



Roe Green Infant School
**English – Knowledge and Skills
 Progression**



[English Appendix 1 - Spelling.pdf](#)

[English Appendix 2 - Vocabulary grammar and punctuation.pdf](#)

Phonics and Reading (Decoding)		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> Recognise familiar words. Learn Phase 2 (Units 1-5) and Phase 3 (units 6-11) sounds Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) 	<ul style="list-style-type: none"> read words containing each of the 40+ phonemes taught read common exception words read the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understand use of apostrophe read aloud phonically-decodable text 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending

**Range of Reading/Familiarity with Texts
(Making Connections)**

Reception	Year 1	Year 2
<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. (ELG) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry

Poetry and Performance

Reception	Year 1	Year 2
<ul style="list-style-type: none"> Listen to rhymes and continue a rhyming string. Performs songs, rhymes, poems and stories with others and tries to move in time with music. <i>(This is taught discretely alongside the curriculum.)</i> 	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**Word Meaning and Understanding
(Clarifying/Questioning/Summarising)**

Reception	Year 1	Year 2
<ul style="list-style-type: none"> Knows that print carries meaning and, in English, is read from left to right and top to bottom. <i>(This is taught discretely alongside the curriculum.)</i> 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known. 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. 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary. discussing their favourite words and phrases. discussing the sequence of events in books and how items of information are related. 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.

Inference

Reception	Year 1	Year 2
<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)• Make comments about what they have heard and ask questions to clarify their understanding (ELG)	<ul style="list-style-type: none">• discussing the significance of the title and events.• making inferences based on what is being said and done.	<ul style="list-style-type: none">• making inferences on the basis of what is being said and done.• answering and asking questions.

Prediction

Reception	Year 1	Year 2
<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories. (ELG)• 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. (ELG)	<ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far.	<ul style="list-style-type: none">• predicting what might happen on the basis of what has been read so far.

Evaluating (Authorial Intent)

Reception	Year 1	Year 2

Non-Fiction

Reception	Year 1	Year 2
<ul style="list-style-type: none">• Engage in non-fiction books• Listen to and talk about selective non-fiction books to develop a deep familiarity with new knowledge and vocabulary		<ul style="list-style-type: none">• being introduced to non-fiction books that are structured in different ways.

Discussing Reading

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG) • 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 (ELG) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Participate in discussion about books, poems & other works that are read to them & 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

Word Building and Spelling

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet in their writing • Use their phonic knowledge to write words in ways which match their spoken sounds • Able to write some irregular common words. • Able to spell words correctly and phonetically plausible. <i>(This is taught discretely alongside the curriculum.)</i> • Spell words by identifying the sound and then writing the sound with letters 	<ul style="list-style-type: none"> • spell most of the words on the year 1 list. • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • spell some words with the prefix un–. • spell some words with suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words. • apply simple spelling rules and guidance from Appendix 1. • spell words using phonic sounds taught so far. • say the alphabet in the right order. • write the days of the week. 	<ul style="list-style-type: none"> • spell most of the words on the year 2 list. • spell some common homophones. • learn to spell more words with contracted forms. • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • apply spelling rules and guidelines from Appendix 1. • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • learn to spell common exception words. • distinguish between homophones and near homophones.

	<p><i>Spelling patterns:</i></p> <ul style="list-style-type: none"> • <i>ff, ll, ss, zz and ck</i> • <i>n before k (bank, tank)</i> • <i>-tch</i> • <i>-ve (have, give)</i> • <i>Adding s and es to words (dogs, catches)</i> • <i>Adding the endings –ing, –ed and –er to verbs (hunting, hunted, hunter)</i> • <i>Adding –er and –est to adjectives (fresher, freshest)</i> • <i>Vowel digraphs and trigraphs taught so far (see Appendix 1)</i> • <i>Words ending –y (funny, silly)</i> • <i>ph and wh (dolphin, wheel)</i> • <i>Using k for the /k/ sound (sketch, skin)</i> • <i>Adding the prefix –un (unhappy, unlock)</i> • <i>Compound words (football, blackberry)</i> 	<p><i>Spelling patterns:</i></p> <ul style="list-style-type: none"> • <i>‘ge’ and ‘dge’ (badge, age, gem, giant, magic)</i> • <i>c before e, i and y (race, ice, cell, city, fancy)</i> • <i>‘kn’ and ‘gn’ (knock, gnat)</i> • <i>‘wr’ (write, wrong)</i> • <i>–le (table, apple)</i> • <i>–el (camel, tunnel)</i> • <i>–al (metal, pedal)</i> • <i>–il (pencil, fossil)</i> • <i>–y (cry, fry, dry)</i> • <i>Adding suffixes –es, –y, –ed, –ing, –er and –est, –ment, –ness, –ful, –less and –ly</i> • <i>‘a’ before l and ll (ball, always)</i> • <i>‘o’ (other, Monday)</i> • <i>–ey (monkey, valley)</i> • <i>‘a’ after w and qu (want, squash)</i> • <i>‘or’ after w (word, worth)</i> • <i>‘ar’ after w (warm, towards)</i> • <i>‘s’ (television, treasure)</i> • <i>Words ending in –tion (station, fiction)</i>
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Transcription

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG) 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs (grapheme phoneme correspondence) and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG) • Form lower case and capital letters correctly 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. • leave spaces between words. • 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' and to practise these. 	<ul style="list-style-type: none"> • 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 relationship to one another and to lower-case letters. • use spacing between words that reflects the size of the letters.

Contexts for Writing/Genres

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others (ELG) 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional). • writing about real events. • writing poetry. • writing for different purposes.

Planning

Reception	Year 1	Year 2
<ul style="list-style-type: none">Develop story lines in their pretend playInvent, adapt and recount narratives and stories with peers and their teacher. (ELG)	<ul style="list-style-type: none">saying out loud what they are going to write about.composing a sentence orally before writing it.	<ul style="list-style-type: none">planning or saying out loud what they are going to write about.

Drafting

Reception	Year 1	Year 2
<ul style="list-style-type: none">Write simple phrases and sentences that can be read by others (ELG)	<ul style="list-style-type: none">re-reading what they have written to check that it makes sense.	<ul style="list-style-type: none">writing down ideas and/or key words, including new vocabulary.encapsulating what they want to say, sentence by sentence.

Editing

Reception	Year 1	Year 2
	<ul style="list-style-type: none">discuss what they have written with the teacher or other pupils.	<ul style="list-style-type: none">evaluating their writing with the teacher and other pupils.rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.proofreading to check for errors in spelling, grammar and punctuation.

Grammar and Grammatical Terminology

Reception	Year 1	Year 2
<ul style="list-style-type: none"> 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. (ELG) Articulate their ideas and thoughts in well formed sentences 	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using conjunction 'and' Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> recognise and use sentences with different forms: statement, question, exclamation, command use the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness)
	<i>Terminology: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	<i>Terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i>

Punctuation

Reception	Year 1	Year 2
<ul style="list-style-type: none"> Write words and short sentences with known letter and sound correspondence, using capital letters and full stops. <p style="color: red;">(This is taught discretely alongside the curriculum.)</p>	<ul style="list-style-type: none"> separation of words with spaces 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"> sentence demarcation commas in lists apostrophes for omission & singular possession learning 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)