



Progression and coverage-KS1 English/ EYFS Literacy (Communication and Language ELG: Listening, Attention and Understanding. Speaking. Literacy ELG comprehension, word reading, writing. Physical Development ELG Fine motor control)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>'Most' children will be expected to be by the end of their respective year. We know every child is special and unique in their own way and therefore some may not have reached certain stages of development or skills whilst others will be working beyond them. Each child is nurtured on their own merits to help them make progress in ways that best suit them</p>					
Nursery	<p>Literacy</p> <ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Ask questions about the book. • Make comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Make marks on their picture. <p>Communication & Language</p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • 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>Literacy</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: begin to show an awareness of rhyme e.g. can complete a rhyming couplet in a familiar rhyme 'Hickory Dickory Dock and mouse ran up the (clock);begin to clap syllables in a word. <p>Communication & Language</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happen. • Sing a repertoire of songs. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • May have problems saying: -some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<p>Literacy</p> <ul style="list-style-type: none"> • Show some awareness of the five key concepts about print: - print has meaning -the names of the different parts of a book - print can have different purposes -page sequencing -we read English text from left to right and from top to bottom. • Develop their phonological awareness, so that they can: -show some awareness of rhyme and alliteration; count or clap syllables in a word. • Begin to engage in extended conversations about stories, learning new vocabulary. • May 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; write 'm' for mummy. <p>Communication & Language</p> <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Begin to show some understanding of 'why' questions, like: "Why do you think the caterpillar got so fat?" • Know rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. • Can start a conversation with an adult or a friend and continue it for many turns. <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. 	<p>Literacy</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing -we read English text from left to right and from top to bottom. • 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; write 'm' for mummy. • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • -recognise words with the same initial sound, such as money and mother. • -recognise and suggest rhyming words • Write some or all of their name. • Write some letters accurately. Write some or all of their name. <p>Communication & Language</p> <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use longer sentences of four to six words. • Can start a conversation with an adult or a friend and continue it for many turns. • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • 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. 			



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<p>Reception</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • -recognise words with the same initial sound, such as money and mother • Write some or all of their name. • 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; write 'm' for mummy. • Write some letters accurately. <p>Communication & Language</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Literacy</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read what they have written to check that it makes sense. <p>Communication & Language</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Listen carefully to rhymes and songs, paying attention to how they sound. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. 	<p>Literacy</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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 simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. <p>Communication & Language</p> <ul style="list-style-type: none"> • Learn rhymes, poems and songs. • Engage in non-fiction books. • 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. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<p>Communication & Language</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. <p>Literacy</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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. • Form lower-case and capital letters correctly. <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense.
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Year 1	<p>Reading - word reading Pupils should be taught to:</p> <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 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• reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<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 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• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<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• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• 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>Writing - transcription</p> <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• spell:<ul style="list-style-type: none">• words containing each of the 40+ phonemes already taught• common exception words• the days of the week• name the letters of the alphabet:<ul style="list-style-type: none">• naming the letters of the alphabet in order
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- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - 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]
- apply simple 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 and common exception words taught so far

Handwriting

Pupils should be taught to:

- 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’ (ie letters that are formed in similar ways) and to practise these

Writing - composition

Pupils should be taught to:

- write sentences by:
 - 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 their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using ‘and’
 - 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’
 - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing

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Year 2	<p>Reading - word reading Pupils should be taught to:</p> <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• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• reread these books to build up their fluency and confidence in word reading• <p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<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• understand both the books that they can already read accurately and fluently and those that they listen to by:<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 <p>Writing - transcription <i>Spelling - see English appendix 1</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• spell by:
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- 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
- 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

Handwriting

Pupils should be taught to:

- 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

Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - 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
 - 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 (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:



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- sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in [English appendix 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing