

Progression of skills – English

Skill	EYFS	Year 1	Year 2
Speaking	<ul style="list-style-type: none"> • Communicate effectively showing awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop narratives or explanations by connecting ideas or events (often using conjunctions) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) • 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 (ELG) 	<ul style="list-style-type: none"> • Tell a story or describe an incident clearly • Retell a story or incident in which events are clearly ordered • Read aloud clearly and use some intonation for effect 	<ul style="list-style-type: none"> • Add detail to their talk to keep the listener interested • Use emphasis, story language and interesting vocabulary when telling stories • Use gesture to support talk
Listening	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Give their attention to what others say and respond appropriately, while engaged in another activity. • 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 (ELG) • Make comments about what they have heard and ask questions to clarify their understanding (ELG) • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG) 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers, in a range of situations • Listen and follow instructions accurately, asking for help or clarification if necessary • Listen with sustained concentration 	<ul style="list-style-type: none"> • Follow up listening with relevant questions • Comment constructively after listening • Be able to extract key points when listening to an adult

<p>Word reading</p>	<ul style="list-style-type: none"> • Distinguish between different sounds to develop phonological awareness • Recognise rhyme and alliteration to develop phonological awareness • Count the number of words in a sentence • Count the number of syllables within words • Identify and reproduce initial sounds in words they hear • <u>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</u> • Distinguish the individual phonemes within a word to develop phonemic awareness • Segment simple words orally into phonemes • Blend the phonemes in simple words orally • Identify the number of phonemes in simple words • Read familiar words by sight such as own name • Respond quickly with the correct sound for graphemes (using phonemes taught so far) • Respond quickly with the correct sound for graphemes (for all 40+ phonemes) • <u>Read words consistent with their phonic knowledge by sound-blending (ELG)</u> • <u>Remember and read high frequency phonically decodable words</u> • <u>Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</u> • <u>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</u> 	<ul style="list-style-type: none"> • Respond quickly with the correct sound for graphemes (using phonemes taught so far) • Respond quickly with the correct sound for graphemes (for all 40+ phonemes) • <u>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)</u> • <u>Remember and read high frequency phonically decodable words</u> • <u>Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)</u> • Read words containing taught GPCs and ending in -s, -es and ing • <u>Read words of more than one syllable (WTS KS1)</u> • Read words containing taught GPCs and ending in -ed, -er and est • Read words with contractions and understand how apostrophes work in these words • Apply phonic knowledge across the curriculum • <u>Read aloud accurately books that match their phonic knowledge</u> • Read aloud accurately books which require them to use other reading strategies • Listen to what they are reading to hear if it makes sense • Read to the end of a sentence to help work out an unknown word • Re-read when they have not understood 	<ul style="list-style-type: none"> • Blend GPCs to read accurately • Recognise alternative sounds for graphemes • <u>Apply phonic knowledge across the curriculum</u> • <u>Read words of two or more syllables (EXS KS1)</u> • <u>Read most words containing common suffixes (link to spelling) (EXS KS1)</u> • <u>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</u> • Sound out unfamiliar words and use other reading strategies when reading aloud • Orchestrate a range of reading strategies to decode successfully • Self-correct when reading aloud
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		<ul style="list-style-type: none"> • Use the punctuation to get meaning from the text • Use the context as an aid to decoding unknown words • Look for words within words to aid decoding • Break down large words into syllables to aid decoding 	
Reading comprehension	<ul style="list-style-type: none"> • <u>Talk about what happens in a text</u> • <u>Discuss the title and talk about the events in a story</u> • <u>Answer questions about the story</u> • <u>Suggest how the story might end</u> • <u>Anticipate – where appropriate – key events in stories (ELG)</u> • <u>Ask questions about a text being read by an adult</u> • <u>Say how a character is feeling in a book that is read to them</u> • <u>Make links between events in their lives and events in stories</u> 	<ul style="list-style-type: none"> • <u>Check that the text makes sense as they read and re-read if necessary</u> • <u>Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)</u> • Discuss the title and talk about the events in a story • Identify the main characters and say what they are like • <u>Answer questions about the text in discussion with the teacher (WTS KS1)</u> • Predict the next part of a story • <u>Ask questions about a text being read by an adult</u> • <u>Make simple inferences from a familiar book that is read to them (KS1 WTS)</u> • Make simple inferences about characters from what they say and do • Develop understanding by linking reading to prior knowledge and/or background information 	<ul style="list-style-type: none"> • <u>Check that the text makes sense as they read and correct inaccurate reading (KS1 EXS)</u> • <u>Build comprehension by retrieving basic information from a text (KS1 EXS)</u> • Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions • Use vocabulary knowledge, including synonyms, to aid comprehension • Order the events in a text • <u>Retrieve information from the text to answer questions (EXS KS1)</u> • <u>Make a plausible prediction about what might happen on the basis of what has been read so far (KS1 GD)</u> • <u>Ask questions about a text being read by an adult</u> • <u>Make inferences about characters, settings and events (EXS KS1 and GD KS1)</u> • Use vocabulary knowledge, including synonyms, to aid inference • Develop understanding by linking reading to prior knowledge and/or background information

