throughout the environment, reflecting children's homes, cultures and communities, in Cymraeg, English, and the languages of home. • Shared writing in which adults model writing's purposes during routines and play (e.g. lists, messages, labels, stories). • Celebration of emergent writing as communication, without correction. • Adults observing what children communicate through play, movement, and mark-making (e.g. noticing emerging developmental, learning and support needs) and adapting experiences, environments and support in response.
The later skills this is important for:	• This is important for all strands but most importantly for Writing Accurately and Fluently and Content and Craft.

Strand 1: Writing Accurately and Fluently

Progression Step 1

How is writing changing at this step? Writing begins as mark-making that carries meaning. In Reception, transcription becomes teachable: learners form recognisable letters, represent sounds using taught grapheme-phoneme correspondences, and write their names and familiar words. Encoding (hearing sounds and writing them down) is phonics applied in writing, and it starts alongside early reading.

What should I do to support that change? Prioritise meaning and communication over conventional accuracy in the very earliest writing whereby every attempt is valued as communication. From Reception, teach letter formation and encoding explicitly and systematically. Keep early spelling and phonics teaching. Support fine and gross motor development through play, and provide targeted support where transcription difficulties would otherwise limit a learner's participation in writing.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide regular opportunities to handle and control a wide variety of writing tools and materials on paper and screen. • Model how marks, drawings, and writing carry meaning, drawing attention to letters and words in shared writing. • Provide opportunities to attempt letter-like forms and personally significant words.	• Teach learners to form recognisable letters when writing their name and other meaningful words. • Teach learners to hear and record the sounds in words using the letter-sound correspondences they have been taught. • Teach learners to write familiar words from their everyday experiences, including names, labels and words linked to play and learning. • Teach learners to say a sentence aloud before writing and to write a simple sentence that communicates a complete idea with support as needed.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Learners are confidently and reliably:	• Showing growing control over drawing and writing tools. • Producing marks, letter-like forms, and early writing attempts that carry intended meaning. • Attempting personally significant words, including their name.	• Forming recognisable letters when writing their name and familiar words. • Writing the sounds they can hear in simple words using taught letter-sound correspondences. • Writing familiar words independently, including names and words from everyday learning and play. • Composing simple sentences orally and attempting to record them.

Progression Step 2

How is writing changing at this step? Letter formation becomes automatic, learners begin to retain and reproduce taught spelling patterns and common orthographic patterns rather than relying on sound-by-sound encoding. Learners begin to learn and use word classes, tense, simple and compound structures, and the punctuation that marks them. By Year 3, word parts and word families begin to support spelling, and learners sustain accurate transcription across whole short pieces.

What should I do to support that change? Teach handwriting and spelling explicitly and systematically and connect phonics, spelling, handwriting and sentence writing rather than teaching them as separate programmes. Teach grammar and punctuation through purposeful communication. Give frequent opportunities to apply transcription within meaningful writing, and keep supporting the movement from early transcription towards independent writing.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Teach accurate formation of taught letters, building automaticity within words and simple sentences. • Teach how phonics knowledge supports spelling when recording words in meaningful writing. • Provide frequent opportunities to apply spelling, handwriting and sentence construction during purposeful writing. • Teach how words combine into sentences. Including: nouns and verbs carrying meaning and simple conjunctions joining ideas. • Teach capital letters and full stops as features of written	• Teach common spelling patterns and conventions through repeated application in writing. • Draw attention to recurring orthographic patterns within familiar and unfamiliar words. • Teach how simple and compound sentences (and, but, because), communicate increasingly developed ideas. • Explore how tense and word classes contribute to meaning. • Provide regular opportunities to sustain accurate transcription across connected pieces of writing.	• Teach how word families, prefixes and suffixes support spelling and word construction. • Explore how sentence structures can be extended through conjunctions, adverbs and prepositions. • Teach punctuation that supports clarity and meaning, including commas, apostrophes and speech punctuation. • Provide opportunities to apply spelling and sentence knowledge across a range of writing tasks.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
	sentences, and how statements, questions, commands, and exclamations communicate differently.		
Learners are confidently and reliably:	• Forming taught letters accurately and with growing automaticity. • Applying phonics knowledge when spelling words in their writing. • Writing simple sentences that communicate complete ideas, marked with capital letters and full stops.	• Writing words and sentences accurately by applying taught spelling patterns. • Constructing simple and compound sentences that communicate ideas clearly. • Using taught punctuation independently. • Sustaining transcription across a short piece.	• Writing legibly with growing consistency and automaticity. • Applying taught spelling patterns and conventions accurately, using word patterns and word parts. • Constructing varied sentences and using taught punctuation independently.

