

Icknield Walk First School
English Curriculum Progression Document

Word Reading *See Bug Club Phonics Progression	Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2 Year 3 Year 4
	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in words - recognise words with the same initial sound. <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG – Word Reading).</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG – Word Reading). Read aloud simple sentences and books that are consistent with their</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ 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.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], 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>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</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 same graphemes as above.</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, without 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>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1*, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>

	phonic knowledge, including some common exception words (ELG – Word Reading).			
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Reading Comprehension		Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2 Year 3 Year 4
	Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	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.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes.
	Familiarity with texts	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes and songs, be able to talk about familiar books, and be able to tell a long story. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics. Recognise and join in with predictable phrases. Be encouraged to link what they read or hear to their own experiences.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books.
	Poetry and Performance	Sing a large repertoire of songs and rhymes. Create own songs, or improvise a song around one they know. Learn rhymes, poems and songs. Sing in a group or on their own.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

		<p>Develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>			<p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>
	Word Meanings	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary and use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</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>Use and understand recently introduced vocabulary during discussions about</p>	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>







		stories, non-fiction, rhymes and poems and during role play.			
	Understanding	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Anticipate, where appropriate, key events in stories.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss the significance of the title and events.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>
	Inference	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Begin to make simple inferences.	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Prediction	Anticipate (where appropriate) key events in stories.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied, using evidence from the text.
	Authorial Intent	N/A	N/A	N/A	<p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>

					Identify how language, structure, and presentation contribute to meaning.
	Non-Fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Read and listen to non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	Read non-fiction books that are structured in different ways.	<p>Retrieve and record information from non-fiction.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>
	Discussing Reading	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</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>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>

Writing Transcription Spelling		Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2 Year 3 Year 4
	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Phonic and whole word spelling *See Bug Club and Essential Spelling Phonics Progression *See English Appendix 1	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Spell words containing each of the 40+ phonemes already taught. Spell common exception words.* Spell the days of the week. Naming the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. To know all letters of the alphabet and the sounds which they most commonly represent. To spell some words in a phonically plausible way, even if sometimes incorrect.	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others. 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. Learn to spell common exception words.* Distinguishing between homophones and near-homophones.	Spell further homophones. Spell many of the Y3 and Y4 statutory spelling words correctly.* Spell words that are often misspelt (English Appendix 1).
	Other word building spelling		Use 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 [for example, helping, helped, helper, eating, quicker, quickest].	Learn the possessive apostrophe (singular) [for example, the girl's book]. Learn to spell more words with contracted forms. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Add –es to noun sand verbs ending in –y where the 'y' is changed to 'i'	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. Form nouns using prefixes (super-, anti-).

			<p>Apply simple spelling rules and guidance, as listed in English Appendix 1*.</p>	<p>before the –es (e.g. flies, tries, carries).</p> <p>Add –ed, –ing, –er and –est to a rootword ending in –y (e.g. skiing, replied) and exceptions to the rules.</p> <p>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions).</p> <p>Add –ing, –ed, –er, –est and –y towards of one syllabl ending in a single consonant letterafter a single vowel letter (including exceptions).</p> <p>Apply further spelling rules and guidance, as listed in English Appendix 1*.</p>	<p>Learn word families based on common words (solve, solution, dissolve, insoluble).</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1*).</p>
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Handwriting

Early Years Foundation Stage Progression of Skills – Physical Development													
Fine Motor Skills													
<u>Nursery</u> <ul style="list-style-type: none">Write some letters accurately.Use a comfortable grip with good control when holding pens and pencils.Show a preference for a dominant hand.					<u>Reception</u> <ul style="list-style-type: none">Form lower-case and capital letters correctly.Develop their small motor skills so they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Develop the foundations of a handwriting style which is fast, accurate and efficient.Write recognisable letters, most of which are correctly formed (ELG).Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases (ELG).								
Stage 1 – Core strength and posture		Remember to push my chair under the table and I am beginning to sit up straight as I write. Some prompting				Sit up at tall at the table with my feet on the floor (90-90-90 position’ – 90-degree angle at the feet/ankles, at the knees and at the elbows).							
Stage 1 – Fine motor (Wrist, arm and finger strength dexterity).		Pivot my shoulder using upper body strength e.g. swinging, pushing and lifting.		Pivot my elbow for large-scale movements from side-to-side and up and down. Elbow takes over more work from the shoulder.		Pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.		Isolate and move different fingers, e.g. show finger numbers, use identified fingers to pinch, press, and use a pincer grip, etc... Strength in fingertips.					
Stage 1 – Holding a Pencil Hand Dominance		Hold the pencil in a palmar or digital grip. Swapping and testing hands.		Develop a pincer grip. I may still be determining which hand to use.		Sometimes hold a pencil correctly with support.		Consistently use a dominant hand.		Hold a pencil with a tripod pincer grip.		Correctly hold a pencil and use it with good control and pressure. Hold/move the paper with one hand and write with the other.	
Writing Symbols 8 figures of visual motor integration		 3 years										 5 years 3 months	
Stage 2 Name		Make an attempt at my name.		Form some letters in my name.		Form most letters of my name.		Form the letters for my first name correctly.		Form the letters for my full name correctly.			
Letter Formation		Correctly form some single sound letters and name.				Correctly form most letters from the 26 in the alphabet.				Correctly form all of the 26 letters from the alphabet.			
Sizing		Begin to reduce the size of my letters.				Record letters with some consistency of size and neatness.				Record small, neat and consistently sized letters.			