			<ul style="list-style-type: none"> • Make links between the book they are reading and other books they have read (KS1 GD)
Planning writing	<ul style="list-style-type: none"> • Say out loud what they are going to write • Begin to use the process of think, say, write, check 	<ul style="list-style-type: none"> • Use ideas from their reading in their writing • Say out loud what they are going to write • Use the sentence by sentence process of think, say, write, check • Plan a 4 sentence story • Plan a simple story (beyond 4 sentences) 	<ul style="list-style-type: none"> • Plan a narrative text • Plan non-narrative text types • Include new vocabulary in planning • Use underlying structures from reading (picture books or short stories) to aid planning • Use planning to give structure to their writing • Embed the sentence by sentence process of think, say, write, check
Composing writing	<ul style="list-style-type: none"> • Begin to use the process of think, say, write, check • Be confident and keen to write • Write for a range of real and imagined purposes • Compose a sentence orally before writing it • Write a short sequence of sentences, sometimes for a real purpose and audience • Write simple phrases and sentences that can be read by others (ELG) • Use some new vocabulary in their sentences (from Appendix B – Reception) 	<ul style="list-style-type: none"> • Use the sentence by sentence process of think, say, write, check • Use ideas from their reading in their writing • Write a sequence of sentences • Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience • Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing (see Appendix C) • Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 1) • Improve their writing by using some new vocabulary (from Appendix B – year 1) 	<ul style="list-style-type: none"> • Embed the sentence by sentence process of think, say, write, check • Write about personal experiences and real events (EXS KS1) • Write a coherent story for an (often real) audience (EXS KS1) • Write non-narrative text types for a clear purpose and a specific (often real) audience • Write a poem based on a given structure • Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1) • Use the key narrative writing skills of telling and description (see Appendix C) • Use the key non-narrative writing skills of informing, recounting, instructing and persuading (see Appendix C) • <u>Ensure that there is a clear structure to their writing</u>

