

## English Progression Pathways – Knowledge, Understanding & Skills

Pathway & Accreditation	Bronze Coppice Steps 5-7	Bronze Plus Coppice Step 8 (ASDAN)	Silver Coppice Steps 9-10 Entry 1	Silver Plus WSP 11-12 Entry 2	Gold WSP 13 Entry 3	Platinum WSP 14+ Level 1 / GCSE
		ASDAN PERSONAL PROGRESS	NCFE Entry Level 1	STEP UP TO ENGLISH SILVER or NCFE Entry 2	STEP UP TO ENGLISH GOLD Or NCFE Entry 3	NCFE Level 1 / FUNCTIONAL SKILLS / GCSE ENGLISH LANG
<b>READING</b>	<p>Recognise own name when written.</p> <p>Start to recognise some letters and sounds.</p> <p>Listen to a story or non-fiction text being read.</p> <p>Look at the pages of books.</p> <p>Identify text &amp; pictures.</p> <p>Know to start from the left-hand side of the page.</p> <p>Recall a key element of a story.</p>	<p>Recognise 8-12 high frequency words.</p> <p>Recognise at least 20 letters and their sound. Sound out and blend CVC words.</p> <p>Listen to a longer story or non-fiction text.</p> <p>Identify title and author.</p> <p>Sequence 3 pictures</p> <p>Read short sentences aloud.</p> <p>Answer 'where' and 'who' questions about a story.</p>	<p>Recognise a range of common words.</p> <p>Improve blending of sounds. Starting to read common exception words.</p> <p>Improve fluency of reading.</p> <p>Answers questions to show understanding of what is read.</p> <p>Sequence up to 5 events.</p> <p>Starting to relate non-fiction texts to their own experience.</p> <p>Find information in a non-fiction text eg train timetable.</p>	<p>Read and understand extracts from a range of texts, sometimes with pictorial help.</p> <p>Comment on use of words and phrases in an extract of text</p> <p>Gain an understanding of context and contextual references in a range of texts.</p> <p>Extract information from a range of texts.</p>	<p>Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</p> <p>Compare and writers' ideas and perspective.</p> <p>Evaluate texts and support this with textual references.</p>	<p>Identify and interpret explicit information and ideas. Select and synthesise evidence from different texts.</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>Evaluate texts critically and support this with appropriate textual references.</p>

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<b>WRITING</b>	<p>Uses signs/symbols/ words to give meaning.</p> <p>Copies words.</p> <p>Selects 4+ words or symbols to label a picture.</p> <p>Sequences letter cards to form CVC words.</p> <p>Group letters together &amp; put spaces in between.</p> <p>Writes first name correctly.</p>	<p>Group letters together to create short words.</p> <p>Starting to spell 4-letter words correctly.</p> <p>Spell &amp; write 10 CVC words correctly.</p> <p>Starting to write sentences, and using full stops.</p> <p>Identify some forms of writing eg list, letter</p>	<p>Segment letters into sounds and write correct letters to make those sounds.</p> <p>Some phonetically correct spellings of longer words.</p> <p>Use a capital letter for name.</p> <p>Write sentences with support.</p> <p>Sentences sometimes demarcated with capital letters and full stops.</p>	<p>Write short words correctly, with support.</p> <p>Spell phonetically plausible and most high frequency words with growing accuracy.</p> <p>Write longer sentences with some support.</p> <p>Starting to use paragraphs, with support.</p> <p>Full stops and capital letters usually used correctly.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

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SPOKEN LANGUAGE	<p>Communicate with other people using words, signs, phrases, objects or symbols.</p> <p>Listen to and follow instructions.</p> <p>Hold a short conversation using words, signs, phrases, objects or symbols.</p>	<p>Communicate more fluently with other people using words, signs, phrases, objects or symbols.</p> <p>Listen and respond to other people, showing in their response an understanding of what was heard.</p> <p>Engage in discussion with other people, sharing ideas or preferences.</p>	<p>Give a short talk or presentation.</p> <p>Listen and respond to spoken language.</p> <p>Answer verbal questions.</p> <p>Use spoken language to communicate thoughts and ideas.</p>	<p>Give a short talk or presentation.</p> <p>Listen and respond to spoken language.</p> <p>Answer verbal questions appropriately.</p> <p>Use spoken language effectively to communicate thoughts and ideas.</p>	<p>Demonstrate presentation skills.</p> <p>Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</p> <p>Use spoken English effectively in speeches and presentations.</p>	<p>Demonstrate presentation skills in a formal setting</p> <p>Listen and respond appropriately to spoken language, including to questions and feedback on presentations</p> <p>Use Standard Spoken English effectively in speeches and presentations.</p>