



## English Progression and Long Term Planning

This document shows the knowledge and skills in progression from the Early Years Foundation Stage through to Year 2.

**Early Years Foundation Stage:** Age 3-4 Reception Early Learning Goal

WTS Working towards (Below)

EXS At Age Related Expectations (Just At or Securely At)

**Key Stage 1:** National Curriculum Guidance

GD Greater Depth

All objectives derived from the National Curriculum or the Statutory Framework for the Early Years Foundation Stage are typed in **black**. Additional objectives are typed in **purple**. Objectives which directly contribute towards the Early Learning Goals are in **green** or the statements in the Teacher Assessment Frameworks appear in **bold**. Be aware that the Teacher Assessment Frameworks refer to key stages not Y2 and Y6. Therefore these objectives will be found scattered across year groups. Key Objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

Spelling			
	EYFS	Year 1	Year 2
Spelling	Spell CVC words using the GPCs taught so far Spell common exception words taught so far Use phonetically plausible choices when writing Spell words by identifying sounds in them and representing the sounds with a letter or letters Spell their own forename and surname	Spell words using the GPCs taught so far (ensure coverage of English Appendix 1 Year 1) Segment words into individual phonemes to aid spelling Name the letters of the alphabet in order Use letter names to discuss and choose graphemes Spell Year 1 common exception words (tricky words) Spell simple words with adjacent consonants Spell words ending in -nk	Segment words into individual phonemes to aid correct spelling Choose the correct grapheme where there are several options Use the frequency and usual position of graphemes to make a spelling choice Spell Year 2 common exception words correctly Investigate spelling patterns and conventions Spell words ending with the /i/ sound spelt y Spell words where -es is added to a word ending in y Spell words with the /s/ sound spelt c before e, i and y Spell words beginning with the /r/ sound spelt wr Spell words ending with the /i:/ sound spelt ey Spell words with the /ʌ/ or /u:/ sound spelt o (e.g., Monday) Spell words with the suffix -ly Spell contracted words using the apostrophe



Spell plural nouns by adding –s and –es  
 Use –s and –es to spell third person singular verbs  
 Add the suffix –ing to verbs where no change is needed to the root word  
 Spell common words ending in –ve  
 Add the suffix –ed to verbs where no change is needed to the root word  
 Add the suffix –er to words where no change is needed to the root word  
 Add the suffix –est to words where no change is needed to the root word  
 Spell simple words with the prefix un–  
 Spell common compound words  
 Spell the days of the week  
 Divide words into syllables to aid spelling  
 Write simple dictated sentences using spelling knowledge taught so far  
 Apply spelling rules and conventions independently in writing  
 Spell words containing the /f/, /l/, /s/, /z/ and /k/ sounds spelt ff, ll, ss, zz and ck  
 Spell words with the /tʃ/ sound spelt –tch  
 Spell words with the /v/ sound at the end using a terminal –e  
 Spell words containing the /dʒ/ sound spelt j, ge or dge  
 Spell words with the /r/ sound spelt wr at the beginning  
 Spell words with the /n/ sound spelt kn or gn at the beginning

Spell frequently confused common homophones  
 Spell words with the /dʒ/ sound spelt j, g, ge and dge  
 Spell words with the /ɔ:/ sound spelt a before l or ll  
 Spell words with the /ɔ:/ sound spelt ar after w  
 Spell words with the /ɒ/ sound spelt a after w and qu  
 Spell words with the /ɜ:/ sound spelt or after w  
 Spell words with the suffixes –ful and –less  
 Spell words where suffixes –ed, –ing, –er and –est are added to words ending in consonant + y  
 Spell two-syllable words ending in –tion  
 Use the possessive apostrophe with singular nouns  
 Spell words ending in the /l/ sound and spelt –le  
 Spell words ending in the /l/ sound and spelt –el  
 Spell words ending in the /l/ sound and spelt –al  
 Spell words ending in the /l/ sound and spelt –il  
 Spell words with the /n/ sound spelt kn or gn  
 Spell the /z/ sound spelt s  
 Spell words with the suffix –ment  
 Spell words with the suffix –ness  
 Spell words where suffixes –ed, –ing, –er, –y and –est are added to words ending in consonant + e  
 Spell words where suffixes –ed, –ing, –er, –y and –est are added to one-syllable words ending in short vowel + single consonant  
 Spell further common homophones  
 Write simple dictated sentences using spelling and punctuation knowledge taught so far  
 Apply spellings and spelling conventions taught in their own work



