



English Curriculum Progression

Reception Reading

Decoding	Range of reading	Familiarity with texts	Poetry & performance	Word meaning	Understanding & Inference	Prediction	Discussing reading
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & say sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> • Enjoys an increasing range of print & digital books, both fiction and non-fiction • Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> • Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Uses talk to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why events happened in a story 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> • Is able to recall & discuss stories or information that has been read to them, or they have read themselves • Listens & responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how • Links statements & sticks to a main theme or intention

Reception Writing

Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting
<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Write short sentences with words with known sound-letter correspondences using a capital letter & full stop 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Spell words by identifying the sounds & then writing the sound with letter/s • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<ul style="list-style-type: none"> • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Begins to use anticlockwise movement and retrace vertical lines • Uses a pencil and holds it effectively • Form lower-case & capital letters correctly

Year 1

Grammar	Composition	Reading	Transcription
<p>Word: Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes: How the prefix un– changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Noun phrases: Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]</p> <p>Adverbial phrases: Use simple adverbs to sequence writing</p> <p>Tense: Use of the simple past tense (ed), present tense and present progressive (–ing) where there is no change to the root word</p> <p>Sentence: How words can combine to make sentences Using and to join single clause sentences</p> <p>Sentence conjunctions: Join words and joining clauses using and</p> <p>Punctuation: Separate words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to separate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p>Speech: Read, explore and identify speech punctuation in books and modelled writing</p> <p>Use of some speech in writing but might not use inverted commas</p> <p>Levels of formality and changes in register: Introduction to simple contracted forms using ‘not’ [e.g. can’t, haven’t and don’t</p>	<p>Plan: Write about real events</p> <p>Draft & write: Say out loud what they are going to write about Write down ideas Orally rehearse sentences</p> <p>Evaluate & edit: Re-reading to check that their writing makes sense</p> <p>Perform & publish: Read aloud what they have written</p>	<p>Reading Word reading: Re-read books to build up their fluency and confidence in word reading Read aloud accurately books consistent with their developing phonic knowledge</p> <p>Fluency Phonics: Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and est suffixes</p> <p>Compound words</p> <p>Word Reading-non-rule words: Read the following common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used</p> <p>Read words with contractions [e.g. I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Reading for pleasure: Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences</p> <p>Structure: Recognise and join in with predictable phrases</p>	<p>Patterns: Words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck /ŋ/ spelt n before k-tch /v/ at the end of words ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea, igh, or, ore, aw, au, air, ear, Words ending –y New consonant spellings ph and wh Using k for the /k/ sound</p> <p>Prefixes / suffixes: Division of words into syllables Use the prefix un use –ing, –ed, –er and –est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest]</p> <p>Transcription Spelling: the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Homophones: Learn to spell some words that will later be identified as homophones, [e.g. to, of, were, I, your, no, by, here, there, where, one] Using letter names to distinguish between alternative spellings of the same sound</p> <p>Plurals & apostrophes & hyphens: se the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Dictionaries & thesauruses: Name the letters of the alphabet: Naming the letters of the alphabet in order</p> <p>Dictation & recall: Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Common exception & spelling words: The days of the week Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, and.</p> <p>Handwriting: Formation & orientation: Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>

<p>Text: Sequence sentences to form short narratives</p> <p>Terminology: Letter, capital letter, word, singular, Plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>		<p>Poetry & rhymes: Appreciate and recite some rhymes and poems</p> <p>Understanding language: Discuss word meanings, linking new meanings to those already known</p> <p>Understand: Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Identify & retrieve: Draw on what they already know [e.g. they are sad]</p> <p>Inference: Make simple inferences about characters</p> <p>Prediction: Predict what might happen based on previous experience</p> <p>Discussion: Discuss the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explanation: Explain clearly their understanding of what is read to them</p> <p>Summarising: Be familiar with a wide range of key stories and their characteristics</p> <p>Themes: Discuss the main ideas in stories</p>	<p>Form capital letters</p> <p>Form digits 0-9</p> <p>Handwriting: Legibility, control & consistency: Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>
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Year 2

Grammar	Composition	Reading	Transcription
<p>Word: The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes: Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs</p> <p>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</p> <p>Noun phrases: Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]</p> <p>Adverbial phrases: Use adverbs and simple adverbials to express time, place and manner</p> <p>Tense: Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]</p> <p>Sentence: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and co-ordination</p> <p>Sentence conjunctions: Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]</p> <p>Speech: Introduction to inverted commas to punctuate direct speech</p> <p>Levels of formality and changes in register: Contracted forms, e.g. [Let's get you an ice</p>	<p>Plan: Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes</p> <p>Draft & write: Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Evaluate & edit: Evaluate their writing with the teacher and other pupils 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 Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p> <p>Perform & publish: Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Reading Word reading: Read most familiar words quickly and accurately, without overt blending Re-read familiar books to build up their fluency and confidence in word reading</p> <p>Fluency Phonics: Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes Read words containing common suffixes Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p> <p>Word Reading, non-rule words: Read further common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>Comprehension: Reading for pleasure: Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Structure: Be introduced to non-fiction books structured in different ways</p> <p>Poetry & rhymes: Recognise simple recurring literary language Build a further repertoire of poems learnt by heart, reciting with intonation</p>	<p>Patterns: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Apply spelling rules ge or dge at the end of words, /n/ spelt kn or gn /r/ spelt wr, at the start of words /l/ spelt –le, /l/ spelt –el al at the end of words words ending –il</p> <p>Prefixes / suffixes: Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Transcription Spelling: Homophones: Learn some words with alternative graphemes for known phonemes Distinguish between homophones and near-homophones there/their/they're, here/hear, sun/son, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew, night/knight</p> <p>Plurals & apostrophes & hyphens: Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [e.g. the girl's book]</p> <p>Dictionaries & thesauruses: Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these</p> <p>Dictation & recall: Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Common exception & spelling words: Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>Handwriting - Formation & orientation: Form lower-case letters of the correct size relative to one another 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>Handwriting: Legibility, control & consistency Write capital letters and digits of the correct size, orientation and relationship</p>

<p>pack... They wouldn't have...if they hadn't... They've taken the sheep!]</p> <p>Text: Correct choice and consistent use of present and past tenses including progressive forms throughout writing Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>		<p>Understanding language: Discuss and clarify the meanings of words and their favourite words and phrases</p> <p>Understand: Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity</p> <p>Identify & retrieve: Draw on what they already know or on background information and vocabulary</p> <p>Inference: Make inferences on the basis of what is being said and done</p> <p>Prediction: Predict what might happen on the basis of what has been read so far</p> <p>Discussion: Answer and ask questions Participate in discussion about books, poems and other works, taking turns and listening to what others say</p> <p>Explanation: 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>Summarising: Discuss the sequence of events in books and how information is related</p> <p>Themes: Discuss the meaning, main ideas and morals in stories</p>	<p>to one another and to lower case letters Use spacing between words that reflects the size of the letters</p>
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