Progression Step 3

How is writing changing at this step? Transcription (handwriting and spelling) approaches automaticity. Morphological knowledge (prefixes, suffixes, word families) is increasingly used in spelling, and keyboarding develops alongside handwriting as part of writing competence. Sentence control extends to complex structures including relative clauses, modals, adverbials, parenthesis, and the commas.

What should I do to support that change? Continue to secure handwriting, spelling and transcription rather than assuming they are established and check by looking at sustained writing. Teach the morphology-spelling relationship explicitly, connected to the word-structure knowledge learners are exposed to in reading. Develop typing as part of writing competence. It is important to build transcription automaticity explicitly and purposefully as fluent transcription frees attention for language, composition, and communication.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Provide regular opportunities to maintain legible and fluent handwriting across increasingly extended pieces of writing. • Explore how word families, prefixes and suffixes can help learners spell unfamiliar words accurately. • Model how writers connect ideas across sentences and avoid unnecessary repetition so readers can follow their thinking. • Teach how punctuation, including commas and speech punctuation, supports clarity and meaning.	• Provide opportunities to produce increasingly extended pieces of writing, supporting learners to maintain accuracy while communicating more complex ideas. • Develop keyboarding alongside handwriting, giving learners opportunities to draft, revise and complete writing using both. • Explore how word families, prefixes, suffixes and common word origins can help learners spell unfamiliar words accurately. • Model how sentences can be expanded, combined and manipulated to add detail,	• Provide regular opportunities to produce extended writing independently, maintaining accurate handwriting, spelling and sentence construction throughout. • Explore how word families, prefixes, suffixes and word origins can support the spelling of unfamiliar and increasingly specialised vocabulary. • Model how writers can change emphasis and meaning by selecting different ways of constructing sentences. • Support learners to select handwriting or keyboarding

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
	• Provide opportunities to sustain accurate handwriting, spelling and sentence construction across increasingly extended writing tasks.	express relationships between ideas, and communicate meaning more precisely. • Provide opportunities to apply spelling, sentence construction and transcription skills across a range of narrative, explanatory, persuasive and informational writing.	appropriately for different writing tasks and purposes. • Revisit spelling, grammar and punctuation through sustained writing across a range of contexts and subjects.
Learners are confidently and reliably:	• Maintaining legible and fluent handwriting across extended pieces. • Using prefixes, suffixes, and word families to spell with consistency and accuracy. • Constructing sentences with varied structures and word classes to communicate meaning. • Sustaining accurate transcription across extended writing.	• Transcribing with growing fluency, by hand and by keyboard. • Applying spelling and morphological knowledge across different writing contexts. • Constructing sentences using taught structures and punctuation with accuracy and precision.	• Transcribing efficiently and accurately across different writing tasks, by hand and by keyboard. • Applying spelling, including morphological knowledge, independently. • Constructing varied sentence structures for different purposes, controlling punctuation within them.

Progression Step 4

How is writing changing at this step? Secondary writing creates additional demands whereby every subject brings its own vocabulary to spell, its own conventions to control, and extended writing. Sentence control matures and aspects of this must be explicitly taught to avoid common errors. This includes comma splicing, apostrophe misuse, missing capitals. Learners select between handwriting and digital tools according to the task.