			<ul style="list-style-type: none"> • <u>Develop an idea over several sentences</u> • <u>Use adventurous vocabulary</u> • <u>Add detail to writing when it is necessary</u> • Make their writing lively and interesting for the reader • Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing... • Build writing stamina through writing longer pieces • Re-read writing for sense • Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 2) • Improve their writing by using new vocabulary (from Appendix B – year 2)
Spelling	<ul style="list-style-type: none"> • Spell 'CVC' words using the GPCs taught so far • <u>Spell common exception words taught so far (contributes to WTS/EXS KS1)</u> • Use phonetically plausible choices when writing (WTS KS1) • <u>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</u> • Spell their own forename and surname 	<ul style="list-style-type: none"> • <u>Spell words using the GPCs taught so far</u> (ensure your programme covers English appendix 1 (Y1) of National Curriculum) (WTS KS1) • <u>Segment words into individual phonemes to aid spelling (WTS KS1)</u> • Name the letters of the alphabet in order • Use letter names to talk about different grapheme choices • <u>Spell year 2 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)</u> • Spell simple words with adjacent consonants • Spell words ending in -nk • Spell plural nouns with –s and –es 	<ul style="list-style-type: none"> • <u>Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)</u> • <u>Choose the correct grapheme where there are several options (EXS KS1)</u> • <u>Use the frequency and usual position of graphemes to make a spelling choice</u> • <u>Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)</u> • Investigate spelling patterns and conventions • Spell words ending with the 'i' sound spelt y e.g. fry • <u>Spell words where -es is added to a word ending in y e.g. flies</u>

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| | | <ul style="list-style-type: none"> • Use –s and –es to spell third person singular verbs • <u>Spell words with the –ing suffix (where no change is needed to the root word)</u> • Spell common words ending in -ve • <u>Spell words with the –ed suffix (where no change is needed to the root word)</u> • Spell words with the –er suffix (where no change is needed to the root word) • Spell words with the –est suffix (where no change is needed to the root word) • Spell simple words with the un- prefix • Spell common compound words • Spell the days of the week • Divide words into syllables to aid spelling • Write simple dictated sentences using spelling knowledge taught so far • Apply spellings and spelling conventions taught in their own work • | <ul style="list-style-type: none"> • Spell words with the ‘s’ sound spelt c before e, i and y e.g. city • Spell words beginning with the ‘r’ sound spelt wr e.g. wrote • Spell words ending with the ‘ee’ sound spelt ey e.g. monkey • Spell words with the ‘u’ sound spelt o e.g. Monday • Spell words with the suffix –ly e.g. badly (GD KS1) • Spell contracted words using the apostrophe e.g. can’t • Spell frequently confused common homophones e.g. here and hear • Spell words with the ‘j’ sound spelt j, g, ge and dge • Spell words with the ‘or’ sound spelt a before an l or a ll e.g. call • Spell words with the ‘or’ sound spelt ar after w e.g. warm • Spell words with the ‘o’ sound spelt a after w and qu e.g. watch • Spell words with the ‘ur’ sound spelt or after w e.g. word • Spell words with the suffixes -ful and –less (GD KS1) • <u>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</u> • Spell two syllable words ending in –tion e.g. station • Use the possessive apostrophe with singular nouns e.g. Sid’s • Spell words ending in the ‘l’ sound and spelt -le e.g. table • Spell words ending in the ‘l’ sound and spelt -el e.g. camel |
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			<ul style="list-style-type: none"> • Spell words ending in the 'l' sound and spelt -al e.g. pedal • Spell words ending in the 'l' sound and spelt -il e.g. fossil • Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw • Spell the 'zh' sound spelt s e.g. treasure • Spell words with the suffix -ment e.g. enjoyment (GD KS1) • Spell words with the suffix -ness e.g. sadness (GD KS1) • <u>Spell words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</u> • <u>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</u> • Spell further common homophones e.g. there, their and they're • Write simple dictated sentences using spelling and punctuation knowledge taught so far • Apply spellings and spelling conventions taught in their own work
Punctuation	<ul style="list-style-type: none"> • Use a capital letter to begin a sentence • Use a full stop to end a sentence • <u>Demarcate some sentences with capital letters and full stops (WTS KS1)</u> 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u> • Use capital letters for people, places, days of the week and 'I' • Use question marks (EXS KS1, WTS KS2) 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Understand that an apostrophe is used for omission and possession • Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2) • Use apostrophes for singular possession (contributes to GD KS1)

