



Progression in English at The Oaktree School

Skills	EYFS	Year 1	Year 2
Reading - Word	<p>Reading 3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ print can have different purposes ○ we read English text from left to right and from top to bottom ○ the names of the different parts of a book ○ page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. <p>Children in reception will be learning to:</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 correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Word Reading ELG</p> <p>Children at the expected level of development will:</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; 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • 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 other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • 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 books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills 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 accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.



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Reading - Comprehension	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
Reading - Comprehension	<p>Reading 3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. <p>Children in reception will be learning to:</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 correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Comprehension ELG</p> <p>Children at the expected level of development will:</p>	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Understand both the books they can already read accurately and fluently and those they listen to 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. 	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <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 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 <p><u>Understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> 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.



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	<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; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		
Writing - transcription	<p>Literacy 3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • 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. <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>Writing ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Name the letters of the alphabet: • Add prefixes and suffixes: • Apply simple spelling rules and guidance • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p><u>Spell by:</u></p> <ul style="list-style-type: none"> • 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 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Writing - handwriting	<p>Physical Development 3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. <p>Children in reception will be learning to:</p>	<ul style="list-style-type: none"> • 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’ 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



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<p>Writing - composition</p>	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Fine Motor Skills ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. <p>Writing Children in reception will be learning to:</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. <p>Writing ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 		<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters.
<p>Writing - composition</p>	<p>Literacy 3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> 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. <p>Children in reception will be learning to:</p>	<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <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 <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about



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<p>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>• Re-read what they have written to check that it makes sense.</p> <p>Writing ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<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 • 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. 		
<p>Writing - Vocabulary, grammar and punctuation</p>	<p>Communication and Language</p> <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. 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?" • Sing a large repertoire of songs. 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', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a 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." 	<p><u>Word</u></p> <ul style="list-style-type: none"> • Regular plural noun suffixes, suffixes – 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Words combine to make sentences, joining words and clauses using 'and' <p><u>Text</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I <p><u>Terminology</u></p> <ul style="list-style-type: none"> • Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark • See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail 	<p><u>Word</u></p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs <p><u>Sentence</u></p> <ul style="list-style-type: none"> • Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, • Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command <p><u>Text</u></p> <ul style="list-style-type: none"> • correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns <p><u>Terminology</u></p> <ul style="list-style-type: none"> • noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma



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Children in reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- 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.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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.

- See *The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation* for further detail



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	<p>Speaking ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for 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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		
Spelling	<p>Writing</p> <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. <p>Writing ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Revision of work from YR</p> <ul style="list-style-type: none"> • Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy) • Division of words into syllables, adding s and es to words for plurals • adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words • See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail 	<p>Revision of work from YR and Y1</p> <ul style="list-style-type: none"> • Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion • Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words • See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail
Spoken Language	<p>Communication and Language</p> <p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. 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?” • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<p>Spoken Language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>Spoken Language</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments



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	<ul style="list-style-type: none"> Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a 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." <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 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. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.
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- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- 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.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for 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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.