



## AMOTHERBY PRIMARY SCHOOL – ENGLISH PROGRESSION GRID

EYFS	YEAR 1	YEAR 2
<b>READING: WORD LEVEL</b>		
<p>Children at the expected level of development will:</p> <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>	<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 e.g. 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 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 GPCs as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading</li> </ul>
<b>READING: COMPREHENSION</b>		
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate 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> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <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> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p>Pupils should be taught to understand both the books they can read accurately and fluently and those they listen to by:</p>	<p>Pupils should be taught to 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 poetry (including contemporary and classic), stories and non-fiction at a level beyond 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 their favourite words and phrases</li> </ul>



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	<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> <p>explain clearly their understanding of what is read to them</p>	<ul style="list-style-type: none"> <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>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 words that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul> <p>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>
<b>WRITING: SPELLING</b>		
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<ul style="list-style-type: none"> <li>• Please see Appendix 1 of the curriculum for detail</li> </ul> <p>Pupils should be taught to spell:</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> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes</li> <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 wher no change is needed in the spelling of root words (<i>e.g. helping, helped, helper, eating, quicker, quickest</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Please see Appendix 1 of the curriculum for detail</li> </ul> <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, e.g, -ment, -ness, -full, -less, -ly</li> <li>• apply spelling rules and guidelines, as listed in Appendix 1 of the curriculum</li> </ul> <p>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>



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<b>WRITING: HANDWRITING</b>		
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• write recognisable letters, most of which are correctly formed</li> </ul>	<p>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’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<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 and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>use spacing between words that reflects the size of the letter</p>
<b>COMPOSITION</b>		
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• write simple phrases and sentences that can be read by others</li> </ul>	<p>Pupils should be taught to:</p> <p>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> </ul> <p>They should also be taught to:</p> <ul style="list-style-type: none"> <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:</p> <p>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> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <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> <li>• encapsulating what they want to say, sentence by sentence</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 and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul>



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		<p>Pupils should also be taught to: read aloud what they have written with appropriate intonation to make the meaning clear</p>
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>		
	<p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 of the curriculum by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining sentences using <i>and</i></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 in column 1 Year 1 in Appendix 2 Use the grammatical terminology in Appendix 2 in discussing their writing</li> </ul>	<p>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 of the curriculum by:</p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly (see Appendix 2 of the curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</li> </ul> <p>learning 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 e.g. the blue butterfly</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• sub-ordination (using when, if, that, or because and co-ordination (using or, and, or but)</li> <li>• learning the grammar in column 1 Year 2 in Appendix 2 of the curriculum</li> <li>• using some features of written Standard English</li> <li>• use and understand the grammatical terminology in Appendix 2 in discussing their writing</li> </ul>