



English Knowledge and skills progression

Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3
<p>Spoken Language</p>	<p>Babies, toddlers and young children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone’s face as they talk • Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. • Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like ‘baba’, ‘mamama’. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when ‘talking’ • Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’ • Understand simple instructions like “give to nanny” or “stop”. • Recognise and point to objects if asked about them • Generally focus on an activity of their own choice and find it difficult to be 	<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 • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. 			<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 • 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 • elect and use appropriate registers for effective communication.

	<p>directed by an adult.</p> <ul style="list-style-type: none"> • Listen to other people’s talk with interest but can easily be distracted by other things. • Make themselves understood and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ • Use the speech sounds p, b, m, w. • Pronounce: * l/r/w/y * f/th * s/sh/ch/dz/j * multi-syllabic words such as ‘banana’ and ‘computer’ • Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) <p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • 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 • 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: • 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.” 		
--	--	--	--

Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3
<p>Reading – Word Reading</p>	<p>Babies, toddlers and young children will be learning to:</p> <ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>3 and 4 years olds will be learning to:</p> <p>Develop their phonological awareness, so that they can:</p> <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. 	<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. 	<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 these 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 read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3
<p data-bbox="96 180 338 264">Reading - Comprehension</p>	<p data-bbox="360 180 611 272">Babies, toddlers and young children will be learning to:</p> <ul data-bbox="360 316 611 1401" style="list-style-type: none"> <li data-bbox="360 316 611 408">• Enjoy sharing books with an adult. <li data-bbox="360 408 611 539">• Pay attention and respond to the pictures or the words. <li data-bbox="360 539 611 799">• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. <li data-bbox="360 799 611 898">• Repeat words and phrases from familiar stories. <li data-bbox="360 898 611 965">• Ask questions about the book. <li data-bbox="360 965 611 1064">• Make comments and shares their own ideas. <li data-bbox="360 1064 611 1195">• Develop play around favourite stories using props. <li data-bbox="360 1195 611 1401">• Listen to simple stories and understand what is happening, with the help of the pictures <p data-bbox="360 1433 611 1465">3 and 4 years olds will</p>	<ul data-bbox="636 180 954 874" style="list-style-type: none"> <li data-bbox="636 180 954 212">• Engage in story times. <li data-bbox="636 212 954 343">• Listen to and talk about stories to build familiarity and understanding <li data-bbox="636 343 954 539">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words <li data-bbox="636 539 954 606">• Learn rhymes, poems and songs <li data-bbox="636 606 954 673">• Engage in non-fiction books. <li data-bbox="636 673 954 874">• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p data-bbox="976 180 1330 272">Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul data-bbox="976 272 1330 1066" style="list-style-type: none"> <li data-bbox="976 272 1330 469">• 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 data-bbox="976 469 1330 600">• being encouraged to link what they read or hear read to their own experiences <li data-bbox="976 600 1330 799">• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <li data-bbox="976 799 1330 866">• recognising and joining in with predictable phrases <li data-bbox="976 866 1330 965">• learning to appreciate rhymes and poems, and to recite some by heart <li data-bbox="976 965 1330 1066">• discussing word meanings, linking new meanings to those already known <p data-bbox="976 1102 1330 1225">Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul data-bbox="976 1225 1330 1465" style="list-style-type: none"> <li data-bbox="976 1225 1330 1390">• drawing on what they already know or on background information and vocabulary provided by the teacher <li data-bbox="976 1390 1330 1465">• checking that the text makes sense to them as 	<p data-bbox="1352 180 1756 272">Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul data-bbox="1352 272 1756 1337" style="list-style-type: none"> <li data-bbox="1352 272 1756 507">• 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 data-bbox="1352 507 1756 606">• discussing the sequence of events in books and how items of information are related <li data-bbox="1352 606 1756 737">• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <li data-bbox="1352 737 1756 836">• being introduced to non-fiction books that are structured in different ways <li data-bbox="1352 836 1756 935">• recognising simple recurring literary language in stories and poetry <li data-bbox="1352 935 1756 1066">• discussing and clarifying the meanings of words, linking new meanings to known vocabulary <li data-bbox="1352 1066 1756 1133">• discussing their favourite words and phrases <li data-bbox="1352 1133 1756 1337">• 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 data-bbox="1352 1337 1756 1465">Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>	<p data-bbox="1767 180 2107 272">Develop positive attitudes to reading and understanding of what they read by:</p> <ul data-bbox="1767 272 2107 1401" style="list-style-type: none"> <li data-bbox="1767 272 2107 437">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <li data-bbox="1767 437 2107 568">• reading books that are structured in different ways and reading for a range of purposes <li data-bbox="1767 568 2107 667">• using dictionaries to check the meaning of words that they have read <li data-bbox="1767 667 2107 866">• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <li data-bbox="1767 866 2107 965">• identifying themes and conventions in a wide range of books <li data-bbox="1767 965 2107 1161">• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <li data-bbox="1767 1161 2107 1401">• discussing words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p data-bbox="1767 1433 2107 1495">Understand what they read, in books they can read</p>

	<p>be learning to:</p> <p>Understand the five key concepts about print:</p> <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 <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books, and be able to tell a long story 		<p>they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> • 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 <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"> • 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>independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Knowledge and Skills Progression	Nursery	Reception	Year 1	Year 2	Year 3

<p>Writing Transcription - Spelling</p>	<p>3 and 4 years 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 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<p>Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un– • use –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. 	<p>Pupils should be taught to: spell by:</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 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<p>Knowledge and Skills Progression</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>

<p>Writing Transcription - Handwriting</p>	<p>Babies, toddlers and young children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Make marks on their picture to stand for their name. <p>3 and 4 years olds will be learning to:</p> <ul style="list-style-type: none"> • Write some letters accurately. 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. 	<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' (i.e. letters that are formed in similar ways) 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 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
<p>Knowledge and Skills Progression</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>

<p>Writing Composition</p>	<p>Babies, toddlers and young children will be learning to:</p> <ul style="list-style-type: none"> • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • say out loud what they are going to write about • compose a sentence orally before writing it • sequence sentences to form short narratives • re-read 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>Develop positive attitudes towards and stamina for writing by:</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>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • 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 <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<p>Knowledge and Skills Progression</p>	<p>Nursery</p>	<p>Reception</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>

Writing –
Vocabulary,
grammar and
Punctuation

Pupils should be taught to:

- leave spaces between words
- join words and join clauses using and
- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- use 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 Appendix 2 in discussing their writing

Pupils should be taught to:

- learn 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:

- 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

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
- using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading