



ENGLISH PROGRESSION GRID

Intent:

Our English curriculum is designed to immerse children in a range of language-rich texts and therefore develop their speaking, listening, reading and writing skills, with language acquisition at the heart. Our carefully chosen texts reflect the diverse communities we teach and inspire a life-long love of reading.

Reading - Our systematic approach to the teaching of early reading and phonics will ensure that children can read fluently by the age of seven. Please see the phonics and early reading policy for further information.

We follow the national curriculum for English to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

SHINE:

Sparkling Curiosity – The English curriculum is underpinned by rich texts that spark discussion. Creative hooks immerse the children in their learning.

Hands on and Active Learning – Children are encouraged to discuss, debate, orally rehearse and refine their ideas across the literacy curriculum.

Independence – Our focus on early reading and transcriptional skills develops independence within English lessons

New Knowledge and Skills – The literacy curriculum is sequenced progressively to ensure that prior learning is referred to and built upon.

Empowering Experiences – The literacy curriculum drives the wider curriculum, with enrichment linked to the key texts.

SMSC:

Spiritual – Children are exposed to characters with a range of spiritual experiences and viewpoints. They are encouraged to reflect and consider similarities with their own lives and experiences.

Moral – The reading curriculum allows children to consider the morality of different characters. Different viewpoints are explored respectfully.

Social – Children are taught how to engage in constructive conversation, demonstrating effective listening and responding to the ideas of others.

Cultural – Core and supplementary texts are carefully chosen to reflect the cultural diversity of the school community.

School Values:

Character – Children are exposed to positive role models throughout the literacy curriculum. There are planned opportunities to engage in discussion and debate, considering and respecting the feelings and viewpoints of others. Children engage in a respectful manner with texts from other cultures.

Compassion – Through exposure to high quality texts, children will develop their empathy and ability to understand the thoughts, feelings and experiences of others.

Challenge - Texts chosen are aspirational and include many classic pieces of children’s literature. Model texts in TalkForWriting are pitched at an aspirational level for every year group.

NURSERY

RECEPTION

YEAR 1

YEAR 2

SPOKEN LANGUAGE - Speaking

- Utilise their growing vocabulary
- Sing a repertoire of song
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'
- Develop their pronunciation but may have problems saying some sounds or multi-syllabic words such as 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they agree with an adult or a friend, using words as well as actions
- Start a conversation with an adult or 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"

- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of conjunctions
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases e.g. "Good morning, how are you?"
- Engage in storytimes
- Talk about stories to build familiarity and understanding
- Retell a story, some as exact repetition and some in their own words
- Use new vocabulary in different contexts

Early Learning Goal:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

- Respond to a speaker, making simple comments and suggestions.
- Make helpful contributions when speaking in turns, in pairs and in small groups.
- Ask questions that link clearly to the topic being discussed
- Use new vocabulary in a range of meaningful contexts
- Answer questions clearly in sentences
- Give a reason for their answer when asked
- Describe their immediate world and environment
- Talk about themselves clearly and confidently
- Retell simple stories / recounts
- Speak clearly in grammatically correct sentences
- Take part in role play to find out about different characters and situations
- Take on different roles in drama to explore how characters feel
- Organise thoughts into sentences before expressing them
- Choose words to add interest or detail

SPOKEN LANGUAGE – Listening and Understanding

<ul style="list-style-type: none"> • Enjoy listening to longer stories and remember much of what happens • Pay attention to more than one thing at a time • 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?" 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound • Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary <p><i>Early Learning Goal:</i></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<ul style="list-style-type: none"> • Listen carefully to others and take turns • Show that the conversation is being followed through the questions that are asked • Remain focused on a conversation when not directly involved and recall the main points when questioned • Begin to offer ideas and suggestions based on what has been heard • Know that different people have different ideas / responses and recognise that these are as valuable as their own • Notice how different speakers talk and consider why this might be the case
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READING

<p>Word Reading</p> <ul style="list-style-type: none"> • Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound, such as bear and bee <p>Comprehension</p> <ul style="list-style-type: none"> • Understand that print has meaning • Understand that print can have different purposes • Understand that we read English text from left to right and from top to bottom • Understand the names of different parts of a book • Understanding page sequencing • Engage in extended conversations about stories, learning new vocabulary 	<p>Word Reading</p> <p><i>See Little Wandle progression grid</i></p> <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 correspondence • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to our SSP • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words • Reread books matched to their phonic knowledge, to build up confidence and fluency <p><i>Word Reading Early Learning Goal:</i></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending 	<p>Word Reading</p> <p><i>See Little Wandle progression grid</i></p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode • Respond speedily with the correct sound to grapheme for all 40+ phonemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read words of more than one syllable that contain taught GPCs • Read words with contractions • Read aloud decodable books linked to their phonic knowledge • Reread books to build up fluency and confidence 	<p>Word Reading</p> <ul style="list-style-type: none"> • Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read words of 2 or more syllables • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spellings and sounds and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
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- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension

- Listen to a wide range of stories, especially traditional tales and fairy tales
- Listen to non-fiction texts to enhance their understanding of the wider curriculum
- Engage with books as part of continuous provision.

Comprehension Early Learning Goal

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

- Reread books to build up fluency and confidence

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

WRITING - Transcription

- 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; writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- For exception words, children should identify the sound that is tricky to spell

Writing Early Learning Goal:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying the sounds in them and representing the sounds with a letter or letters

Spelling

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- 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-
- 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]
- apply simple spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters

Spelling:

- 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 some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- 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
- write capital letters and digits of the correct size, orientation and

		that are formed in similar ways) and to practise these.	relationship to one another and to lower case letters <ul style="list-style-type: none"> use spacing between words that reflects the size of the letters.
WRITING - Composition			
<ul style="list-style-type: none"> Use mark making and print/letter knowledge to write in meaningful ways, for example a shopping list or letter 	<ul style="list-style-type: none"> Compose and write short sentences Re-read what they have written to check it makes sense <p><i>Writing Early Learning Goal:</i></p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating 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 [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.
WRITING – Vocabulary, Grammar and Punctuation			
N/A	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 of the National Curriculum by: leaving spaces between words joining words and joining clauses using and 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' 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 of the National Curriculum by: 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) learn how to use:

- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.