

Everton Primary School – English Progression Document



Key Area	EYFS 3 and 4, Reception, ELG	Class 1		Class 2	Class 3		
		Year 1	Year 2				
Class text and writing focus.	<p>Focus books change weekly. Termly topics are-</p> <p>Cycle A-</p> <p>A1- All about me</p> <p>A2- Sparkle and Shine</p> <p>Sp1- Life Cycles</p> <p>Sp2- What Plants Need</p> <p>Su1- Bears, Bears, Bears</p> <p>Su2- Wish you were here!</p> <p>Cycle B-</p> <p>A1- Guess how much I love you?</p> <p>A2- Let's celebrate</p> <p>Sp1- Curious Creatures</p> <p>Sp2- How does your garden grow?</p> <p>Su1- Once upon a time</p> <p>Su2- On the move e</p>	<p>Cycle A-</p> <p>A1- The Faraway Tree-Fictional stories, fact writing about plants.</p> <p>A2- Trapped in a snowglobe- Role play and drama, letters, instructions and lists.</p> <p>Sp1- Momma Panya's Pancakes Masai and I- Stories set in other cultures, letters.</p> <p>Sp2- Stories from the Victorian age- Diaries</p> <p>Su1- Rhymes, riddles and poetry- Rhymes, riddles and poetry</p> <p>Su2- Camille and the Sunflowers-Postcards and letters</p> <p>Cycle B-</p> <p>A1-'The Cat and the Bird' Paul Klee- Fictional stories, animal fact files, instructions</p> <p>A2- Stories from around the world- Dream stories, letters, labels</p> <p>Sp1- Pirate Stories- Pirates stories, diaries, instructions</p> <p>Sp2- Samuel Pepys Diaries Great fire of London, Vlad the Flea- Sequence and retell with detail, write diaries</p> <p>Su1- The Sky Garden, Rhymes and riddles- Fact sheets</p> <p>Su2- Stories of real people- Writing letters</p>		<p>Cycle A-</p> <p>A1-Manfish- biographies, poems and ocean narratives</p> <p>A2- Demon Dentist- Persuasion texts and narratives</p> <p>Sp1- The Egyptian Cinderella- Character descriptions. Newspaper reports</p> <p>Sp2-The Firework Maker's Daughter- Setting descriptions, recounts</p> <p>Su1- Stone Age Boy- diary entries, letters, descriptive settings</p> <p>Su2- Matilda- Diary entries</p> <p>Cycle B</p> <p>A1- George's Marvellous Medicine- Letters, poetry, instructions</p> <p>A2- Snow White in New York- Narrative writing, postcards</p> <p>Sp1- Julius Zebra- Newspaper reports, information texts, instructions</p> <p>Sp2- The Butterfly Lion- Biographies, fact files and letters</p> <p>Su1- Beowulf- Job applications, diaries, poetry</p> <p>Su2- Varjak Paw- Narrative</p>		<p>Cycle A-</p> <p>A1-Room 13 Descriptive Writing. Letters and postcards</p> <p>A2-Street Child- Balanced Arguments, writing in character.</p> <p>Sp1- Gorilla Dawn- Viewpoint writing. Descriptive writing, formal letter</p> <p>Sp2- Gorilla Dawn- balanced argument short narrative writing.</p> <p>Su1- Kensuke's kingdom- writing form a viewpoint, informal letter writing</p> <p>Su2- Romeo and Juliet- Crime Reports</p> <p>Cycle B</p> <p>A1-Trash- Balanced argument, newspaper report</p> <p>A2-War Horse- Writing Focus. Diaries, personal recounts</p> <p>Sp1- Sweet pizza- persuasive text, information text</p> <p>Sp2-Sweet Pizza- short story, descriptive writing</p> <p>Su1-Holes - Viewpoint writing, newspaper text, court report</p> <p>Su2- Holes- diary writing, informal writing</p>	
		Reading- Word Reading	<p>L- 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 <p>-page sequencing</p> <p>L- 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 <p>L- Read individual letters by saying the sounds for them.</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>To read accurately by blending sounds in unfamiliar words</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-,mis-, un-, re-, sub-, inter-, super-,anti- and auto- to both read aloud and to understand the meaning of new words they meet.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly,-ous,-ture,-sure,- sion,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -cious, -tious, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to both read aloud and understand the meaning of new words they meet.</p>

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	<p>L- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. L-Read some letter groups that each represent one sound and say sounds for them. L-Read a few common exception words matched to the school’s phonic programme. L- Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words L-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>L- To say a sound for each letter in the alphabet and at least 10 digraphs. L-To read words consistent with their phonic knowledge by sound-blending. L-To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>containing GPCs that have been taught.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>To read other words of more than one syllable that contain taught GPCs</p> <p>To read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>To read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. To reread these books to build up their fluency and confidence in word reading.</p>	<p>To read words containing common suffixes.</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To reread these books to build up their fluency and confidence in word reading.</p>	<p>-tion, -ssion and -cian, to both read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	
<p>Reading-Comprehension</p>	<p>L- Engage in extended conversations about stories, learning new vocabulary. CL- Enjoy listening to longer stories and can remember much of what happens. CL- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” CL- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>L- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. CL- Listen to and talk about stories to build familiarity and understanding. CL- Retell the story, once they have developed a deep familiarity with the</p>	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by-</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them 	<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 - Discussing the sequence of events in books and how items of information are related - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<p>To develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes - Using dictionaries to check the meaning of words that they have read - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<p>To maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

