



# PROGRESSION OF SKILLS – English

EYFS Provision							
<b>Communication and Language</b>	<b>Nursery</b>			<b>Reception</b>			
	<ul style="list-style-type: none"> <li>• Ask lots of questions – why, what, where, who</li> <li>• Answer questions about why something has happened</li> <li>• Using longer sentences and linking ideas</li> <li>• Describe events that have already happened</li> <li>• Have mostly clear speech and can be easily understood</li> <li>• Listen to longer stories and answer questions immediately afterwards</li> <li>• Follow 2 part instructions</li> <li>• Use talk to organise themselves</li> <li>• Enjoy make believe play</li> <li>• Can communicate basic needs to an adult</li> </ul>			Take turns in much longer conversations <ul style="list-style-type: none"> <li>• Use well-formed sentences that can be understood</li> <li>• Building their bank of words and asking meaning of new words and trying to use in context</li> <li>• Re-tell short stories in order</li> <li>• Using story language</li> <li>• Using most speech sounds and can be understood easily</li> <li>• Enjoy listening stories</li> <li>• Making up stories of their own</li> <li>• Ask relevant questions in response to what they have heard</li> <li>• Understand a longer list of instructions</li> <li>• Understand spoken instructions and can listen without stopping what they are doing</li> <li>• Understanding more complex language including prepositions, sequencing, time</li> <li>• Use talk to take on different roles during imaginative play</li> <li>• Use talk to work out problems and organise thinking</li> <li>• Using talk to develop good friendships</li> <li>• Understands humour</li> <li>• Understands past, present and future</li> </ul>			
	<b>Literacy – Phonics</b>			Stage 1 Knows the A,B, C song			
	<b>Literacy – Reading</b>			<ul style="list-style-type: none"> <li>• Recognise name and initial letter</li> <li>• Enjoys stories and can join in with repeating phrases</li> <li>• Can give a favourite story and talk about it</li> <li>• Can hold a book the correct way up</li> <li>• Will look at books independently</li> </ul>			
<b>Literacy – Writing</b>			Copy and write name <ul style="list-style-type: none"> <li>• Draw a face</li> <li>• Colour in carefully</li> <li>• Make marks on paper – crosses</li> </ul>				
<b>Skills</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Library</b> Every child to take library book home each week. Record to be kept of books taken.	Class Library box	Monday 2.30 – 3.00	Friday 2.15 – 2.45	Wednesday 1.00 – 1.30	Tuesday 9.00 – 9.30	Thursday 2.30 – 3.00	Monday 1.00 – 1.30



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<b>Presentation</b>	Adult to write date and WALT on each piece of work.	Adult to write date and WALT on each piece of work. Summer term children to write full date on English work and short date on all other work with a short WALT. Underline <b>WALT</b> and date with ruler.	Full date on English work, short date on all other pieces of work underlined with a ruler.  WALT written on each piece of work, with <u>WALT</u> only itself underlined.	Full date on English work, short date on all other pieces of work underlined with a ruler.  WALT written on each piece of work, with <u>WALT</u> only itself underlined.	Full date on English work, short date on all other pieces of work underlined with a ruler.  WALT written on each piece of work, with <u>WALT</u> only itself underlined.	Full date on English work, short date on all other pieces of work underlined with a ruler.  WALT written on each piece of work, with <u>WALT</u> only itself underlined.	Full date on English work, short date on all other pieces of work underlined with a ruler.  WALT written on each piece of work, with <u>WALT</u> only itself underlined.
<b>Phonics</b>	Daily phonics  Whole class input followed by 30 minutes phonic split. Adult led session in rotating groups on 10	15 minutes daily phonics input / lesson  Complete stage 2 sounds.  Progress onto stage 3 sounds as appropriate.	15 minutes daily phonics input. (flashcards).  Assessment grids to identify those children who require further intervention.  Complete stage 3 sounds.	Regular flashcard practise.  Assessment grids to inform children who require phonic intervention.  Phonics in conjunction with teaching of formal spelling rules.	Targeted phonics intervention.  Phonics in conjunction with formal spelling rules.	Targeted phonics intervention.  Phonics in conjunction with formal spelling rules.	Targeted phonics intervention.  Phonics in conjunction with formal spelling rules.
<b>Spelling tests (number of words)</b>	NA	Autumn term 5 words.  Spring and Summer terms 10 words.	12 words	16 words	16 words	20 words	20 words
<b>Spelling</b>	Daily phonics segmenting to spell words use of Action Word to aid recognition and spelling of tricky words.	Daily phonics input linked to spelling  tricky words	Daily phonics input and weekly spelling lesson	Weekly spelling lesson with focus on a particular spelling rules from the National Curriculum.  See Year 3 and 4 NC spelling list and associated rules document.	Weekly spelling lesson with focus on a particular spelling rules from the National Curriculum.  See Year 3 and 4 NC spelling list and associated rules document.	Weekly spelling lesson with focus on a particular spelling rules from the National Curriculum.  See Year 5 and 6 NC spelling list and associated rules document.	Weekly spelling lesson with focus on a particular spelling rules from the National Curriculum.  See Year 5 and 6 NC spelling list and associated rules document.
<b>Handwriting</b>  Taught weekly for approximately ½ hour. After the letters are taught in the handwriting book then move onto Collins Handwriting Scheme.	Letter graphemes taught daily alongside phonemes.  Children to write on a line.	Letters to be taught in the following order; <ul style="list-style-type: none"> <li>c based letters a,c,o</li> <li>c based letters d,g,q</li> <li>r based letters r,n,m</li> <li>r based letters h,b,p</li> <li>ascenders t,l,k</li> <li>i, j,</li> <li>u, y</li> <li>e, f</li> <li>v, w</li> <li>x, z</li> </ul>	At the start of each year revise letter formation in the order above (number of letters taught in each session dependent on the Yr group.) Revise capital letter formation also. Then in handwriting book weekly revision of problem letters picked up in formative assessment and revision of weekly spelling rule words. Next complete Collins handwriting task, store in folder.	At the start of each year revise letter formation in the order given (number of letters taught in each session dependent on the Yr group.) Revise capital letter formation also. Then in handwriting book weekly revision of problem letters picked up in formative assessment and revision of weekly spelling rule words. Next complete Collins handwriting task, store in folder.	At the start of each year revise letter formation in the order given (number of letters taught in each session dependent on the Yr group.) Revise capital letter formation also. Then in handwriting book weekly revision of problem letters picked up in formative assessment and revision of weekly spelling rule words. Next complete Collins handwriting task, store in folder.	At the start of each year revise letter formation in the order given (number of letters taught in each session dependent on the Yr group.) Revise capital letter formation also. Then in handwriting book weekly revision of problem letters picked up in formative assessment and revision of weekly spelling rule words. Next complete Collins handwriting task, store in folder.	At the start of each year revise letter formation in the order given (number of letters taught in each session dependent on the Yr group.) Revise capital letter formation also. Then in handwriting book weekly revision of problem letters picked up in formative assessment and revision of weekly spelling rule words. Next complete Collins handwriting task, store in folder.