		<ul style="list-style-type: none"> • Understand the uses of exclamation marks • Use exclamation marks (contributes to GD KS1) 	<ul style="list-style-type: none"> • Avoid using conjunctions and full stops together • Use commas for lists (contributes to GD KS1, WTS KS2)
Grammar	<ul style="list-style-type: none"> • <u>Leave spaces between words (WTS KS1)</u> 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • <u>Leave spaces between words (WTS KS1)</u> • Join words with 'and' within sentences • <u>Join sentences with 'and' (EXS KS1)</u> • Recognise and know the purpose of nouns • Recognise and know the purpose of verbs • Form singular and plural nouns (link with spelling) • Change the meaning of words by adding un- (link with spelling) • Form new nouns by compounding e.g. whiteboard (link with spelling) 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions • Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1) • Recognise and write statements • Recognise and write questions • Recognise and write exclamations • Recognise and write commands • <u>Join sentences with 'or' and 'but' (EXS KS1)</u> • <u>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u> • Avoid using 'and', 'but' or 'so' after a full stop • Write and use expanded noun phrases • Form nouns by using suffixes such as -ness and -er. • Use precise and appropriate verbs when writing • <u>Write consistently in 'past' or 'present' tense (EXS KS1)</u> • Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing • Recognise and know the purpose of adjectives • Form adjectives using -ful, -er, -est and -less (link with spelling)

			<ul style="list-style-type: none"> Recognise and know the purpose of -ly adverbs Form and use adverbs by adding -ly to adjectives Learn to use some features of written standard English
Handwriting and presentation	<ul style="list-style-type: none"> Develop strong gross and fine motor control <u>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</u> Use a pencil with control <u>Write recognisable letters (lower and upper case), most of which are correctly formed (ELG)</u> Begin to form numbers correctly (contributes to EXS KS1) 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases)) Form the equivalent upper case letters correctly (I, J, L, T, U) Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r) Form the equivalent upper case letters correctly (B, H, K, M, N, P, R) Form the digits 2, 3 and 5 correctly Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S) Form the digits 0, 6, 8 and 9 correctly Form 'zigzag' lower case letters correctly (v, w, x, y, z) Form the equivalent upper case letters correctly (V, W, X, Y, Z) Form the digits 1, 4, and 7 correctly <u>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</u> 	<ul style="list-style-type: none"> <u>Form lower case letters of the correct size relative to one another (WTS KS1)</u> <u>Write upper letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)</u> Write legibly (WTS KS2) <u>Use diagonal and horizontal strokes to join letters together (GD KS1)</u> Know which letters not to join <u>Ensure spacing between words is appropriately sized (EXS KS1)</u> Type accurately
Evaluating writing	<ul style="list-style-type: none"> Begin to use the process of think, say, write, check Re-read what they have written to an adult 	<ul style="list-style-type: none"> Use the sentence by sentence process of think, say, write, check 	<ul style="list-style-type: none"> Embed the sentence by sentence process of think, say, write, check Re-read writing for sense

		<ul style="list-style-type: none"> • Re-read what they have written to themselves, in order to check that it makes sense • Talk about their writing • Read aloud their writing clearly (link with Spoken Language) 	<ul style="list-style-type: none"> • Ensure that there is a clear structure in their writing • Check writing for consistent use of tense • Evaluate their writing with others and by themselves • Use expression when reading aloud their writing • Edit their work by making simple additions and revisions (GD KS1) • Proof read their work for spelling, grammar and punctuation errors (GD KS1)
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All objectives derived from the National Curriculum or the Statutory Framework for the Early Years Foundation Stage are typed in **black**. Additional objectives are typed in **purple**. Objectives which directly contribute towards the Early Learning Goals or the statements in the Teacher Assessment Frameworks appear in **bold**. Be aware that the Teacher Assessment Frameworks refer to key stages not Y2 and Y6. Therefore, these objectives will be found scattered across year groups. Key objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.