



Chalfont St Peter Infant School

"Learning Together and Celebrating Success"

Progression of Knowledge and Skills in English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reception Areas of Learning and Development:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world

around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Physical Development

Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Personal, Social & Emotional:

Children at the expected level of development will give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Expressive Arts & Design:

Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher and perform rhymes, poems and stories with others.

Key stage 1 Pupils should be taught:

- **Spoken Language** - The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- **Reading** - The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading).
- **Writing** - The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Chalfont St Peter's Progression of Speaking and Listening Skills

Skills	Year R (ELGs)	Year 1	Year 2
Listening skills 	Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively, move to and talk about music, expressing their feelings and response. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Listen to others in a range of situations and usually respond appropriately.	Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.
Following Instructions 	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Understand instructions with more than one point in many situations.	Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. Attempt to follow instructions before seeking assistance

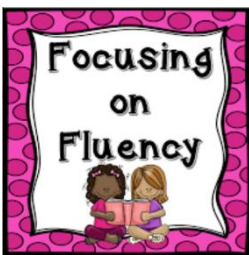
Asking and Answering Questions 	Ask questions to find out more and check they understand what has been said to them. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Begin to ask questions linked to the topic being discussed. Answer questions on a wider range of topics.	Show that they are following a conversation by asking relevant and timely questions. Answer questions using clear sentences. Begin to give reasoning behind their answers when prompted to do so.
Drama, Performance and confidence 	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Speak clearly in a way that is easy to understand. Speak in front of larger audiences, e.g. in assembly, during a show and tell session. Know when it is their turn to speak in a small group presentation or play performance. Take part in a simple role play of a known story.	Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a drama or role play and discuss the character's feelings. Recognise that sometimes speakers talk differently and discuss reasons why this might happen.
Vocabulary and Standard English 	Learn new vocabulary. Use new vocabulary throughout the day. Articulate ideas and thoughts in well-formed sentences. Develop social phrases.	Use appropriate vocabulary to describe their immediate world and feelings. Think of alternatives for simple vocabulary choices.	Start to use subject- specific vocabulary to explain, describe and add detail. Suggest words or phrases appropriate to the topic being discussed.

	Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		Start to vary language according to the situation between formal and informal. Usually speak in grammatically correct sentences.
Speaking for a Range of Purpose 	Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Express feelings and consider the feelings of others. Talk about their immediate family and community. Name and describe people who are familiar to them.	Organise their thoughts into sentences before expressing them. Be able to describe their immediate world and environment. Retell simple stories and recounts aloud.	Talk about themselves clearly and confidently. Verbally recount experiences with some added interesting details. Offer ideas based on what has been heard.

	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside. Watch and talk about dance and performance art, expressing their feelings and responses. Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Explain the reasons for rules, know right from wrong and try to behave accordingly. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
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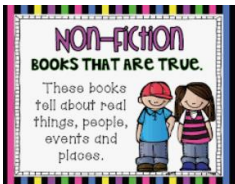
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Share their creations, explaining the processes they have used. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.		
Participating in Discussion 	Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Recognise when it is their turn to speak in a discussion. Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	Give enough detail to hold the interest of other participant(s) in a discussion. Engage in meaningful discussions that relate to different topic areas. Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.

Chalfont St Peter's Progression of Reading Skills

Skills	Year R (ELGs)	Year 1	Year 2
Phonics and Decoding 	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Blend some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.	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. Accurately read most words of two or more syllables. Read most words containing common suffixes. (These are detailed in the word lists within the spelling appendix to the national curriculum English Appendix 1).
Read Common Exception Words 	Read a few common exception words matched to Little Wandle Letters and Sounds Revised. Read some common irregular words.	Read most Year 1 Common Exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Year 1 and Year 2 Common Exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Fluency 	Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Accurately read texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words. Re-read texts to build up fluency and confidence in word reading.	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 fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

Understanding and Correcting Inaccuracies 	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Check that a text makes sense to them as they read and to self- correct.	Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading.
Comparing, Contrasting and Commenting 	Compare and contrast characters from stories, including figures from the past. Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.	Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).
Words in Context and Authorial Choice 	Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	Discuss word meaning and link new meanings to those already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.

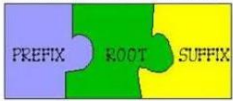
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
Inference and Prediction 	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.
Poetry and Performance 	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.		
Non-Fiction 	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		To recognise that non-fiction books are often structured in different ways.

Chalfont St Peter's Progression of Writing Skills

Skills	Year R (ELGs)	Year 1	Year 2
Phonics and Spelling Rules 	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Know all letters of the alphabet and the sounds which they most commonly represent. Recognise consonant digraphs which have been taught and the sounds which they represent. Recognise vowel digraphs which have been taught and the sounds which they represent. Recognise words with adjacent consonants. Accurately spell most words containing the 40+ previously taught phonemes and GPCs. Spell some words in a phonically plausible way, even if sometimes incorrect. Apply Year 1 spelling rules which include: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;	Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). Apply further Y2 spelling rules which include: - the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); - the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -

		- the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); - dividing words into syllables (e.g. rabbit, carrot); - the /tʃ/ sound is usually spelt as 'tch' and exceptions; - the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); - adding -s and -es to words (plural of nouns and the third person singular of verbs); - adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); - adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); - spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); --- - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car, park); - 'ee' (e.g. green, week); - 'ea' (e.g. sea, dream); - 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church); - 'oo' (e.g. food, soon); - 'oo' (e.g. book, good); - 'oa' (e.g. road, coach); - 'oe' (e.g. toe, goes); - 'ou' (e.g. loud, sound); - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show);	- al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); - adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; - adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); - adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); - the /ɔ:/ sound (or) spelt 'i' before 'l' and 'll' (e.g. ball, always); - the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); - the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); - the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) - the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); - the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); - the /ɜ:/ sound spelt 's' (e.g. television, usual).
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		- 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin).	
To Spell Common Exception Words 	Write some irregular common words.	Spell all Year 1 Common Exception words correctly. Spell days of the week correctly.	Spell Year 1 and most Year 2 Common Exception words correctly.
Prefixes and Suffixes WORD PARTS ARE LIKE PARTS OF A PUZZLE! 		Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. Successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
Further Spelling Conventions		Spell simple compound words (e.g. dustbin, football). Read words that they have spelt. Take part in the process of segmenting spoken words into phonemes before	Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Learn the possessive singular apostrophe (e.g. the girl's book).

		choosing graphemes to represent those phonemes.	Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. Self-correct mis-spellings of words that pupils have been taught to spell (this may require support to recognise misspellings).
Letter Formation, Placement and Positioning Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.	Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. 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. Begin to use the diagonal and horizontal strokes needed to join letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Use a neat, joined handwriting style with increasing accuracy and speed.
Planning Writing and Editing 	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry.

	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.	Discuss what they have written with the teacher or other pupils. Re-read their writing to check that it makes sense and to independently begin to make changes. Read their writing aloud clearly enough to be heard by their peers and the teacher. Use adjectives to describe.	Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Awareness of Audience, Purpose and Structure AUDIENCE 	Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.	Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers by using adjectives to describe.	Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear.

	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Sentence Construction and Tense 	Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Use simple sentence structures.	Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English.
Use of Phrases and Clauses 	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences.	Use co-ordination (or/and/but). Use some subordination (when/if/that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).

Punctuation 		Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces. Use full stops to end sentences. Begin to use question marks and exclamation marks.	Use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.
Use of Terminology 		Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.