What should I do to support that change? Do not assume transcription is secure for every learner arriving in Year 7. It is important to assess, and teach what is not yet automatic. Make spelling, morphology, and handwriting expectations explicit in every subject. The spelling of disciplinary vocabulary is an important part of subject teaching. Name the common sentence-control errors and teach strategies to avoid them directly. Support learners to apply transcription knowledge within authentic disciplinary writing, by hand and digitally.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach the spelling of important subject vocabulary as it is introduced, drawing attention to word patterns, word families and word structures that help learners remember and apply it accurately. • Teach learners to approach unfamiliar and specialised vocabulary, breaking words into meaningful parts and checking spellings when drafting and editing. • Identify and address common errors that reduce clarity, such as missing capital letters, insecure sentence boundaries,	• Teach the spelling of increasingly specialised subject vocabulary, drawing attention to recurring patterns, word families, prefixes, suffixes and word origins that can support accurate spelling. • Provide opportunities to write extended pieces across different subjects, maintaining accuracy when recording increasingly complex ideas and vocabulary. • Teach how writers use spelling resources, editing strategies and proofreading routines to identify and correct errors independently.	• Teach the spelling of increasingly specialised and abstract vocabulary, exploring how word structure, word origins and subject knowledge can support accurate spelling. • Emphasise the importance of maintaining accurate spelling, punctuation and sentence construction when writing extended analytical, argumentative and creative texts. • Explore how sentence structures can be manipulated to create emphasis, improve clarity and communicate ideas more effectively.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	apostrophe misuse and comma splices, using examples from learners' own writing. • Provide regular opportunities to write extended pieces across subjects, applying spelling, sentence construction and punctuation in meaningful disciplinary contexts. • Encourage learners to select and use handwriting or digital tools according to the purpose of the task, for example note-making, drafting, extended writing, editing or presenting finished work.	• Support learners to use digital tools efficiently for drafting, revising, editing and presenting writing. • Address recurring spelling, punctuation and sentence-control errors through focused feedback and revision of learners' own writing.	• Provide opportunities to write sustained pieces across subjects, maintaining accuracy while communicating increasingly complex ideas. • Encourage learners to proofread and refine their writing independently, identifying and correcting errors that affect clarity and accuracy.
Learners are confidently and reliably:	• Spelling increasingly complex and subject-specific vocabulary accurately across different Areas of Learning and experiences. • Using knowledge of word structure, spelling patterns and morphology to approach unfamiliar vocabulary independently. • Maintaining accurate sentence boundaries, punctuation and grammar during extended writing.	• Applying spelling, word structure and morphology to spell unfamiliar and increasingly specialised vocabulary accurately. • Maintaining accurate sentence construction, punctuation and grammar across sustained writing. • Using proofreading and editing strategies to identify and correct errors independently.	• Applying spelling, word structure and morphological knowledge independently when writing increasingly specialised vocabulary. • Maintaining accurate sentence construction, grammar and punctuation across extended pieces of writing. • Manipulating sentence structures to create emphasis, improve clarity and support intended meaning.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
	• Selecting and using handwriting or digital tools appropriately for different writing tasks. • Sustaining accurate and efficient transcription across extended writing in a range of subjects.	• Using handwriting and digital tools efficiently for different writing purposes. • Sustaining accurate and fluent transcription while communicating increasingly complex ideas across a range of subjects.	• Selecting and using handwriting or digital tools appropriately for different purposes and audiences. • Sustaining accurate and efficient transcription while communicating complex ideas across a range of writing contexts.

Progression Step 5

How is writing changing at this step? Transcription becomes fully independent and strategic and is applied to complex and specialised vocabulary, sustained across disciplinary and real-life writing (e.g. forms, records, practical communication) and maintained under examination conditions. The ambition by the end of Year 11 is spelling that is almost always correct, including complex and irregular words, with a wide range of punctuation used accurately and grammar and syntax controlled purposefully.

What should I do to support that change? Where learners still experience transcription difficulties, keep support targeted, age-appropriate, and connected to meaningful writing. Teach learners to use transcription independently and strategically for further study, employment, and lifelong learning, including selecting tools, managing time, checking their own accuracy.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Provide opportunities to write extended analytical, argumentative, transactional and creative pieces that require sustained accuracy and control. • Teach learners to monitor and correct spelling, punctuation and grammatical errors independently during drafting and editing. • Explore how word structure, word origins and subject knowledge can support the accurate spelling of complex and specialised vocabulary. • Support learners to select and use digital and handwritten methods appropriately when planning, drafting, editing and presenting writing. • Model proofreading and self-correction strategies that help writers improve accuracy without relying on teacher support.	• Provide opportunities to apply transcription skills independently across unfamiliar, extended and qualification-style writing tasks. • Support learners to maintain accuracy when writing under timed conditions and when responding to unseen prompts. • Reinforce strategies for monitoring, checking and improving spelling, punctuation and grammar while composing independently. • Provide opportunities to write for a range of authentic and qualification-related purposes, maintaining accuracy and control throughout. • Encourage learners to evaluate their own accuracy and identify aspects of transcription that require further attention.
Learners are confidently and reliably:	• Applying spelling, punctuation and grammatical knowledge independently across a wide range of writing tasks.	• Applying spelling, punctuation and grammatical knowledge accurately and independently across familiar and unfamiliar writing tasks.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	• Using word structure, word families and word origins to spell complex and specialised vocabulary accurately. • Maintaining accurate sentence construction and punctuation throughout extended writing. • Proofreading, editing and correcting errors independently. • Sustaining fluent, accurate transcription while communicating complex ideas for a range of audiences and purposes.	• Spelling almost all words correctly, including complex, irregular and specialised vocabulary. • Using a wide range of punctuation accurately and purposefully to support meaning and clarity. • Monitoring, checking and improving accuracy independently while writing. • Sustaining accurate, fluent and efficient transcription across extended writing, including under timed and examination conditions. • Selecting and applying appropriate handwriting, keyboarding and proofreading strategies without support.

