



Longlands Primary School

English Progression of Skills

EYFS / Key Stage 1

	EYFS	Year 1	Year 2	End of Key Stage expectations
<i>Spoken language</i>	<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; - Make comments about what they have heard and ask questions to clarify their understanding; - 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; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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>1.1 Discuss a wide range of poems, stories and non-fiction</p> <p>1.2 Recite some rhymes and poems by heart.</p> <p>1.3 Discuss word meaning and the significance of the title and events.</p> <p>1.4 Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>1.5 Explain clearly their understanding of what is read to them.</p> <p>1.6 Discuss what they have written with the teacher or other pupils.</p> <p>1.7 Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>2.1 Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>2.2 Discuss favourite words and phrases</p> <p>2.3 Discuss the sequence of events in books and how items of information are related</p> <p>2.4 Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> Express themselves using complete sentences when required. Make increasingly specific vocabulary choices, for example – using technical language. Take turns when talking in pairs or in small groups, offering appropriate comments in discussion



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<i>Reading – word reading</i>	<p>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 common exception words.</p>	<p>1.a.1 Apply phonic knowledge to decode words</p> <p>1.a.2 Speedily read all 40+ letters/groups for 40+ phonemes, including, alternate sounds for graphemes.</p> <p>1.a.3 Read accurately by blending taught GPC</p> <p>1.a.4 Read common exception words</p> <p>1.a.5 Read common suffixes (-s, -es, -ing, -ed, er and est endings)</p> <p>1.a.6 Read multi-syllable words containing taught GPCs</p> <p>1.a.7 Read contractions and understanding use of apostrophe to represent missing letter.</p> <p>1.a.8 Read aloud phonically-decodable texts.</p>	<p>2.a.1 Phonically decode until reading is fluent</p> <p>2.a.2 Read accurately by blending, especially alternative sounds for graphemes.</p> <p>2.a.3 Read multi-syllable words containing these graphemes</p> <p>2.a.4 Read common suffixes</p> <p>2.a.5 Read exception words, noting unusual correspondences</p> <p>2.a.6 Read most words quickly & accurately without overt sounding and blending</p>	<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes • Read most common exception words • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation. • Correct any inaccurate reading



<i>Reading – comprehension</i>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>1.b. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>1.b.1 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>1.b.2 Link what they read or hear read to their own experiences</p> <p>1.b.3 Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>1.b.4 Recognise and join in with predictable phrases</p>	<p>2.b Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>2.b.1 Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>2.b.2 Discuss their favourite words and phrases</p> <p>2.b.3 Discuss the sequence of events in books and how items of information are related</p> <p>2.b.4 Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>2.b.5 Check that the text makes sense to them as they read and correct inaccurate reading</p>	<ul style="list-style-type: none"> ● Demonstrate an enthusiasm for reading. ● Discuss the sequence of events in books and how they are related to each other. ● Begin to be aware that non-fiction books are structured in different ways. ● Read for meaning, checking that the text makes sense and correcting inaccurate reading. ● Answer and ask appropriate questions, and make predictions on the basis of what has been read so far.



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		<p>1.b.5 <i>Learn to appreciate rhymes and poems, and to recite some by heart</i></p> <p>1.b.6 <i>Discuss word meanings, linking new meanings to those already known</i></p> <p>1.b.7 <i>Draw on what they already know or on background information and vocabulary provided by the teacher</i></p> <p>1.b.8 <i>Check that the text makes sense to them as they read and correcting inaccurate reading</i></p> <p>1.b.9 <i>Discuss the significance of the title and events</i></p> <p>1.b.10 <i>Make inferences on the basis of what is being said and done</i></p> <p>1.b.11 <i>Predict what might happen on the basis of what has been read so far</i></p>	<p>2.b.6 <i>Make inferences on the basis of what is being said and done</i></p> <p>2.b.7 <i>Answer and ask questions</i></p>	<ul style="list-style-type: none">• <i>Draw simple inferences from illustrations, events and characters' actions and speech.</i>
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		<p>1.b.12 Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>1.b.13 Explain clearly their understanding of what is read to them</p>		
Writing – transcription	<p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p>1.c Write:</p> <p>1.d.1 Words containing each of the 40+ phonemes taught</p> <p>1.c.1 Common exception words</p> <p>1.c.2 The days of the week</p> <p>1.c.3 Name the letters of the alphabet in order</p> <p>1.c.4 Use letter names to distinguish between alternative spellings of the same sound</p> <p>1.c.5 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>2.c.1 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>2.c.2 Learn 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</p> <p>2.c.3 Learn to spell common exception words Distinguish between homophones and near-homophones</p> <p>2.c.4 Write narratives about personal experiences and those of others (real and fictional)</p> <p>2.c.5 Write about real events, poetry</p>	<ul style="list-style-type: none"> • Write simple narratives about personal experiences and real events, recording these simply and clearly. • Demarcate most sentences with capital letters, full stops and use question marks accurately where required. • Use present and past tense mostly correctly and consistently. • Use coordination (e.g or/ and /but) and some subordination (e.g. when/ if/ that/ because) to join clauses.



