

# PROGRESSION OF SKILLS ENGLISH INFANTS

Skills		Reception	Year 1	Year 2
<b>Spoken language</b>	<i>Listening and responding</i>	Listen carefully in range of situation and is aware of the importance of listening.	Listen carefully and respond to others.	Listen and respond to the contributions of others.
	<i>Questioning.</i>	Ask questions to find out more and understand what has been said to them.	Ask and answer questions using who, what, where, why, how and who.	Ask and answer relevant questions in different contexts.
	<i>Vocabulary</i>	Learn new vocabulary and social phrases and use them throughout the day.	Use subject specific knowledge vocabulary to explain and describe.	Suggest words or phrases that are appropriate to the topic.
	<i>Discussion</i>	Develop storylines in their pretend play and use talk to work out problems.	Participate in group talk, role play and performances.	Talk with confidence in a group or whole class.
	<i>Articulating</i>	Articulate their ideas and thoughts in well-formed sentences and describe events.	Speak in a clear way which is easy to understand.	Speak clearly and pronounce words correctly.
<b>Reading</b>	<i>Word reading- phonic knowledge</i>	Blend sounds to read words.	Apply phonic knowledge and skills to decode.	Apply phonic knowledge and skills to decode until it is fluent.
	<i>GPC</i>	Recognise and say sounds represented by graphemes.	Know with speed all 40 plus phonemes including alternative sounds for graphemes where applicable.	
	<i>blending</i>	Use phonic knowledge to decode monosyllabic real and nonsense words.	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.
	<i>CEW</i>	Read some common exception words	Read CEW and HFW noticing some unusual spelling and sound correspondences.	Read further CEW pointing out unusual sound and spelling correspondences.
	<i>Prefixes, suffixes, morphology and etymology.</i>	Use phonic knowledge to blend sounds into words.	Read words containing taught GPCs and word endings.	Read words containing common suffixes.
	<i>Words containing GPCs</i>	Blend sounds into words, so that they can read short words.	Read words of one or more syllable.	Read words with two or more syllables.
	<i>Contractions</i>		Read words with contractions	
	<i>Reading aloud</i>	Read simple phrases and sentences made up of words with known letter-sound correspondences.	Read books aloud using their phonic knowledge.	Read books aloud consistent with their phonic knowledge automatically without hesitation.

	<i>Fluency</i>	Reread books to build up their confidence.	Reread to improve fluency and word reading.	Read most common words accurately and reread books for fluency.
	<i>Comprehension-pleasure and motivation to read.</i>	Listen to and talk about non-fiction books to develop a deep familiarity with knowledge and vocabulary.	Listen to, talk about and enjoy poems, stories and non-fiction texts.	Listen to and discuss a range of poems, stories, non-fiction texts.
	<i>Comprehension-sequencing and summarising</i>	Talk about stories and make connections with events in their own lives or other familiar stories.	Link what they read or hear to their own experiences.	Identify a sequence of events in a simple text saying what happens and why.
	<i>Comprehension - retelling and performing</i>	Retell stories and narratives through role play and small world.	Recite some rhymes and poems by heart, retell fairy tales and traditional stories.	Retell a range of stories and poems with intonation to make the meaning clear.
	<i>Comprehension- genre and conventions.</i>	Join in with repeated refrains in rhymes and stories.	Say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring language in taught fiction genres, non-fiction genres and poems.
	<i>Comprehension – understanding.</i>	Talk about stories that have been read to them and retell through role play.	Check a simple text makes sense and read and correct any inaccurate reading.	Check a simple text makes sense and read and correct any inaccurate reading drawing from taught information and vocabulary.
	<i>Comprehension-retrieval</i>	Talk about characters, events, settings in stories using props for role play.	Understand what is happening in a short piece of text.	Identify the main facts or events in simple texts.
	<i>Comprehension-writers craft</i>	Be aware of how the title and blurb give information about a book.	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text and give simple reasons for their choices.
	<i>Comprehension-inference</i>	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.
	<i>Comprehension-questioning and explaining.</i>	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions that they have read for themselves explaining what they have learned.
	<i>Comprehension – structure and purpose</i>			Notice that non-fiction books are structured in different ways.
<b>Writing</b>	<i>Transcription spelling, spelling rules and strategies</i>	Spell words by identifying the sounds and then writing the sounds with letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.