Strand 2: Content and Craft

Progression Step 1

How is writing changing at this step? Children compose in talk, play, storytelling, and role play before they can write what they compose. Through Reception, learners share and develop ideas through discussion and represent the same idea in different ways.

What should I do to support that change? Give time for storytelling, imaginative play, discussion, and representation as these are opportunities to develop composition. Prioritise oral composition alongside early writing, and act as scribe so that what a child can compose is not stopped by what they are able to write. Model composition through shared and modelled writing, thinking aloud as choices are made, and give learners regular opportunities to compose from their own ideas, experiences, and imagination.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Practitioners should:	• Provide rich opportunities to create, develop and share ideas through talk, play, storytelling, and role play. • Provide opportunities to represent ideas through drawing, mark-making, construction, and dramatic play. • Act as scribe, so that learners compose stories and messages beyond what they can yet record. • Model the different ways people communicate meaning.	• Provide opportunities to share ideas, experiences, stories and information with others in a variety of ways. • Use conversations, stories and shared experiences to develop ideas. • Model how ideas can be built and extended when creating stories and sharing experiences. • Provide regular opportunities to compose their own ideas, experiences and imagined stories.
Learners are confidently and reliably:	• Creating and developing ideas through play, storytelling, and representation. • Communicating stories, experiences and interests through talk, drawing, marks, and early writing. • Composing orally for an adult to scribe.	• Creating and sharing ideas through talk, play, drawing, and early writing. • Developing ideas through discussion, storytelling, and play. • Representing the same idea in different ways.

Progression Step 2

How is writing changing at this step? Learners write short texts for people who are not present, and discover that ideas must therefore be developed. This means writing must be extended with detail and explanation, connected so a reader can follow, and grouped to ensure coherence. Vocabulary starts to be chosen for interest, for precision, and their own voice and imagination remain the primary source of material.

What should I do to support that change? Provide frequent opportunities to write for genuine communicative purposes. Continue oral composition and rehearsal before writing, and use discussion and modelling to move learners beyond isolated statements towards developed, connected ideas. Emphasise the relationships between ideas as well as the ideas themselves, and make vocabulary selection a discussed, deliberate act, drawing on the taught vocabulary learners meet through reading.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Use stories, discussion, play and shared experiences to generate ideas before writing. • Encourage learners to add detail by saying more about people, places, objects and events. • Provide opportunities to write messages, captions, labels and simple recounts for real purposes. • Draw attention to interesting words from reading and discussion and encourage learners to use them in their own writing.	• Discuss how writers develop ideas by adding information, detail and explanation. • Use questioning and oral rehearsal to encourage learners to say more before writing. • Provide opportunities to write stories, descriptions, recounts and simple explanations. • Compare different word choices and discuss which are most effective for a particular purpose. • Encourage learners to reread writing and consider whether a reader would understand it.	• Teach how related ideas can be grouped together so writing is easier to follow. • Discuss how explanations help readers understand ideas, events and information. • Provide opportunities to explain, describe, classify and report across the curriculum. • Explore how writers select information that is important and relevant to their purpose. • Discuss how vocabulary and sentence choices influence meaning and clarity.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Learners are confidently and reliably:	• Composing and recording simple stories, messages, and information. • Communicating meaning to a reader through their writing. • Drawing on their own experiences and imagination as sources for writing.	• Developing ideas by adding relevant information and detail. • Communicating ideas with clarity and completeness, in their own voice. • Choosing some words deliberately for interest and precision.	• Grouping related ideas and connecting ideas, information and events within their writing. • Creating writing with growing coherence. • Selecting vocabulary with growing precision.

Progression Step 3

How is writing changing at this step? Learners organise in sections and paragraphs, discover that different forms organise meaning differently, and learn that purpose and audience should inform organisational choices. By Year 6, choices are deliberate where content is selected and prioritised, viewpoint managed, figurative language working for effect, and an emerging voice of their own.

