

Churchfields the Village School
English Progression
EYFS – Year 1 – Year 2

NC2014	Reading: Decoding <i>Follow as a progression of skills over KS1</i>	Reading: Composition <i>Follow Year group program of study</i>	Writing: Transcription (spelling and handwriting) <i>Appendix 1A NC2014</i>	Writing: Vocabulary, punctuation, and grammar <i>Appendix 2</i>	Writing: Composition	Assessment: Reading and writing
EYFS DM	Literacy (reading focus) Letters and Sounds phonics	Communication and Language (listening focus)		Communication and Language (speaking focus)	Literacy (writing focus)	
<p>Term 1 Topic C1: Circus C2: Toys C3: Superheroes</p>	<p>Phase 2 Read individual letters by saying the sounds for them.</p> <p>Phase 5 Apply phonic knowledge and skills as the route to decode words.</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>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</p> <p>Discussing the sequence of events in books and how</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Write words containing each of the 40+ phonemes already taught.</p> <p>Name the letters of the alphabet in order. Read and order words in alphabetical order.</p> <p>Form digits 0-9.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Consistent letter sizes. Form lower-case letters of the correct size relative to one another.</p>	<p>Learn new vocabulary (linked to topic)</p> <p>Connect one idea to action to another using a range of connectives.</p> <p>Separation of words with spaces. Writing on a line. Consistent sized spaces</p> <p>How words can combine to make sentences.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Capital letters and full stops to mark sentences. (Revise for Year 2)</p> <p>Use both familiar and new punctuation correctly including full stops, capital letters,</p>	<p>Form lower-case and capital letters correctly.</p> <p>Saying out loud what they are going to write about.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Planning or saying out loud what they are going to write about.</p>	<p>Baseline assessment</p> <p>Big write</p>

		items of information are related.		exclamation marks, question marks and commas for lists. Joining words and clauses using 'and'.		
<p>Term 2</p> <p>Topic</p> <p>C1: Circus</p> <p>C2: Toys</p> <p>C3: Superheroes</p>	<p>Phase 2 consolidation</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Phase 5</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe events in some detail.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discuss their favourite words and phrases.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form digits 0-9.</p> <p>Common exception words.</p> <p>Learn 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</p> <p>Learning to spell common exception words.</p> <p>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 un-joined.</p>	<p>Learn rhymes, poems and songs.</p> <p>How words can combine to make sentences.</p> <p>Capital letters and full stops to mark sentences.</p> <p>Introduce using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Compose a sentence orally before writing it.</p> <p>Consider what they are going to write before beginning by: Writing down ideas and/or key words, including new vocabulary</p>	<p>Phase 2 assessment</p> <p>Supported big write Year 1 SWST</p> <p>Big write Year 2 SWST</p>

<p>Term 3 Topic: C1: Dinosaurs C2: Fire C3: Stories People Tell</p>	<p>Phase 3 Read some letter groups (digraphs) that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read words containing common suffixes.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Engage in story times and non-fiction books.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>discussing the significance of the title and events</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Be introduced to non-fiction books</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Spell the days of the week</p> <p>Learning to spell more words with contracted forms.</p> <p>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 un-joined.</p>	<p>Use new vocabulary throughout the day.</p> <p>Develop social phrases.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Apostrophes for possession and omission.</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>How the grammatical patterns in a sentence indicate its function as a</p>	<p>Spell words and by identifying the sounds and then writing the sound with letter/s. Build words into phrases and captions.</p> <p>Composing a sentence orally before writing it</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p>	<p>Supported big write Reading NFER</p> <p>Big write Reading NFER</p>

		that are structured in different ways.		statement, question, exclamation or command		
<p>Term 4</p> <p>Topic:</p> <p>C1: Dinosaurs</p> <p>C2: Fire</p> <p>C3: Stories</p> <p>People Tell</p>	<p>Phase 3</p> <p>Continue to read phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>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> <p>Making inferences on the basis of what is being said and done</p>	<p>Form lower case and capital letters of a similar size.</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Learning the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Identifying question marks and exclamation marks in sentences.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>Learn the present and past tenses correctly and consistently including the progressive form.</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Sequencing sentences to form short narratives</p> <p>Writing poetry</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p>	<p>Phase 3 assessment</p> <p>Supported big write</p> <p>Big write</p>

<p>Term 5 Topic: C1: Holidays C2: Animals C3: Sea Life</p>	<p>Phase 4 Continue to read phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Engage in story times and non-fiction books.</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>Form lower case and capital letters correctly.</p> <p>Using the prefix un–</p> <p>distinguishing between homophones and near-homophones</p> <p>Revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Using question marks and exclamation marks in sentences.</p> <p>Consolidation and SATS</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Sequencing sentences to form short narratives</p> <p>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</p>	<p>Phonics screening check Supported big write Year 1 SWST</p> <p>Big write Year 2 SWST</p>
<p>Term 6 Topic: C1: Holidays C2: Animals C3: Sea Life</p>	<p>Phase 4 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Engage in story times</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which</p>	<p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Sequencing sentences to write short narratives.</p> <p>Consolidation and SATS</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Phase 4 assessment</p> <p>Supported big write Reading NFER</p> <p>Reading SAT SPAG SAT</p>

	<p>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.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>they can read independently</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p> <p>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.</p> <p>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>	<p>of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>		<p>Re-read what they have written to check that it makes sense.</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Big write</p>
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