Spell words ending in -le, -el, -al and -il for the /l/ sound  
 Spell words containing taught vowel digraphs and trigraphs (ai, ee, oa, oo, ow, ie, ay, oy)

## Writing

	EYFS	Year 1	Year 2
Planning	<p>Say out loud what they are going to write</p> <p>Begin to use the process of think, say, write, check</p>	<p>Use ideas from their reading in their writing</p> <p>Say out loud what they are going to write</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Plan a 4 sentence story</p> <p>Plan a simple story (beyond 4 sentences)</p>	<p>Plan a narrative text</p> <p>Plan non-narrative text types</p> <p>Include new vocabulary in planning</p> <p>Use underlying structures from reading (picture books or short stories) to aid planning</p> <p><u>Use planning to give structure to the their writing</u></p> <p>Embed the sentence by sentence process of think, say, write, check</p>



<p>Composing</p>	<p>Begin to use the process of think, say, write, check          Be confident and keen to write          Write for a range of real and imagined purposes          Compose a sentence orally before writing it          Write a short sequence of sentences, sometimes for a real purpose and audience  <u>Write simple phrases and sentences that can be read by others (ELG)</u>          Use some new vocabulary in their sentences</p>	<p>Use the sentence by sentence process of think, say, write, check          Use ideas from their reading in their writing          Write a sequence of sentences  <u>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</u>          Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing          Improve their writing style by adding new techniques to their repertoire          Improve their writing by using some new vocabulary</p>	<p>Embed the sentence by sentence process of think, say, write, check  <u>Write about personal experiences and real events (EXS KS1)</u>  <u>Write a coherent story for an (often real) audience (EXS KS1)</u>          Write non-narrative text types for a clear purpose and a specific (often real) audience          Write a poem based on a given structure  <u>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</u>          Use the key narrative writing skills of telling and description          Use the key non-narrative writing skills of informing, recounting, instructing and persuading  <u>Ensure that there is a clear structure to their writing</u>  <u>Develop an idea over several sentences</u>  <u>Use adventurous vocabulary</u>  <u>Add detail to writing when it is necessary</u>          Make their writing lively and interesting for the reader          Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing...          Build writing stamina through writing longer pieces          Re-read writing for sense          Improve their writing style by adding new techniques to their repertoire          Improve their writing by using new vocabulary</p>
<p>Evaluating</p>	<p>Begin to use the process of think, say, write, check          Re-read what they have written to an adult</p>	<p>Use the sentence by sentence process of think, say, write, check          Re-read what they have written to themselves, in order to check that it makes sense          Talk about their writing          Read aloud their writing clearly (link with Spoken Language)</p>	<p>Embed the sentence by sentence process of think, say, write, check          Re-read writing for sense  <u>Ensure that there is a clear structure in their writing</u>          Check writing for consistent use of tense          Evaluate their writing with others and by themselves          Use expression when reading aloud their writing  <u>Edit their work by making simple additions and revisions (GD KS1)</u>  <u>Proofread their work for spelling, grammar and punctuation errors (GD KS1)</u></p>
<p>Grammar</p>	<p><u>Leave spaces between words (WTS KS1)</u></p>	<p>Use correct grammatical terminology when discussing their writing  <u>Leave spaces between words (WTS KS1)</u>          Join words with 'and' within sentences  <u>Join sentences with 'and' (EXS KS1)</u></p>	<p>Use correct grammatical terminology when discussing their writing          Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions  <u>Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1)</u>          Recognise and write statements          Recognise and write questions</p>



		<p>Recognise and know the purpose of nouns</p> <p>Recognise and know the purpose of verbs</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Change the meaning of words by adding un- (link with spelling)</p> <p>Form new nouns by compounding e.g. whiteboard (link with spelling)</p>	<p>Recognise and write exclamations</p> <p>Recognise and write commands</p> <p><b>Join sentences with 'or' and 'but' (EXS KS1)</b></p> <p><b>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</b></p> <p>Avoid using 'and', 'but' or 'so' after a full stop</p> <p>Write <b>and use</b> expanded noun phrases</p> <p>Form nouns by using suffixes such as -ness and -er.</p> <p>Use precise and appropriate verbs when writing</p> <p><b>Write consistently in 'past' or 'present' tense (EXS KS1)</b></p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was <b>thinking</b>, she is <b>dancing</b></p> <p>Recognise and know the purpose of adjectives</p> <p>Form adjectives using -ful, -er, -est and -less (link with spelling)</p> <p>Recognise and know the purpose of -ly adverbs</p> <p>Form <b>and use</b> adverbs by adding -ly to adjectives</p> <p>Learn to use some features of written standard English</p>
Punctuation	<p>Use a capital letter to begin a sentence</p> <p>Use a full stop to end a sentence</p> <p><b>Demarcate some sentences with capital letters and full stops (WTS KS1)</b></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><b>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</b></p> <p>Use capital letters for people, places, days of the week and 'I'</p> <p><b>Use question marks (EXS KS1, WTS KS2)</b></p> <p>Understand the uses of exclamation marks</p> <p><b>Use exclamation marks (contributes to GD KS1)</b></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that an apostrophe is used for omission and possession</p> <p><b>Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</b></p> <p><b>Use apostrophes for singular possession (contributes to GD KS1)</b></p> <p>Avoid using conjunctions and full stops together</p> <p><b>Use commas for lists (contributes to GD KS1, WTS KS2)</b></p>
Handwriting and presentation	<p>Develop strong gross and fine motor control</p> <p><b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</b></p> <p>Use a pencil with control</p> <p><b>Write recognisable letters (lower and upper case), <u>most</u></b></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))</p> <p>Form the equivalent upper case letters correctly (I, J, L, T, U)</p> <p>Form 'one-armed robot' lower case letters correctly (b, h, k, m, n, p, r)</p>	<p><b>Form lower case letters of the correct size relative to one another (WTS KS1)</b></p> <p><b>Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)</b></p> <p>Write legibly (WTS KS2)</p> <p>Use diagonal and horizontal strokes to join letters together (GD KS1)</p> <p>Know which letters not to join</p> <p><b>Ensure spacing between words is appropriately sized (EXS KS1)</b></p> <p>Type simple sentences accurately</p>



	<p><b>of which are correctly formed (ELG)</b></p> <p><b>Begin to form numbers correctly (contributes to EXS KS1)</b></p>	<p>Form the equivalent upper case letters correctly (B, H, K, M, N, P, R)</p> <p>Form the digits 2, 3 and 5 correctly</p> <p>Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)</p> <p>Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)</p> <p>Form the digits 0, 6, 8 and 9 correctly</p> <p>Form 'zigzag' lower case letters correctly (v, w, x, y, z)</p> <p>Form the equivalent upper case letters correctly (V, W, X, Y, Z)</p> <p>Form the digits 1, 4, and 7 correctly</p> <p><b><u>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</u></b></p>	
Writing Style		<p>Use repetition for effect</p> <p>Use senses</p> <p>Use adjectives to create a clearer picture</p> <p>Write in first and third person</p> <p>Use exclamation marks to grab the reader's attention</p> <p>Include feelings and emotions</p>	<p>Use alliteration</p> <p>Add pairs of adjectives</p> <p>Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.</p> <p>Use short sentences for impact</p> <p>Use powerful verbs for noise</p> <p>Write first sentences that will hook the reader in</p> <p>Create appropriate character names</p>