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	<p>text, some as exact repetition and some in their own words. CL- Listen carefully to rhymes and songs, paying attention to how they sound. CL- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>L- To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. L- To anticipate (where appropriate) key events in stories. L- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>and considering their particular characteristics.</p> <ul style="list-style-type: none"> - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known <p>To understand both the books they can already read accurately and fluently and those they listen to by:</p> <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 - 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 - 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"> - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - 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>To understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 - 	<ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - 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>To understand what they read, in books they can read 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 1 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 - 	<p>heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> - Recommending books that they have read to their peers, giving reasons for their choices - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books - Learning a wider range of poetry by heart - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>To understand what they read by:</p> <ul style="list-style-type: none"> - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - Asking questions to improve their understanding - 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 - Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction - Participate in discussions about books that are read to them and those they can read for themselves, building on
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					<p>their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for their views -
<p>Writing-Transcription-spelling</p>	<p>L- 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.</p> <p>L- Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>L- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>L- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<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 - Name the letters of the alphabet: naming the letters of the alphabet in order - Using letter names to distinguish between alternative spellings of the same sound - Add prefixes and suffixes: - Using the spelling rule for 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] - 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 - 	<ul style="list-style-type: none"> - Spelling - see English appendix 1 - Pupils should be taught to: <ul style="list-style-type: none"> - spell by: <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 1 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"> - Spelling - see English appendix 1 - Pupils should be taught to: <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them - see English appendix 1 - spell further homophones - spell words that are often misspelt - see 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 2 or 3 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 - 	<ul style="list-style-type: none"> - Spelling - see English appendix 1 - Pupils should be taught to: <ul style="list-style-type: none"> - l before e except after c - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus -
<p>Writing-Transcription-handwriting</p>	<p>L- Write some letters accurately.</p> <p>PD- Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>PD- Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>To 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</p>	<p>To write legibly, fluently and with increasing speed by:</p>

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	<p>PD- Use a comfortable grip with good control when holding pens and pencils. PD- Show a preference for a dominant hand.</p> <p>PD-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.</p> <p>PD- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. PD- Develop the foundations of a handwriting style which is fast, accurate and efficient. L- Form lower-case and capital letters correctly</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>To choose the writing implement that is best suited for a task.</p>
<p>Writing-Composition</p>	<p>CL- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. CL- Use a wider range of vocabulary. CL- 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. CL- Start a conversation with an adult or a friend and continue it for many turns. CL- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." L-Engage in extended conversations about stories, learning new vocabulary. L-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. L-Write some or all of their name. L-Write some letters accurately. EAD- Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses,etc.</p> <p>CL- Learn new vocabulary. CL- Use new vocabulary throughout the day. CL- Articulate their ideas and thoughts in well-formed sentences. CL- Describe events in some detail. CL- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. CL- Listen to and talk about stories to build familiarity and understanding.</p>	<p>To write sentences by:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>To develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>To plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>To draft and write by:</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>To plan their writing by:</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>To draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>

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	<p>CL- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. CL- Develop social phrases. CL- Use new vocabulary in different contexts. CL- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. L- Form lower case and capital letters correctly. L- Spell words by identifying the sounds and then writing the sound with the letter/s. L- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. L- Re-read what they have written to check it makes sense. EAD- Develop storylines in their pretend play.</p> <p>L:W- Write recognisable letters, most of which are correctly formed. L:W- Spell words by identifying sounds in them and representing the sounds with a letter or letters. L:W- Write simple phrases and sentences that can be read by others. EAD:BlAe- Invent, adapt and recount narratives and stories with peers and teachers. CL:S- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. CL:S- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. CL:S- 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.</p>		<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Writing- Vocabulary, Grammar, Punctuation</p>	<p>Sentence construction and tense: CL- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' CL- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. CL- Use longer sentences of four to six words. CL- Learn new vocabulary.</p>	<p>To leave spaces between words</p> <p>To join words and joining clauses using 'and'</p>	<p>To develop their understanding of the concepts set out in English appendix 2 by:</p> <p>Learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question</p>	<p>To develop their understanding of the concepts set out in English appendix 2 by:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p>	<p>To develop their understanding of the concepts set out in English appendix 2 by:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>

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	<p>CL- Use new vocabulary throughout the day. CL- Articulate their ideas and thoughts in well-formed sentences. CL- Connect one idea or action to another using a range of connectives. CL:S- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. CL:S- 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.</p> <p>Use of phrases and clauses: CL- Use longer sentences of four to six words. CL- Articulate their ideas and thoughts in well-formed sentences. CL- Connect one idea or action to another using a range of connectives. CL:S- 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.</p> <p>Poetry and performance: CL-Sing a large repertoire of songs. CL- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. EAD- Take part in simple pretend play, using an object to represent something else even though they are not similar. EAD- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. EAD- Remember and sing entire songs. EAD- Sing the pitch of a tone sung by another person ('pitch match'). EAD- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. EAD- Create their own songs, or improvise a song around one they know. CL- Engage in story times. CL- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. CL- Learn rhymes, poems and songs. EAD- Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To learn the grammar for year 1 in English appendix 2</p> <p>To use the grammatical terminology in English English appendix 2 in discussing their writing</p>	<p>marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English appendix 2</p> <p>Some features of written Standard English</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>	<p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>To learn the grammar for years 3 and 4 in [English appendix 2]</p> <p>To indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>To learn the grammar for years 5 and 6 in English appendix 2</p> <p>To indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use and understand the grammatical terminology in English appendix</p>
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	<p>EAD- Develop storylines in their pretend play. L:C- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. EAD:CwM- Make use of props and materials when role playing characters in narratives and stories. EAD:BlE- Invent, adapt and recount narratives and stories with their peers and their teacher. EAD:BlE- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> <p>Non-fiction: CL- Engage in non-fiction books. CL- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. CL:S- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. L:C- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>				<p>2 accurately and appropriately in discussing their writing and reading</p>
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