



## English Progression Map

	EYFS		Year 1	Year 2
<b>ELG Writing</b>	<ul style="list-style-type: none"> <li>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 (3-4 years)</li> <li>Write some or all of their name (3-4 years)</li> <li>Write some letters accurately (3-4 years)</li> <li>Form lower case and capital letters correctly (3-4 years)</li> <li>Write recognisable letters, most of which are correctly formed (ELG)</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</li> <li>Write simple phrases and sentences that can be read by others (ELG)</li> <li>Re-read what they have written to check it makes sense</li> </ul>	<b>Transcription</b>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught</li> <li>spell common exception words</li> <li>spell 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>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 where no change is needed in the spelling of root words apply simple spelling rules and guidance from National Curriculum Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using GPCs, and common exception words</li> </ul>	<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 1 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>distinguishing between homophones and near-homophones</li> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidelines from National Curriculum Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</li> </ul>
		<b>Vocabulary, grammar and punctuation</b>	<ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> <li>joining words and joining clauses using and</li> <li>sequencing sentences to form short narratives</li> <li>leaving spaces between words</li> <li>use sentence demarcation (. ! ?)</li> <li>beginning to punctuate using a capital letter and a full stop, question mark or exclamation mark</li> <li>use capital letter for the names of people, places, the days of the week, and the personal pronoun I</li> <li>-learning the grammar for Year 1 in National Curriculum English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>some features of written Standard English</li> <li>use sentence demarcation</li> <li>use commas in lists</li> <li>use apostrophes for omission &amp; singular possession</li> <li>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)</li> <li>-use expanded noun phrases to describe and specify</li> <li>-use and understand grammatical terminology in National Curriculum English Appendix 2</li> </ul>



		<p><b>Handwriting</b></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' and to practise these</li> </ul>	<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> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
		<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• -say out loud what they are going to write about</li> <li>• -compose a sentence orally before writing it</li> <li>• -sequence sentences to form a short narrative</li> <li>• -re-read what they have written to check it makes sense</li> <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 teachers</li> </ul>	<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> <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             <ul style="list-style-type: none"> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• -read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>



<p><b>ELG word reading</b></p>	<ul style="list-style-type: none"> <li>• Spot and suggest rhymes (3-4 years)</li> <li>• Count or clap syllables in a word (3-4 years)</li> <li>• Recognise words with the same initial sound, such as money or mother (3-4 years)</li> <li>• Say a sound for each letter in the alphabet and at least 10 diagraphs (ELG)</li> <li>• Read words consistent with their phonic knowledge by sound blending (ELG)</li> <li>• Read some letter groups that each represent one sound and say sounds for them (ELG)</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment (ELG)</li> </ul>	<p><b>Word reading</b></p>	<ul style="list-style-type: none"> <li>• -apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, -er, -est.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> <li>• -re-read books to build up fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>
<p><b>ELG Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Understand that print has meaning (3-4 years)</li> <li>• Understand that print can have different purposes (3-4 years)</li> <li>• Understand we read English text from left to right and from top to bottom (3-4 years)</li> <li>• Understand the names of different parts of a book (3-4 years)</li> <li>• Understand page sequencing (3-4 years)</li> <li>• Engage in extended conversation about stories learning new vocabulary</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</li> </ul>	<p><b>Comprehension</b></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> <li>• discussing word meanings, linking new meanings to those already known</li> <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> </ul>	<ul style="list-style-type: none"> <li>• -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</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> <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> <li>• -discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• -discussing the sequence of events in books and how items of information are related</li> <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> </ul>



	<p>recently introduced vocabulary (ELG)</p> <ul style="list-style-type: none"><li>• Anticipate - where appropriate - key events in stories (ELG)</li><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</li></ul>		<ul style="list-style-type: none"><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><li>• explain clearly their understanding of what is read to them</li></ul>	<ul style="list-style-type: none"><li>• -predicting what might happen on the basis of what has been read so far</li><li>• -being introduced to non-fiction books that are structured in different ways</li><li>• -participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li><li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>
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