



ENGLISH CURRICULUM PROGRESSION

	EYFS	YEAR 1	YEAR 2
Spelling	- Is able to spell words by identifying the sounds and then writing the sound with letter/s - Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)	- To spell words containing each of the 40+ phonemes already taught, common exception words and days of the week. - To name the letters of the alphabet - To use letter names to distinguish between alternative spellings of the same sound - To use the spelling rule for adding s or -es as the plural marker for nouns and the third person singular marker for verbs - To spell regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes)), including the effects of these suffixes on the meaning of the noun - To use the prefix un- - To add the suffixes, -ing, -ed, -er, and -est where no change is needed in the spelling of the root words - To apply simple spelling rules and guidance, as listed in English Appendix 1 already - To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	- To segment spoken words into phonemes and represent these by graphemes, spelling many correctly - To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones - To learn to spell common exception words - To learn to spell more words with contracted forms - To use the possessive apostrophe - To add suffixes to spell longer words including, -ment, -ness, -ful, -less, ly - To apply spelling rules and guidance, as listed in English Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	- Can form lower-case and capital letters correctly - Writes recognisable letters, most of which are correctly formed (ELG)	- To sit correctly at a table, holding a pencil comfortably and correctly - To form lower case letters in the correct direction, starting and finishing in the right place - To form capital letters - To form digits 0 -9 - To understand which letters, belong to which handwriting families	- To form lower case letters of the correct size relative to one another - To use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - To write capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters - To use spacing between words that reflects the size of the letters

Composition	- Re-reads what he/she has written to check that it makes sense - Writes simple phrases and sentences that can be read by others (ELG) - Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)	- To compose a sentence orally before writing it. - To sequence short sentences to form short narratives - To re-read what they have written and to check that it makes sense - To say out loud what they are going to write about - To discuss what they written with an adult or other children - To read aloud their writing clearly enough to be heard by their peers and other adults - To sequence sentences to form short narratives	- To develop positive attitudes towards, and stamina for, writing, by writing for different purposes e.g. write about personal experiences and those of others (real and fictional), write about real events, poetry and write for different purposes - To plan or say out loud what they are going to write about - To write down ideas and/or key words, including new vocabulary encapsulating what they want to say sentence by sentence - To make simple additions, revisions and corrections to their own writing - To evaluate their writing with adults and other children - To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - To read aloud what they have written with appropriate intonation to make the meaning clear
Punctuation and Grammar			
Punctuation	Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop	- To leave spaces between words - To use joining words and joining clauses using 'and' - To begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark - To use a capital letter for names of people, places, days of the week and the personal pronoun 'I' - To use the grammatical terminology in English Appendix 2 when discussing their writing - To develop their understanding of the concepts set out in English Appendix 2	- To learn 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) - To learn how to use sentences with different forms: statement, question, exclamation, command - To use and understand expanded noun phrases to describe and specify - To use the present and past tense correctly and consistently including the progressive form - To use subordination, using when, if, that, or, because and co-ordination using or, and, or, but) - To use and understand the grammatical terminology in English Appendix 2. e.g. noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.
Grammar		- To use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) - To understand how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) - To combine make sentences using joining words and join clauses using 'and'	- To demonstrate understanding of formation of nouns, using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) - To show understanding of formation of adjectives using suffixes such as -ful -less - To use the suffixes -er, -est, in adjectives and the use of -ly in Standard English to turn adjectives into adverbs - To use subordination (using when, if, that, because) and co-ordination (using or, and, nut)

			- To use expanded noun phrases for description and specification - To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command - To correctly choose and consistently use the present tense and past tense throughout writing - To use the progressive form of verbs in the present and past tense to mark actions in progress
	Reading		
Phonics	- Reads individual letters by saying the sounds for them - Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences - Can read some letter groups that each represent one sound and say the sounds for them - Can read a few common exception words matched to the school's phonic programme - Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words - Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)	- To apply phonic knowledge and skills as the route to decode words - To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - To read words containing GPCs and -s, -es, -ing, -ed, -er, -est -y endings - To read other words of more than one syllable that contain taught GPCs - To read words with contractions and understand that the apostrophe represents the omitted letter(s)	- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - To read accurately words of two or more syllables that contain the same GPCs as above - To read words containing common suffixes - To read further common expectation words, noting unusual correspondence between spelling and sound where these occur in the word
Prosody	- Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG) - Can read words consistent with his/her phonic knowledge by sound-blending (ELG) - Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	- To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - To re-read books to build up their fluency and confidence in word reading - To recite simple poems.	- To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending - To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - To re-read books to build up their fluency and confidence in word reading - To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Understanding	Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)	- To check that the text makes sense to them as they read and correct inaccurate reading - To understand both the books they can already read accurately and fluently and those they listen to drawing on what they already know or on background information and vocabulary provided by the teacher - To clearly explain their understanding of what is read to them and to recite some by heart	- To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher - To check that the text makes sense to them as they read and to correct inaccurate reading

Inference	Anticipates, where appropriate, key events in stories (ELG)	- To make inferences based on what is being said and done - To predict what might happen based on what has been read so far	- To make inferences based on what is being said and done - To predict what might happen in a text after reading so far
Book talk-Analysis	- Engages in storytimes - Listens to and talk about stories to build familiarity and understanding - Listens carefully to rhymes and songs, paying attention to how they sound - Learns rhymes, poems and songs - Engages in non-fiction books - Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	- To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - To link what they read or hear read to their own experiences - To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics - To recognise and join in with predictable phrases learning to appreciate rhymes and poems, discussing word meanings, linking new meanings to those already known - To discuss the significance of book titles and events - To participate in discussions about what is read to them, taking turns and listening to what other say	- To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - To discuss the sequence of events in books and how items of information are related - To recognise simple recurring literacy language in stories and poetry
Vocabulary	- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) - Uses new vocabulary through the day - Learns new vocabulary - Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words - Uses new vocabulary in different contexts - Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)	To discuss word meaning and link new meanings to those already know	To discuss their favourite words and phrases