<i>Spelling CEW and frequently misspelt words.</i>	Begin to spell simple CEW such as I, no, to ,go ,the	Spell age appropriate CEW and days of the week.	Spell age appropriate CEW with increasing confidence and accuracy.
<i>Spelling alphabet</i>	Begin to link the letters of the alphabet with the corresponding letters.	Name the letters of the alphabet in order using the letter names to distinguish between alternative spellings of the same sound.	
<i>Spelling- prefixes, suffixes, morphology and etymology.</i>	Use phonic knowledge to spell words	Add the prefix un- and the suffixes –ing, –ed, -er, -est, -s or –es where no change is needed in the spelling of root words.	Add suffixes to spell longer words including suffixes –ly,-ment,-ness, -ful, -less.
<i>Spelling dictations</i>	Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and CEW	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and CEW and punctuation.
<i>Handwriting, letter formation</i>	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and upper-case letters correctly.	Sit and hold a pencil correctly and begin to form lower-case, upper-case, handwriting families and digits correctly.	Write lower-case, upper-case and digits of the correct size, orientation and relationship to one another, with space between the words that reflect the size of the letters.
<i>Composition- drafting paragraphs</i>	Use writing to communicate thoughts, ideas experiences and events.	Write a sentence or sequences of sentences for a given purpose.	Write longer sequences of sentences for a range of genres, using some age appropriate features.
<i>Composition- audience and purpose.</i>	Using writing to support their play.	Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.
<i>Composition- planning</i>	Use talk to support the writing process.	Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Write down or say what they want to write about before beginning, including ideas ad new vocabulary.
<i>Composition- sentences</i>	Say words, captions and sentence out loud before writing.	Orally rehearse and write short sentences.	Explain, one sentence at a time, what they want to write.
<i>Composition - narrative</i>	Put words in order to make simple phrases or a sentence.	Sequence sentences to form short texts using some sequencing words or formulaic phrases including those to indicate the start or end of a text.	Write longer sequences of sentences about their own experiences and those fictional characters.
<i>Composition- proofreading</i>	Begin to read back what they have written to check it makes sense.	Reread their writing aloud, clearly enough to be heard by the teacher and other children.	Reread their writing aloud clearly with intonation.

<i>Composition- evaluation and editing.</i>	Talk about their writing with the teacher.	Discuss their writing with other children and the class teacher.	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.
<i>Composition- performing and presenting.</i>	Share their writing with others, reading aloud where appropriate.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.
<i>Vocabulary – grammar and punctuation, grammar rules and terminology.</i>	Talk in full sentences and connect ideas and actions making simple conjunctions.	Apply grammar rules and concepts and use suitable terminology.	Apply the grammar rules and concepts and use the suitable terminology.
<i>Vocabulary- grammar and punctuation, sentences.</i>	Break the flow of speech into words.	Leave spaces between words and join words and clauses using 'and'.	Use coordination and subordination to extend their sentences.
<i>Vocabulary- grammar and punctuation - punctuation</i>	Be aware of the different punctuation marks in books.	Begin to use punctuation : capital letters, full stops, question mark, exclamation mark.	Use taught punctuation and new uses of punctuation. ( capital letters, full stops, question marks, exclamation marks, commas and apostrophes)
<i>Transcription spelling- using apostrophes</i>			Spell word with contracted forms and words which use the singular possessive apostrophe.
<i>Transcription spelling- homophones.</i>			Distinguish between homophones and near homophones.
<i>Handwriting- joining and legibility.</i>			Start using some diagonal and horizontal strokes to join letters.
<i>Vocabulary grammar and punctuation- vocabulary</i>			Use simple extended noun phrases with an adjective that describes the noun.
<i>Vocabulary grammar and punctuation- verbs and tenses</i>			Use the present and past tense correctly and consistently, including the progressive form.
<i>Vocabulary grammar and punctuation- formality</i>			Use some conventions of written standard English.