



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills

ENGLISH



EYFS	
Nursery (Three to Four Year Olds)	Reception
<p>Spoken Language</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Can start a conversation with an adult or a friend and continue it for many turns. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” <p>Following Instruction</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Drama, Performance and Confidence</p> <ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. <p>Vocabulary Building and Standard English</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words. • Engage in extended conversations about stories, learning new vocabulary. <p>Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<p>Spoken Language</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Asking and Answering Questions</p> <ul style="list-style-type: none"> • Ask questions to find out more and check they understand what has been said to them. <p>Drama, Performance and Confidence</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. <p>Vocabulary Building and Standard English</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts <p>Speaking For a Range of Purposes</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • 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

- Can start a conversation with an adult or a friend, and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
- Engage in extended conversations about stories, learning new vocabulary.

Participating in Discussion

- Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Engage in extended conversations about stories, learning new vocabulary.

Reading: Word Reading

Phonics and Decoding

- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

Fluency

- Understand the five key concepts about print:
 - print has meaning
 - the names of different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in words
- recognise words with the same initial sound, such as money and mother

Reading Comprehension

Understanding and Correcting Inaccuracies

- Enjoy listening to longer stories and can remember much of what happens.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- 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.
- Engage in extended conversations about stories, learning new vocabulary.

Comparing, Contrasting and Commenting

- 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.

Words in Context and Authorial Choice

- as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Reading: Word Reading

Phonics and Decoding

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Common Exception Words

- Read a few common exception words matched to the school’s phonic programme.

Fluency

- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading Comprehension

Understanding and Correcting Inaccuracies

- 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.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Comparing, Contrasting and Commenting

- Compare and contrast characters from stories, including figures from the past.

Words in Context and Authorial Choice

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Retell the story, once they have developed a deep familiarity with the text;

- Use a wider range of vocabulary.
- Engage in extended conversations about stories, learning new vocabulary.

Inference and Prediction

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Poetry and Performance

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Writing: Transcription Spelling

- 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.

Writing: Transcription Handwriting

- Write some letters accurately.

Planning, Writing and Editing

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in extended conversations about stories, learning new vocabulary.
- 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.
- Write some letters accurately.

Aware of Audience, Purpose and Structure

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Writing: Vocabulary, Grammar and Punctuation

- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Uses of phrases and clauses

some as exact repetition and some in their own words.

- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Poetry and Performance

- Engage in storytimes.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

Non-fiction

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Writing: Transcription Spelling

- 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.

Writing: Transcription Handwriting

- Form lower case and capital letters correctly.

Planning, Writing and Editing

- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
- 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.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Form lower case and capital letters correctly.
- 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.
- Re-read what they have written to check it makes sense.

Aware of Audience, Purpose and Structure

<ul style="list-style-type: none"> • Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. <p>Writing: Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. <p>Uses of Phrases and Clauses</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
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KS1	
Year 1	Year 2
<p>Words and Spellings</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. <p>Sentence Structure</p> <p>Sequencing sentences to form short narratives. How words can combine to make sentences join words and joining clauses using ‘and’</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. <p>Capital letters for names and for the personal pronoun ‘I’</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Sits correctly at a table. • Holds a pencil comfortably and correctly. • Begins to form a lower case letter in the correct direction, starting and finishing in the right place. 	<p>Words and Spellings</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. • Formation of adjectives using suffixes such as –ful, –less. • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Sentence Structure</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>Punctuation</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list

- Form capital letters and digits 0-9

Understand which letter belongs to which handwriting 'families' i.e. formed in similar ways.

Reading – Phonics

- Apply phonic knowledge and skills as a route to decode words.
- To blend sounds in unfamiliar words containing taught GPCs.
- To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes, including alternative sounds for graphemes.
- To read words containing taught GPCs and -s, -es, ing, -ed and - est endings.
- To read words with more than one syllable that contain taught GPCs.
- To read words with contractions and understand that the apostrophe represents the omitted letters e.g. I'm, I'll and we'll.

Reading: Common Exception Words

- To read the Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word. E.g. said isn't spelt with the grapheme 'e' but it has the grapheme that would be used for the long 'a' sound

Reading: Fluency

- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.
- To re-read texts to build up fluency and confidence in word reading.

- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].

Reading - Phonics

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To read accurately by blending the sounds in words that contain the graphemes (for all 40+ phonemes) taught so far, especially recognising alternative sounds for graphemes.
- To accurately read most words of two or more syllables containing the graphemes taught.
- To read most words containing common suffixes (-es, -ing, -ed, - er, -est, -y, -ment, -ness, -ful, -less, -ly)

Reading: Common Exception Words

- To read most further Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.

Reading: Fluency

- To read aloud books (closely matched to their improving phonic knowledge), sounding out many unfamiliar words accurately, automatically and without undue hesitation.
- To re-read these books to build up their fluency and confidence in word reading.
- To read most words fluently and accurately (in age-appropriate texts) without overt sounding and blending when they have been frequently encountered.