

# Progression Map - English



	EYFS	KS1	
	Reception Early Learning Goals	Year 1	Year 2
	<b>SPEAKING AND LISTENING</b>		
<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and response.</li> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others in a range of situations and usually respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> </ul>
<b>Following Instruction</b>	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>To understand instructions with more than one point in many situations.</li> </ul>	<ul style="list-style-type: none"> <li>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>To attempt to follow instructions before seeking assistance.</li> </ul>
<b>Asking &amp; Answering Questions</b>	<ul style="list-style-type: none"> <li>Ask questions to find out more and check they understand what has been said to them.</li> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to ask questions that are linked to the topic being discussed.</li> <li>To answer questions on a wider range of topics (sometimes may only be one-word answers).</li> </ul>	<ul style="list-style-type: none"> <li>To show that they are following a conversation by asking relevant and timely questions.</li> <li>To answer questions using clear sentences.</li> <li>To begin to give reasoning behind their answers when prompted to do so.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>		
<p><b>Drama, Performance &amp; Confidence</b></p>	<ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasing matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Sings a range of well-known nursery rhymes and songs.</li> <li>• Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> <li>• 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.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak clearly in a way that is easy to understand.</li> <li>• To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>• To know when it is their turn to speak in a small group presentation or play performance.</li> <li>• To take part in a simple role play of a known story.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak confidently within a group of peers so that their message is clear.</li> <li>• To practise and rehearse reading sentences and stories aloud.</li> <li>• To take on a different role in a drama or role play and discuss the character's feelings.</li> <li>• To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>
<p><b>Speaking for a Range of Purposes</b></p>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• To organise their thoughts into sentences before expressing them.</li> <li>• To be able to describe their immediate world and environment.</li> <li>• To retell simple stories and recounts aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about themselves clearly and confidently.</li> <li>• To verbally recount experiences with some added interesting details.</li> <li>• To offer ideas based on what has been heard.</li> </ul>

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- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Express their feelings and consider the feelings of others.
- Talk about their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Describe what they see, hear and feel whilst outside.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Make comments about what they have heard and ask questions to clarify their meanings.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 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 where 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.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• Share their creations, explaining the processes they have used.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>		
Sharing in Discussion	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise when it is their turn to speak in a discussion.</li> <li>• To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>• To engage in meaningful discussions that relate to different topic areas.</li> <li>• To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>

### READING

	<b>EYFS</b> Reception Early Learning Goals	Year One	Year Two
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<p><i>Reading – word reading</i></p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• To read some common irregular words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p><b>Reading – comprehension</b></p>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to, discussing and expressing 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>

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	<ul style="list-style-type: none"> <li>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.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>understand both the books they can already read accurately and fluently and those they listen to by:             <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul> </li> <li>explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by:             <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>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</li> </ul> </li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>WRITING</b>			
<b>Writing – transcription</b>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing</li> </ul>	Spelling (see English Appendix 1) Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet:	Spelling (see English Appendix 1) Pupils should be taught to: • spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn

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	<p>and writing, paintbrushes, scissors, knives, forks and spoons.</p> <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Form lower case and capital letters correctly.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>	<p>naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using 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–</p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>HANDWRITING</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul>	<p>some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>HANDWRITING</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<p><b>Writing – composition</b></p>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> <li>• consider what they are going to write before beginning by:</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Develop storylines in their pretend play.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>Writing – GPS</b></p>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>