



SKILLS PROGRESSION FOR ENGLISH

Try Respect Inspire Succeed

Strand	EYFS (Sept 2021)	YEAR 1	YEAR 2	YEAR 3
<p>Spoken Language</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Begin to ask relevant questions to extend their understanding and knowledge.</p> <p>Speak fluently and clearly in front of the class.</p> <p>Participate in class discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>	<p>Listen attentively and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Begin to articulate and justify answers, arguments and opinions.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Give descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Participate in discussions, presentations, performances, role play and debates.</p>	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p>
<p>Reading</p> <p>Common Exception Words</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+</p>	<p>Apply phonic knowledge and skills as the route to decode words until <i>automatic decoding</i> has become embedded and reading is fluent.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words they meet.</p>

	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.</p>	<p>phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter(s).</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Begin to link what they read, or hear read, to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, <i>without</i> overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>Check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context.</p>
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Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet.</p> <p>Know the letter names.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Spell words that contain the prefix un– .</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>Distinguish between homophones and nearhomophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down</p>

		<p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families'.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>
Writing Composition	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>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.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings].</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling</p>

				the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation		<p>Leave spaces between words.</p> <p>Join words and clauses using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Understand and use the terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>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).</p> <p>Write sentences with different forms: statement, question, exclamation, command.</p> <p>Write expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and coordination (using or, and, or but).</p> <p>Understand and use the terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech.</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading : preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').</p>