



Progression of Knowledge and Skills

Subject: English

Curriculum Leader: Laura Pinfield

Knowledge, skills

Reading:

Skills	Reception	Year 1	Year 2
Word reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some exception words 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multi syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multi syllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondence • Read most words quickly & accurately without overt sounding and blending
Range of reading	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions 	<ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at 	<ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and

	when being read to and during whole class discussions and small group interactions	which they can read independently <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences 	classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with texts	<ul style="list-style-type: none"> • Listen to and talk about the same stories to build familiarity and understanding 	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognising simple recurring literary language in stories and poetry
Poetry	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others 	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> • Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related • Drawing on what they already know or on background information and vocabulary provided by the teacher

			<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate reading
Inference		<ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done • Answering and asking questions
Prediction	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far
Non-fiction			<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways
Discussing reading	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems 	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing:

Skills	Reception	Year 1	Year 2
Spelling	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix 1

Transcription	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters
Contexts for writing		<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes
Planning writing		<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about
Drafting writing		<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary

			<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence
Editing writing		<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proofreading to check for errors in spelling, grammar and punctuation
Performing writing		<ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear
Grammar		<ul style="list-style-type: none"> • Regular plural noun suffixes (-s, -es) • Verb suffixes where root word is unchanged (-ing, -ed, -er) • Un- prefix to change meaning of adjectives/adverbs • Capital letters for names and pronoun 'I' • Joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Use the present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and coordination (using or, and, or but) • Some features of written Standard English • Suffixes to form new words (-ful, -er, -ness)

			<ul style="list-style-type: none"> Expanded noun phrases to describe and specify
Punctuation		<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Leaving spaces between words 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Use spacing between words that reflects the size of the letters
Grammatical vocabulary	<ul style="list-style-type: none"> Letter Word Sentence 	<ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark 	<ul style="list-style-type: none"> Noun Noun phrase Statement Question Exclamation Command Compound Adjective Verb Suffix Adverb Tense (past, present) Apostrophe Comma