	Orientation	Begin to sit some letters on the line.	Sit most letters onto the line.	Sit all letters onto the line.	Orientate all letters as ascenders and descenders.
	Gross Motor Skills				
	Nursery		Reception		
	<ul style="list-style-type: none">Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.Go up steps and stairs, or climb up apparatus, using alternate feet.Skip, hop, stand on one leg and hold a pose for a game like musical statues.Use large-muscle movements to wave flags and streamers, paint and make marks.Start taking part in some group activities which they make up for themselves, or in teams.Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.		<ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.Progress towards a more fluent style of moving, with developing control and grace (balance, stillness, climb higher, run further).Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes)Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Combine different movements with ease and fluency (obstacle courses, change speed/direction)Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination, and agility.Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Negotiate space and obstacles safely, with consideration for themselves and others (ELG).Demonstrate strength, balance and coordination when playing (ELG).Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG).		

Handwriting	Year 1	Year 2	LKS2
	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters and capital letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and form digits 0-9.</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 downstrokes 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>

	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	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.	
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Writing Composition		Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2 Year 3 Year 4
	<p>Contexts for writing</p> <p>Audience, Purpose and Structure</p> <p>*See Text Type Progression</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Develop storylines in their pretend play.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Write sentences by:</p> <p>Saying out loud what they are going to write about.</p> <p>Sequence sentences to form short narratives.</p>	<p>To write for different purposes with an awareness of fiction and non-fiction structures.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Write for a range of real purposes and audiences. The purposes and audiences should underpin decisions about the form of writing such as narrative, explanation or description.</p>
	<p>Planning Writing</p> <p>*See English Appendix 2</p>	<p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Articulate their thoughts and ideas in well-formed sentences.</p> <p>Describe events in some detail.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about, including writing down key ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To begin to use ideas from their own reading and modelled writing to plan their writing.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a rich and varied vocabulary and</p>

		<p>Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words.</p>			an increasing range of sentence structures (English Appendix 2).
	<p>Drafting Writing</p> <p>*See Text Type Progression</p>	<p>Use some of their print and letter knowledge in early writing e.g. write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Sequence sentences to form short narratives.</p> <p>*See contexts for writing.</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>*See contexts for writing.</p>	<p>To begin to organise their paragraphs around a theme.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings].</p>
	Editing Writing	<p>Re-read what they have written to check it makes sense.</p>	<p>Re-read what they have written to check that it makes sense and to independently begin to make changes.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>To make simple additions, revisions and corrections.</p> <p>Re-reading 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>To proof-read their own and others' work to check for errors and to make improvements.</p> <p>To proof-read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>

				Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	Assess the effectiveness of their own and others' writing and suggesting improvements.
	Performing Writing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>	To read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing Vocabulary, Grammar and Punctuation		Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2 Year 3 Year 4
	Sentence Construction and Tense	<p>Develop their communication, but may continue to use irregular tenses and plurals, such as 'runned' for 'ran'.</p> <p>Use longer sentences of four to six words.</p> <p>Articulate their thoughts and ideas into well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p>	To use simple sentence structures.	<p>To use the present and past tense mostly correctly and consistently including the progressive form.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of standard written English.</p>	<p>To try and maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly.</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately e.g. 'we were' rather than 'we was'.</p> <p>Use fronted adverbials.</p> <p>Use extended noun phrases, including with prepositions.</p> <p>Use the appropriate choice of pronoun or noun to create cohesion.</p>
	Use of Phrases and Clauses	<p>Use longer sentences of six to four words.</p> <p>Articulate their thoughts and ideas into well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their feelings and ideas about their experiences using full sentences, including</p>	<p>To use the joining word 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To combine words to make sentences, including using and sequencing sentences to form short narratives.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly].</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions (when/if/because/though).</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of</p>

		the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.			<p>conjunctions, which are sometimes in varied places within sentences.</p> <p>To expand noun phrases with adjectives and prepositional phrases e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p>
	Punctuation	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>To use finger spaces.</p>	<p>To use the full range of punctuation taught at Key Stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks. - commas to separate lists. - apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end with punctuation within the inverted commas.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use commas after fronted adverbials.</p>
	Grammar	Connect one idea or action to another using a range of connectives.	<p>Regular plural noun suffixes (s/es).</p> <p>Verb suffixes where the root word is unchanged (ing/ed/er).</p> <p>Un- prefix to change meaning of adjectives/adverbs.</p> <p>Combine words to make sentences, including the use of 'and'.</p> <p>Sequence sentences to form short narratives.</p>	<p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination and coordination.</p> <p>Form suffixes to make new words (ful/er/ness).</p> <p>Use commas in lists.</p> <p>Use apostrophes for omission and singular possession.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (super/anti).</p> <p>Use 'a' and 'an' correctly.</p> <p>Know word families based on common words.</p> <p>Use fronted adverbials.</p> <p>Understand the difference between plural and possessive 's'.</p>