What should I do to support that change? Teach text structure explicitly, and make organisational decisions visible and discussable through modelling (i.e. show the choices with a rationale for doing so). Help learners understand the relationship between structure, purpose, and audience by comparing how writers organise differently for different intents. Make authorial decision-making explicit by discuss why writers choose as they do and how alternative choices would change the communication. Expect learners to explain their own choices and make deliberate language important.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Teach how paragraphs and organisational features help readers follow ideas. • Compare how different forms of writing organise information and communicate meaning. • Model how examples, explanation and detail strengthen communication. • Provide opportunities to explain, compare and justify ideas across a range of writing tasks. • Discuss how writers create particular effects through language and organisation.	• Explore how purpose and audience influence decisions about content, organisation and language. • Teach how reasons, examples and evidence can strengthen explanations and arguments. • Provide opportunities to write narratives, explanations, arguments and reports for different audiences. • Explore how figurative language and precise vocabulary can create particular effects. • Encourage learners to explain and justify the choices they make as writers.	• Teach how writers select, organise and prioritise content to achieve their intended purpose. • Explore how viewpoint, perspective and register influence communication. • Model how language can be adapted to inform, explain, persuade and influence. • Provide opportunities to develop arguments and explanations using relevant evidence. • Encourage evaluation of how effectively writing achieves its intended outcome.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Learners are confidently and reliably:	• Grouping related ideas within sections and paragraphs, using organisational features that support readers. • Creating writing with clear structure and coherence. • Shaping meaning through choices of language and detail.	• Organising ideas to serve their intended meaning, purpose, and audience. • Communicating through different forms and structures. • Explaining some of the choices they make as writers.	• Making deliberate choices about content and organisation. • Adapting writing for different audiences, purposes and contexts, in an emerging voice of their own. • Explaining the choices they make as writers.

Progression Step 4

How is writing changing at this step? Learners adapt structures, forms, and genres across every subject's conventions, shape reader response through deliberate choices of organisation and emphasis, and manipulate viewpoint, perspective and language (including figurative and nuanced language) to engage, persuade, explain, and influence. By Year 9 this occurs across whole texts, with an authoring voice that is becoming credible and authoritative.

What should I do to support that change? Support learners in considering the effects of writing, not just its construction. That is, discuss how writers influence readers and how alternative choices would change interpretation and response. Teach the crafts of every discipline's writing in that discipline, and keep creative and imaginative writing alongside more the analytical writing.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach how different subjects organise and communicate knowledge through writing. • Explore how audience, purpose and context influence content, organisation and presentation. • Discuss how explanations, arguments and analyses are developed using evidence. • Provide opportunities to write for a range of disciplinary and creative purposes. • Discuss how language and organisational choices influence readers' understanding.	• Explore how writers guide readers' understanding through structure, emphasis and language choices. • Compare how different viewpoints and perspectives are represented in writing. • Provide opportunities to write to explain, evaluate, argue, persuade and inform. • Model how evidence can be selected and integrated to strengthen communication. • Explore how figurative language, connotation and nuance contribute to meaning.	• Explore how writers build credibility, authority and impact through deliberate choices about content, organisation and language. • Explore how evidence, examples and reasoning are combined to construct convincing arguments and explanations. • Provide opportunities to synthesise ideas and information from multiple sources. • Compare alternative ways of communicating the same idea and discuss the effect of different choices. • Encourage learners to reflect on how their decisions influence interpretation and response.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Learners are confidently and reliably:	• Adapting writing for different audiences, purposes and disciplinary contexts. • Selecting information and structures that support intended meaning. • Developing explanations and arguments using evidence. • Explaining how purpose and audience influenced their decisions. • Using increasingly precise and subject-specific vocabulary.	• Shaping readers' understanding through deliberate organisational and language choices. • Developing arguments and evaluations using relevant evidence. • Communicating viewpoint and perspective clearly. • Using figurative and nuanced language for effect. • Making increasingly deliberate choices to influence meaning and response.	• Synthesising ideas, information and evidence to strengthen communication. • Making deliberate choices to shape interpretation and reader response. • Writing with increasing credibility, authority and control. • Developing sustained explanations, arguments and evaluations. • Using language purposefully for emphasis, nuance and effect.