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		<p>1.c.6 Use the prefix un- Use-ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>1.c.7 Apply simple spelling rules and guidance from Appendix 1</p> <p>1.c.8 Say out loud what they are going to write about</p> <p>1.c.9 Composing a sentence orally before writing it</p> <p>1.c.10 Sequence sentences to form short narratives</p> <p>1.c.11 Re-read what they have written to check that it makes sense</p> <p>1.c.12 Discuss what they have written with the teacher or other pupils</p> <p>1.c.13 Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>1.c.14 Leave spaces between words</p>	<p>and for different purposes.</p> <p>2.c.6 Plan or say out loud what they are going to write about</p> <p>2.c.7 Write down ideas and/or key words, including new vocabulary</p> <p>2.c.8 Encapsulate what they want to say, sentence by sentence</p> <p>2.c.9 Evaluate their writing with the teacher and other pupils</p> <p>2.c.10 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>2.c.11 Proofread to check for errors in spelling, grammar and punctuation</p> <p>2.c.12 Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. • Spell many common exception words. • Write down main ideas to use in writing. • Re-read work to check it makes sense.
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		<p>1.c.14 Join words and join clauses using "and"</p> <p>1.c.14a Use regular plural noun suffixes (-s, -es)</p> <p>1.c.14b Use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>1.c.14c Use un- prefix to change meaning of adjectives/adverbs</p> <p>1.c.14.d Combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>1.c.14e Separate words with spaces</p> <p>1.c.14f Use sentence demarcation (. ! ?)</p> <p>1.c.14g Use capital letters for names and pronoun 'I'</p>	<p>2.c.13 Expand noun phrases to describe and specify</p> <p>2.c.14 Write sentences with different forms: statement, question, exclamation, command</p> <p>2.c.15 Use the present and past tenses correctly and consistently including the progressive form</p> <p>2.c.16 Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>2.c.17 Use some features of written Standard English</p> <p>2.c.18 Suffixes to form new words (-ful, -er, -ness)</p> <p>2.c.19 Sentence demarcation</p> <p>2.c.20 Commas in lists</p> <p>2.c.21 Apostrophes for omission & singular possession</p> <p>2.c.22 Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists</p>	
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		<p>1.c.15 <i>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i></p> <p>1.c.16 <i>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i></p>	<p><i>and apostrophes for contracted forms and the possessive (singular)</i></p> <p>2.c.23 <i>Use noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe.</i></p>	
<i>Writing – handwriting</i>	<p><i>Write recognisable letters, most of which are correctly formed. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</i></p>	<p>1.d.1 <i>Sit correctly at a table, holding a pencil comfortably and correctly</i></p> <p>1.d.2 <i>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</i></p> <p>1.d.3 <i>Form capital letters</i></p> <p>1.d.4 <i>Form digits 0-9</i></p> <p>1.d.5 <i>Understand which letters belong to which handwriting 'families' and to practise these</i></p>	<p>3.d.1 <i>Form lower-case letters of the correct size relative to one another.</i></p> <p>3.d.2 <i>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.</i></p> <p>3.d.3 <i>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</i></p> <p>3.d.4 <i>Use spacing between words that reflects the size of the letters.</i></p>	<ul style="list-style-type: none"> <i>Use spacing between words that reflects the size of the letters.</i> <i>Form capital letters of the correct size, orientation and relationship to one another and to lower case letters.</i> <i>Use some of the horizontal and diagonal strokes needed to join letters.</i>

