

Onslow Infant School English Curriculum Skills Progression



	EYFS	Year 1	Year 2
	Reading - decoding		
Word Reading	<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; ▪ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> ▪ To apply phonic knowledge and skills as the route to decode words ▪ To respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ To read words containing GPCs and –s, -es, -ing, -ed, -er, -est –y endings ▪ To read other words of more than one syllable that contain taught GPCs ▪ To read words with contractions and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> ▪ To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ To read accurately words of two or more syllables that contain the same GPCs as above ▪ To read words containing common suffixes ▪ To read further common expectation words, noting unusual correspondence between spelling and sound where these occur in the word
Fluency	<ul style="list-style-type: none"> ▪ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> ▪ To 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 ▪ To re-read books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> ▪ To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending ▪ To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ To re-read books to build up their fluency and confidence in word reading
	Reading - Comprehension		
Understanding	<ul style="list-style-type: none"> ▪ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to ▪ 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. 	<ul style="list-style-type: none"> ▪ To check that the text makes sense to them as they read and correct inaccurate reading ▪ To understand both the books they can already read accurately and fluently and those they listen to drawing on what they already know or on back ground information and vocabulary provided by the teacher ▪ To explain clearly their understanding of what is read to them and to recite some by heart 	<ul style="list-style-type: none"> ▪ To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher ▪ To check that the text makes sense to them as they read and to correct inaccurate reading

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Comparing		<ul style="list-style-type: none"> To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To link what they read or hear read to their own experiences To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases learning to appreciate rhymes and poems, discussing word meanings, linking new meanings to those already known To discuss the significance of book titles and events To participate in discussions about what is read to them, taking turns and listening to what other say 	<ul style="list-style-type: none"> To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales To discuss the sequence of events in books and how items of information are related To recognise simple recurring literacy language in stories and poetry
Vocabulary	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already know 	<ul style="list-style-type: none"> To discuss their favourite words and phrases
Inference	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done To predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done To predict what might happen in a text after reading so far
Non-fiction	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about non-fiction 	<ul style="list-style-type: none"> To listen to and discuss a wide of non-fiction texts at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> To understand that nonfiction books are structured in different ways To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Poetry	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about poetry 	<ul style="list-style-type: none"> To recite simple poems 	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

	EYFS	Year 1	Year 2
	Writing - Transcription		
Spelling	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> To spell words containing each of the 40+ phonemes already taught, common exception words and days of the week To name the letters of the alphabet To use letter names to distinguish between alternative spellings of the same sound To use the spelling rule for adding s or –es as the plural marker for nouns and the third person singular marker for verbs To use the prefix un- To add the suffixes, -ing, -ed, -er, and –est where no change is needed in the spelling of the root words To apply simple spelling rules and guidance, as listed in English Appendix 1 To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> To segment spoken words into phonemes and represent these by graphemes, spelling many correctly To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones To learn to spell common exception words To learn to spell more words with contracted forms To use the possessive apostrophe To add suffixes to spell longer words including, -ment, -ness, -ful, -less, ly To apply spelling rules and guidance, as listed in English Appendix 1 To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly To begin to form lower case letters in the correct direction, starting and finishing in the right place To form capital letters To form digits 0-9 To understand which letters belong to which handwriting families 	<ul style="list-style-type: none"> To form lower case letters of the correct size relative to one another To 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 To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters
Composition	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> To say out loud what they are going to write about To compose a sentence orally before writing it To sequence short sentences to form short narratives To re-read what they have written and to check that it makes sense To discuss what they written with an adult or other children To read aloud their writing clearly enough to be heard by their peers and other adults 	<ul style="list-style-type: none"> To develop positive attitudes towards, and stamina for, writing, by writing for different purposes e.g. write about personal experiences and those of others (real and fictional), write about real events, poetry and write for different purposes To plan or say out loud what they are going to write about To write down ideas and/or key words, including new vocabulary encapsulating what they want to say sentence by sentence To make simple additions, revisions and corrections to their own writing To evaluate their writing with adults and other children To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form To read aloud what they have written with appropriate intonation to make the meaning clear

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	Vocabulary, Grammar and Punctuation		
Punctuation	<ul style="list-style-type: none"> To begin to show an understanding of spaces between words, full stops and capital letters. 	<ul style="list-style-type: none"> To develop their understanding of the concepts set out in English Appendix 2 To leave spaces between words To use joining words and joining clauses using 'and' To begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark To use a capital letter for names of people, places, days of the week and the personal pronoun 'I' To use the grammatical terminology in English Appendix 2 when discussing their writing 	<ul style="list-style-type: none"> To develop their understanding of the concepts set out in English Appendix 2 To learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) To learn how to use sentences with different forms: statement, question, exclamation, command To use and understand expanded noun phrases to describe and specify To use the present and past tense correctly and consistently including the progressive form To use subordination, using when, if, that, or, because and co-ordination using or, and, or, but) To use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Word		<ul style="list-style-type: none"> To spell regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes]), including the effects of these suffixes on the meaning of the noun To use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) To understand how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) 	<ul style="list-style-type: none"> To demonstrate understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman) To Show understanding of formation of adjectives using suffixes such as –ful –less To use the suffixes –er, –est, in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> To combine make sentences using joining words and join clauses using 'and' 	<ul style="list-style-type: none"> To use subordination (using when, if, that, because) and co-ordination (using or, and, nut) • To use expanded noun phrases for description and specification • To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

	EYFS	Year 1	Year 2
Continuous Provision & Enhancements			
Reading Area	<ul style="list-style-type: none"> ▪ Explore a range of different texts ▪ Re-read familiar stories ▪ Listen to audio books, poetry and songs ▪ Use puppets and small world to act out familiar stories ▪ Begin to comment on what has been read to them ▪ Begin to read letters and then words in decodable books ▪ Vote for a favourite story ▪ Use pictures and visuals to retell favourite stories ▪ Use story dice to make up their own simple stories 	<ul style="list-style-type: none"> ▪ Discuss different features of books ▪ Vote for a story giving reasons why they chose it ▪ Use pictures and visuals to sequence familiar stories ▪ Use story dice to record or write a simple story ▪ Read simple sentences in decodable and unfamiliar texts ▪ Make up own stories using prompts ▪ Using QR codes to listen/watch interactive stories 	<ul style="list-style-type: none"> ▪ Label different features of a book ▪ Write own stories, poetry and non-fiction to display in the reading area for others to read ▪ Vote for a story based on the blurb only ▪ Make own story dice ▪ Use books to create story mountains or story maps ▪ Reading for pleasure ▪ Write book reviews ▪ Using dictionaries to check the meaning of words
Writing Area	<ul style="list-style-type: none"> ▪ Activates to develop fine motor skills ▪ Explore a variety of writing utensils and stationary ▪ Add meaning to marks ▪ Mark making with secret symbols ▪ Drawing pictures with a purpose ▪ Begin to show a dominant hand and hold a pencil with a tripod grip ▪ Use phonic knowledge to write simple words, captions and sentences ▪ Writing for a purpose e.g. list for Santa, card for mother's day, labels for the classroom 	<ul style="list-style-type: none"> ▪ Use sound mats to spell words with alternative graphemes ▪ Activities to develop cursive handwriting ▪ Talking through their ideas using role play, performing, talking tins etc ▪ Using apps on an iPad/computer to develop phonics and spelling ▪ Writing for a purpose 	<ul style="list-style-type: none"> ▪ Completing writing challenges linked to whole class learning ▪ Using a thesaurus to up level their writing ▪ Plan, write and evaluate pieces of writing ▪ Purple polish own work ▪ Writing for a purpose