Progression Step 5

How is writing changing at this step? Authorial control becomes important here. Learners make deliberate decisions about what to emphasise, omit, combine, or foreground. Learners use structures and conventions adapted and manipulated knowingly, and they develop and sustain a distinctive voice. By Year 11, aligned to qualification expectations, is communication that is clear, effective and imaginative. This includes register, vocabulary, form, and technique being selected for context and audience, organised for cohesion and coherence, with evidence of originality of imagination.

What should I do to support that change? Support growing independence and control. Learners should be evaluating, refining, and adapting their writing in response to audience, purpose and context with decreasing scaffolding. Provide opportunities to compose extended, authentic pieces as mature authorial control develops through sustained real writing. Ensure you provide opportunities for imaginative and creative writing through the examination years.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Explore how writers exercise control over content, organisation, language and evidence to achieve intended outcomes. • Teach how arguments are developed through claims, evidence, reasoning and evaluation. • Analyse how structural, linguistic and rhetorical choices influence audiences. • Provide opportunities for sustained analytical, argumentative and creative writing. • Encourage learners to experiment with and refine their own authorial voice.	• Provide opportunities to apply authorial control across analytical, transactional and creative writing, including under qualification conditions. • Explore how writers adapt, combine and manipulate conventions to achieve sophisticated effects. • Support learners to refine the precision, credibility and impact of their communication. • Model how effective writers sustain viewpoint, argument and voice across extended pieces. • Encourage increasingly independent decision-making about content, organisation and craft.
Learners are confidently and reliably:	• Communicating complex ideas effectively and intentionally. • Constructing explanations, arguments and evaluations using evidence strategically.	• Communicating complex ideas clearly, effectively and imaginatively. • Sustaining well-developed explanations, arguments and evaluations using evidence purposefully.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	• Exercising increasing control over content, organisation and style. • Selecting and combining structural, linguistic and rhetorical choices deliberately. • Developing a distinctive voice across different forms of writing.	• Exercising authorial control to achieve intended effects for different audiences, purposes and contexts. • Adapting and manipulating structures, forms and conventions deliberately. • Writing with a sustained, credible and distinctive authorial voice. • Selecting language, register and rhetorical choices independently to influence interpretation and response.

Strand 3: Planning, Reviewing, and Improving

Progression Step 1

How is writing changing at this step? Writing process begins as talk about intentions. That is saying what marks mean, returning to add more, and watching adults plan aloud. Throughout Reception, learners attempt things for themselves, persisting when it feels hard, seeking help when needed, and rereading writing with an adult to check it says what was meant.

What should I do to support that change? Treat children's statements about their marks as the beginning of authorship, and scribe so intentions can be captured and revisited. Model the process constantly in shared writing. For example, by wondering aloud what to say first, changing your mind, rereading to check. Establish early that attempting is valued, that persistence pays, and that seeking support is part of the writing process.

PS1	Indicative Planning reference: Early PS1/ Nursery	Indicative Planning reference: Late PS1/ Reception
Purposes, forms, and conditions	Talking about intentions and creations with adults scribing and voice the process.	First writing behaviours: attempting, persisting, seeking help; rereading shared writing together.
Practitioners should:	• Provide opportunities to say what their marks, drawings and writing say, and to return to and add to their creations. • Model thinking aloud when creating stories, describing experiences and sharing ideas. • Act as scribe, voicing the decisions writers make.	• Teach that they can attempt aspects of writing for themselves, and that support is available when needed. • Teach that writing can continue even when it feels challenging. • Model rereading shared writing to check it says what was meant.
Learners are confidently and reliably:	• Saying what their marks, drawings, and writing say. • Returning to and adding to their creations. • Making choices about what to make, draw, and write.	• Attempting familiar aspects of writing independently. • Seeking and responding to support during writing. • Rereading their own writing with an adult.

Progression Step 2

How is writing changing at this step? The writing process can be consciously thought through. This includes planning through talk and oral rehearsal before writing, responsibility and persistence as writers' habits, routine rereading. Checking develops including rereading to check sense (Year 1), checking against intentions (Year 2), editing for accuracy (spelling, punctuation, sense) on rereading (Year 3). Learners attempt solutions before seeking help.