					<p>Understand Standard English verb inflections (I did vs I done).</p> <p>Use expanded noun phrases, including with prepositions.</p> <p>Use the appropriate choice of pronoun or noun to create cohesion.</p>
	Grammatical Terminology	letter, capital letter, finger space, full stop, word	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>

Spoken Language	Early Years Foundation Stage Three and Four Year Olds Reception Early Learning Goals	Year 1	Year 2	LKS2
	<p>Speaking and Listening Develop their communication.</p> <p>Use longer sentences of six to four words.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Articulate their thoughts and ideas into well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Listening To maintain eye contact.</p> <p>To listen with periods of sustained concentration.</p> <p>To demonstrate active listening by the detail provided when responding to and answering questions.</p> <p>To take some account of other speakers' comments, e.g. in paired work.</p> <p>To listen to and follow 2 to 3 part instructions in familiar contexts.</p> <p>Speaking To use single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event.</p> <p>To demonstrate some interaction with the speaker by adding to shared ideas.</p> <p>To describe a problem in their own words.</p> <p>To join in with repetitive refrains.</p> <p>To recite poetry by heart.</p> <p>To orally rehearse in preparation for writing.</p> <p>To re-tell familiar stories using story language.</p> <p>To recount personal experiences with some detail.</p>	<p>Listening To listen with periods of sustained concentration when more than one person is speaking.</p> <p>To listen attentively in discussion by following up points.</p> <p>To listen to and follow 2 to 3 part instructions.</p> <p>To consider and offer alternative viewpoints.</p> <p>Speaking To extend ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after.</p> <p>To use verb tenses/forms increasingly accurately for spoken Standard English.</p> <p>To retell a range of stories using some of their own words.</p> <p>To recite poetry by heart with appropriate intonation to make the meaning clear.</p> <p>To orally rehearse planning and writing.</p> <p>To experiment with a variety of levels of formality.</p> <p>To speak with clarity and use intonation when reading and reciting texts, and when reading own writing aloud.</p>	<p>Listening To listen to key information, making notes if required.</p> <p>To demonstrate active listening by asking questions, making comments or requesting more detail.</p> <p>To follow a longer series of instructions.</p> <p>To listen carefully to others, sometimes changing point of view as a result.</p> <p>To listen carefully to others and provide constructive feedback.</p> <p>Speaking To use relative clauses to provide additional detail/clarity.</p> <p>To explain reasons for views.</p> <p>To explain a process using adverbials to sequence ideas.</p> <p>To link events using a wider range of conjunctions and adverbs.</p> <p>To use Standard English in formal contexts.</p> <p>To perform poetry and play scripts showing understanding through intonation, tone, volume and action.</p> <p>To begin to adapt register in response to context and audience (e.g. formal/informal).</p>

	<p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Use a wider range of vocabulary.</p> <p>Express their feelings and ideas about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</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, non-fiction, rhymes and poems when appropriate.</p>	<p>To use role-play to explore characters and the language they use. To read aloud so it is audible for the listener.</p> <p>To speak clearly with occasional errors when reporting own and others' views to the class.</p> <p>To take turns in group conversations.</p> <p>To ask questions to find out specific information including 'How' and 'Why'.</p> <p>To answer simple 'How' or 'Why' questions.</p> <p>To justify answers using the word 'because'.</p> <p>To develop vocabulary using words provided by adults, discussions and environmental stimuli.</p> <p>To use sequencing language to order events.</p> <p>To use comparative language to describe changes, patterns and relationships with support.</p> <p>To use some technical terminology across the curriculum.</p>	<p>To sometimes use voice, gesture or movement, in role play and improvisation.</p> <p>To take turns and occasionally ask questions as well as offering ideas.</p> <p>To ask questions for clarification and understanding related to learning.</p> <p>To ask and answer questions to aid problem solving.</p> <p>To justify answers using evidence from the context.</p> <p>To use comparative language to describe changes, patterns and relationships.</p> <p>To develop vocabulary using words provided by adults, discussions and environmental stimuli.</p> <p>To discuss and clarify word meanings, including favourite words and phrases.</p> <p>To begin to select appropriate synonyms for known vocabulary.</p> <p>To use some technical terminology accurately and precisely across the curriculum.</p>	<p>To speak audibly in a range of situations (e.g. drama, debates, presentations). To give a point of view, add ideas and suggest alternatives during group discussions.</p> <p>To discuss and clarify word meanings, including shades of meaning and synonyms.</p> <p>To use technical terminology accurately and precisely across the curriculum.</p>
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*Some statements for Nursery/Reception have been taken from Development Matters.