

# English Curriculum Progression Map



## Spoken Language

FS2	Y1	Y2
<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>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>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</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>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> </ul>	<ul style="list-style-type: none"> <li>Pupils will be taught to:</li> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>	

## Reading - word reading

FS2	Y1	Y2
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>Revise and consolidate the GPCs and CEW taught in reception.</li> <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 by building on the root words that they can read already.</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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>reread these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>Revise and consolidate the GPCs and CEW taught in year 1.</li> <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 by building on learnt root words building</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> <li>Move onto the years 3 and 4 programme of study as soon as pupils can read words containing the year 2 GPCs accurately and speedily.</li> </ul>

## Reading - comprehension

FS2	Y1	Y2
<p>Children will begin to develop a lifelong love of reading by:</p> <ul style="list-style-type: none"> <li>Demonstrating an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate - where appropriate - key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>Developing their own stories and retelling them orally.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, sharing and discussing a wide range of high quality poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>engendering a love of reading</li> <li>being encouraged to link what they read or hear 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> <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> </ul> </li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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> <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> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to independently.</p>

## Transcription - Spelling

FS2	Y1	Y2
<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters, children may reference a sound mat to match phoneme to grapheme independently.</li> <li>CVC words will be spelt correctly and other words may be phonetically plausible.</li> <li>Be able to hold a simple sentence using the GPCs taught so far in their head and write each word in turn.</li> </ul>	<p><b>Spell:</b></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p><b>Name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>Add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <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 <a href="#">English appendix 1</a></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>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>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</li> <li>learn to spell common exception words for year 2</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular)</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1 (see left)</li> <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> <li>Draw from, discuss and apply their growing knowledge of morphology and etymology.</li> </ul>

## Handwriting

FS2	Y1	Y2
<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Revise and correct letter formation frequently</li> <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>	<ul style="list-style-type: none"> <li>Revise and correct letter formation frequently</li> <li>Form lower-case letters of the correct size relative to one another</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> <li>Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>

## Writing Composition

FS2	Y1	Y2
<p>Write simple phrases and sentences that can be read by others 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>with support from an adult, re-reading what they have written to check that it makes sense</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>revisit and build on the skills learnt in FS2</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 their writing aloud, clearly enough to be heard by their peers and the teacher</li> <li>understand the skills and processes essential to writing including: thinking aloud to collect ideas, drafting and rereading to check their meaning is clear</li> </ul>	<p>Pupils will be supported to develop pleasure and stamina for writing by:</p> <ul style="list-style-type: none"> <li>Undertaking tasks that are purposeful.</li> <li>Having some agency over what they write</li> <li>Being taught the features of different genres (including poetry) through high quality examples, so that they can practise and apply the features in different writing tasks.</li> </ul> <p>Pupils will plan what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>Generating and sharing ideas (pairs, small groups, whole class) orally</li> <li>Writing down ideas and/or key words, including new vocabulary.</li> <li>Encapsulating what they want to say, sentence by sentence as a draft.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <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</li> <li>Begin to consider if they have effectively communicated their ideas and if not consider what changes need to be made.</li> <li>Begin to consider the effect of vocabulary choice on the reader</li> <li>Begin to draw on and use new vocabulary from their reading, their discussions and from their wider experiences.</li> </ul>

## Writing - Vocabulary, grammar and punctuation

FS2	Y1	Y2
<ul style="list-style-type: none"> <li>Use recently introduced vocabulary in discussions</li> <li>Speak in full sentences including some use of past, present and future tenses</li> <li>Understand that the language is broken up into words and when we write them down we need to leave finger spaces between each word.</li> <li>With support from an adult, begin to have an understanding of capital letters and full stops and when to use them.</li> </ul>	<p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <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</li> <li>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 <a href="#">English appendix 2</a></li> </ul> <p>Use the following terminology when discussing their writing:</p> <ul style="list-style-type: none"> <li>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	<p>See Appendix 2 for a complete list</p> <ul style="list-style-type: none"> <li>Pupils will be taught to use familiar (full stops and capital letters) and new punctuation (exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular).</li> </ul> <p>Pupils will be taught to how to use:</p> <ul style="list-style-type: none"> <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, but)</li> <li>the grammar for year 2 in English Appendix 2 (see left)</li> </ul> <p>Use and understand the following terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>