



## Progression in English



- In Early Years, English is taught across 3 strands which make up the area 'Literacy'. These are Comprehension, Word Reading and Writing. Progression in these areas is mapped out in [Development Matters](#) and by [Little Wandle Letters and Sounds Revised](#). Our [Early Years Expectation Grid](#) identified the Early Learning Goals for Every area of the Early Years Curriculum.
- In [Year 1](#) and [Year 2](#) we follow the National Curriculum programme of study for the teaching of Reading and Writing.
- We follow '[Little Wandle Letters and Sound Revised](#)' as our systematic synthetic phonics programme.
- We use the 'Talk for Writing approach' for teaching writing, and the progression of writing skills is evident on the Medium Term Planning.
- For the teaching of Handwriting, we have created a 'Walsh Handwriting scheme' and the progression is outlined below.

| Area/<br>Knowledge | EYFS   | Year One  | Year Two   |
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| Handwriting        | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to form the 26 letters of the alphabet using the 'Little Wandle' formation phrases</li> <li>• Learn which 'handwriting family' each letter belongs to and why</li> <li>• Learn how to form capital letters</li> <li>• Learn how to form digits 0-9</li> </ul> | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to form lower case letters, capital letters and numbers correctly</li> <li>• Secure their knowledge of the 'handwriting family' each letter belongs to</li> <li>• Learn to write letters of a more consistent sizing using lines. They begin to know and use the language 'top solid', 'top broken', 'bottom solid' and 'bottom broken' to describe where letters begin and finish.</li> </ul> | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Learn to write using horizontal and diagonal joins using their embedded knowledge of the 'Handwriting families' to help them.</li> <li>• Children know and use the language 'top solid', 'top broken', 'bottom solid' and 'bottom broken' to describe where letters begin and finish.</li> </ul> |
| Transcription      | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to spell words by identifying the sounds in them and representing the sounds with a letter or letters.</li> </ul>   | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to spell words containing each of the 40+ phonemes already taught.</li> <li>• Know how to spell many Year One common exception words and the days of the week.</li> <li>• Know how to add prefixes and suffixes to spell words correctly eg: using the spelling rule for</li> </ul>  | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know how to segment spoken words into phonemes and represent these using graphemes, spelling many correctly.</li> <li>• Learn new ways of spelling phonemes for which 1 or more spellings are already known, and</li> </ul>  |

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|                    | <ul style="list-style-type: none"> <li>• Attempt to write words and short sentences in meaningful contexts.</li> <li>• Know how to write simple phrases and sentences that can be read by themselves and others.</li> </ul>   | <p>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].</p> <ul style="list-style-type: none"> <li>• Learn to spell some words with contracted forms eg. he’s, don’t.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondence* (GPCs) and common exception words taught so far.</li> </ul>   | <p>learn some words with each spelling, including a few common homophones.</p> <ul style="list-style-type: none"> <li>• Learn how to spell Year Two common exception words.</li> <li>• Learn to spell more words with contracted forms, learning the possessive apostrophe (singular) [for example, the girl’s book].</li> <li>• Learn to add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>  |
| <b>Composition</b> | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Begin to formulate sentences orally before writing them with some teacher support</li> <li>• Begin to reread their sentences as they write to remind themselves what word comes next</li> <li>• Know about and begin to write for different purposes</li> <li>• Begin to read back their completed sentences to themselves and their teacher</li> </ul> | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Know about and begin to write in a wider range of genres and for a wider range of purposes, both real and fictional.</li> <li>• Write sentences by saying out loud what they are going to write about and composing sentences orally before writing them.</li> <li>• Know how to join two clauses in a sentence using ‘and’.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Re-read what they have written to check that it makes sense and begin to edit their writing with some teacher direction eg. checking for capital letters and full stops.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read their writing aloud, clearly enough to be heard by their peers and the teacher.</li> </ul> | <p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by writing in a range of genres and for a range of purposes, both real and fictional.</li> <li>• Know it is important to 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 and encapsulating what they want to say, sentence by sentence (for example using the Talk For Writing boxing up method).</li> <li>• Know how to use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.</li> <li>• Know how to make simple additions, revisions and corrections to their own writing by evaluating their writing individually, with the teacher or with other pupils’</li> </ul> |

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|                    |   |   | <ul style="list-style-type: none"> <li>• Know it is important to reread 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>• Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> <li>• Can read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> |
| <b>Punctuation</b> | <b>Children</b> <ul style="list-style-type: none"> <li>• Know what a capital letter and full stop is and begin to use them to punctuate simple sentences.</li> <li>• Know about and use a capital letter for own name and the personal pronoun 'I'</li> </ul> | <b>Children</b> <ul style="list-style-type: none"> <li>• Know what capital letters, full stops, question marks and exclamation marks are and begin to use them to punctuate simple sentences</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> | <b>Children</b> <ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly and with increased accuracy, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>   |
| <b>Terminology</b> | <b>Children</b> <ul style="list-style-type: none"> <li>• Know and use the terminology letter, capital letter, word, sentence, full stop, question mark.</li> </ul>  | <b>Children</b> <ul style="list-style-type: none"> <li>• Know and use the terminology letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.</li> </ul>  | <b>Children</b> <ul style="list-style-type: none"> <li>• Know and use the terminology noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) , apostrophe, comma.</li> </ul>   |

### Terminology explained

**Phoneme** - is the smallest unit of sound in speech.

**Grapheme** - the name given to the letter or combination of letters that represents a single sound (phoneme).

**Digraph** – a grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - a grapheme containing three letters that makes just one sound (phoneme). You may see the term trigraph when talking about phonics in other documents.

**Grapheme Phoneme Correspondence\*GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Homophone** - one of two or more words pronounced alike but different in meaning or derivation or spelling (such as the words to, too, and two).