What should I do to support that change? Use discussion, oral rehearsal, and planning to help learners develop ideas before writing. Composition rehearsed in talk had a better structure. Classroom norms should be explicit and deliberate including learners finishing familiar writing tasks, sustain effort, try a fix before asking. Teach explicitly key aspects of revision (rereading, checking against intentions, editing for accuracy) via modelling.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Practitioners should:	• Model how writers say ideas aloud before writing them down. • Encourage learners to talk through sentences before recording them. • Teach learners to reread their writing to check that it makes sense. • Praise persistence and support learners to continue after small difficulties. • Encourage learners to try a solution for themselves before seeking adult help.	• Use discussion and oral rehearsal to help learners develop ideas before writing. • Model simple ways of planning and organising ideas before beginning a task. • Encourage learners to check whether their writing communicates what they intended. • Support learners to sustain effort when writing becomes challenging. • Demonstrate how rereading can identify omissions or improvements.	• Teach how planning can help organise ideas before writing. • Model different ways of recording and organising ideas before drafting. • Demonstrate how writers edit spelling, punctuation and grammar after writing. • Encourage learners to revisit writing and identify aspects that could be improved. • Use shared and modelled writing to show that changes are a normal part of writing.

PS2	Indicative Planning reference: Early PS2/ Year 1	Indicative Planning reference: Middle PS2/ Year 2	Indicative Planning reference: Late PS2/ Year 3
Learners are confidently and reliably:	• Talking through ideas before writing. • Beginning familiar writing tasks with increasing independence. • Rereading their writing to check that it makes sense. • Continuing after minor difficulties. • Seeking support after first attempting a solution themselves.	• Using discussion and planning to prepare for writing. • Sustaining effort when writing becomes challenging. • Checking their writing against their intended meaning. • Making simple changes to improve clarity. • Taking increasing responsibility for completing familiar writing tasks.	• Using planning to organise ideas before writing. • Editing spelling, punctuation and grammar when rereading. • Reviewing writing and identifying simple improvements. • Responding constructively to difficulties during writing. • Beginning to improve writing independently.

Progression Step 3

How is writing changing at this step? Planning develops from recording ideas into purposeful decision-making about purpose, audience, and structure. Reviewing and improving become independent by Year 6. Editing for accuracy grows into revising for meaning and clarity, and where purpose demands, redrafting. Learners draw deliberately on strategies, resources and routines, and review their own progress mid-task.

What should I do to support that change? Teach planning as decisions (what is this for, who is it for, how will it be shaped?). Make reviewing and improving normal parts of composition, supported at first and progressively released. Teach the revision ladder explicitly (e.g. editing, revising and redrafting are different acts serving different purposes). Model these on real writing, including your own. Teach the full plan-draft-review-improve cycle before transition to secondary school.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Practitioners should:	• Teach how planning supports decisions about purpose and audience. • Model different approaches to planning and discuss when each might be useful. • Demonstrate how writers review writing to strengthen communication rather than simply correct errors. • Encourage learners to reconsider ideas, vocabulary and organisation while writing. • Provide opportunities to discuss and reflect on writing choices.	• Teach how planning involves making decisions about audience, purpose and structure. • Model how writers use notes, plans and previous learning to support new writing tasks. • Demonstrate the difference between editing for accuracy and revising for meaning. • Encourage learners to review progress throughout the writing process rather than only at the end. • Provide opportunities to reflect on the effectiveness of completed writing.	• Provide opportunities for learners to complete the full writing process independently. • Model how writers evaluate whether writing is achieving its intended purpose. • Encourage learners to revise and redraft where improvements would strengthen communication. • Support learners to select planning approaches that suit different writing tasks. • Use reflection activities that focus on both the writing process and the final outcome.

PS3	Indicative Planning reference: Early PS3/ Year 4	Indicative Planning reference: Middle PS3/ Year 5	Indicative Planning reference: Late PS3/ Year 6
Learners are confidently and reliably:	• Using planning to support decisions about purpose and audience. • Selecting and organising ideas before writing. • Reviewing writing to improve meaning and communication. • Reconsidering and adjusting aspects of writing while composing. • Beginning to explain decisions they have made as writers.	• Planning purposefully for audience, purpose and structure. • Selecting strategies and resources that support the writing task. • Revising writing to improve meaning and clarity. • Reviewing progress during writing. • Explaining how planning and revision have improved their work.	• Planning independently for audience, purpose and structure. • Reviewing and improving writing to strengthen communication. • Revising and redrafting where appropriate. • Selecting planning and reviewing strategies independently. • Evaluating the effectiveness of their writing.

Progression Step 4

How is writing changing at this step? Self-regulation becomes continuous whereby effective writers evaluate throughout whether writing is achieving its purpose, make purposeful changes mid-composition, and treat review as integral to writing rather than a stage at the end. Learners evaluate others' writing as well as their own, redraft for effect, and by Year 9 coordinate decisions about purpose, organisation, language, and content across whole extended texts.

What should I do to support that change? Make reviewing and refining as part of composing. Teach ongoing evaluation against purpose explicitly, and expect changes during drafting. Use the evaluation of others' writing (e.g. peers', published) to sharpen the evaluation of their own writing. Every subject's extended writing should be taught explicitly.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Practitioners should:	• Teach that effective writers review and refine writing throughout the drafting process. • Model how writers monitor whether writing is achieving its intended purpose. • Encourage learners to identify and respond to problems while writing rather than waiting until the task is complete. • Provide opportunities to plan and review writing across different subjects. • Support learners to reflect on the effectiveness of both their process and their final product.	• Explore how experienced writers adapt their plans as ideas develop. • Model how feedback can be evaluated and used selectively to improve writing. • Encourage learners to reflect critically on the strengths and limitations of their own writing. • Provide opportunities to review and evaluate examples of writing, including their own and others'. • Support learners to redraft writing where significant improvements can be made.	• Teach how writers coordinate decisions about content, organisation, language and structure across whole texts. • Model how reviewing and refining strengthens meaning, coherence and impact. • Provide opportunities to evaluate writing against intended audience, purpose and effect. • Encourage learners to monitor and justify the choices they make throughout the writing process. • Support learners to select and combine strategies that suit increasingly complex writing tasks.

PS4	Indicative Planning reference: Early PS4/ Year 7	Indicative Planning reference: Middle PS4/ Year 8	Indicative Planning reference: Late PS4/ Year 9
Learners are confidently and reliably:	• Monitoring the effectiveness of their writing while composing. • Making purposeful changes during planning and drafting. • Identifying aspects of writing that require further development. • Reviewing and improving writing independently. • Using planning and review strategies across different writing contexts.	• Reviewing and improving writing independently. • Evaluating their own writing and the writing of others. • Using feedback to make purposeful improvements. • Redrafting writing where required to strengthen communication. • Adjusting plans and approaches as writing develops.	• Coordinating decisions about content, organisation and language across extended writing. • Evaluating the effectiveness of their authorial choices. • Refining writing to strengthen meaning, coherence and impact. • Selecting and adapting writing strategies independently. • Managing increasingly complex writing tasks with growing confidence.

Progression Step 5

How is writing changing at this step? The process becomes fully self-managed: approaches, strategies and resources selected and combined deliberately for each task; competing demands — purpose, audience, content, organisation, language, accuracy — balanced throughout; evaluation and refinement independent. In Year 11 the whole cycle compresses into examination time: planning quickly, monitoring while writing, checking and improving within the minutes available, without support.

What should I do to support that change? Support learners in making their process deliberate and articulate: which approach, why, and what they will do when it stops working. Teach the balancing act explicitly — mature writers trade between demands consciously. Rehearse the compressed examination version of the process as its own skill: fast planning, in-flight monitoring, and a checking routine that catches what matters most in the time available. Independence here is the qualification the qualification does not name.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
Practitioners should:	• Model how experienced writers select and combine planning, drafting, reviewing and revision strategies. • Teach how effective writers balance competing demands such as purpose, audience, content, organisation and accuracy. • Provide opportunities to evaluate and refine writing independently. • Encourage learners to justify the decisions they make throughout the writing process. • Support learners to develop efficient approaches to planning and revision for extended writing tasks.	• Provide opportunities to apply planning, monitoring and reviewing strategies independently under qualification conditions. • Model efficient approaches to planning, monitoring and checking within timed writing tasks. • Encourage learners to evaluate the effectiveness of their writing process as well as the final outcome. • Support learners to identify and prioritise improvements when time is limited. • Provide opportunities to apply and refine writing processes across a range of familiar and unfamiliar tasks.
Learners are confidently and reliably:	• Selecting and combining planning, drafting and revision strategies independently. • Adapting approaches as writing develops. • Evaluating and refining writing independently.	• Selecting and combining approaches, strategies and resources independently. • Planning, monitoring and improving writing effectively under timed conditions.

PS5	Indicative Planning reference: Early PS5/ Year 10	Indicative Planning reference: Late PS5/ Year 11
	• Balancing purpose, audience, content and accuracy throughout the writing process. • Managing extended writing tasks with increasing independence and control.	• Adapting decisions and approaches as writing develops. • Evaluating and refining writing independently and efficiently. • Managing the full writing process with confidence, control and independence across a range of writing contexts.