### Spoken Language

	EYFS	Year 1	Year 2
Speaking	<p>Communicate effectively showing awareness of listeners' needs</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Tell a story or describe an incident clearly</p> <p>Retell a story or incident in which events are clearly ordered</p> <p>Read aloud clearly and use some intonation for effect</p>	<p>Add detail to their talk to keep the listener interested</p> <p>Use emphasis, story language and interesting vocabulary when telling stories</p> <p>Use gesture to support talk</p>



	<p>Develop narratives or explanations by connecting ideas or events (often using conjunctions)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>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 (ELG)</p>		
Listening	<p>Listen attentively in a range of situations. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>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 (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</p>	<p>Listen and respond appropriately to adults and peers, in a range of situations</p> <p>Listen and follow instructions accurately, asking for help or clarification if necessary</p> <p>Listen with sustained concentration</p>	<p>Follow up listening with relevant questions</p> <p>Comment constructively after listening</p> <p>Be able to extract key points when listening to an adult</p>
Discussion	<p>Take turns in a pair</p> <p>Listen to other pupils during activities</p> <p>Contribute ideas to class discussions</p> <p>Participate in small group, class and one-to-one discussions, offering their</p>	<p>Take turns in a group</p> <p>Listen to other pupils during group work</p> <p>Explain their thoughts to a group</p>	<p>Keep on topic during discussion</p> <p>Reach agreement in a group</p> <p>Ensure all group members have a turn</p>



	own ideas, using recently introduced vocabulary (ELG)		
Drama	<p>Represent their own ideas, thoughts and feelings through role play</p> <p><b>Invent, adapt and recount narratives and stories with peers and their teacher (ELG)</b></p>	<p>Respond to other characters in role</p> <p>Pretend to be a character, showing feelings through words and action</p> <p>Take turns speaking their part in acting out familiar stories with words and actions</p>	<p>Make up plays from stories and other stimuli</p> <p>Show a character through movement</p> <p>Learn and deliver some lines</p> <p>Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p>

<p style="text-align: center;"><b>Text Types</b></p> <p style="text-align: center;">Text types should only be introduced once pupils are confidently writing a sequence of sentences from Yr 1 onwards.</p>			
	EYFS	Year 1	Year 2
Narrative	Text Types should not be introduced in Reception	<p>Four part solving a problem story 1</p> <p>Four part solving a problem story 2</p> <p>Longer solving a problem story 1</p> <p>Longer solving a problem story 2</p> <p>Simple traditional/ fairy tales 1</p> <p>Voyage and return story 1</p>	<p>Voyage and return story 2</p> <p>Simple traditional/ fairy tales 2</p> <p>Diary story</p> <p>Introduction to plays</p> <p>Losing story</p> <p>Fear story</p>



Non-fiction	Text Types should not be introduced in Reception	Non-chronological reports 1 Recounts 1 Instructions 1 Non-chronological reports 2 Recounts 2 Instructions 2	Non-chronological reports 3 Recounts 3 Instructions 3 Persuasion 1 Non-chronological reports 4 Recounts 4 Instructions 4
Poetry	Text Types should not be introduced in Reception	No poetry units in Y1. Although teachers should still read and share poetry, children are not expected to write their own,	Free verse Poems based on the structure of the poem studied Poems on a given theme Acrostics Shape poems

Vocabulary Progression			
	EYFS	Year 1	Year 2
Objects	Watch Coin Letter Rope Key	Sword Jacket Lamp Chain Rags	Shield Bookcase Cage Tomb Backpack
Buildings	Gate Cottage City Street Lane	Flat Barn Path Castle Cellar	Alley Avenue Factory Tower (block) Yard



Landscape	Woods Hill River Beach Lake	Forest Slope Tunnel Cave Bank	Valley Waterfall Bay Mountain Mouth
Size and condition	Slim Huge Tiny Neat Healthy	Plump Bony Ugly Worn Fragile	Vast Lean Ruined Rusty Damaged
Colour	Orange Purple Brown Green Pink	Mauve Silver Gold Blonde Grey	Scarlet Ivory Dull Cream Beige
Texture	Rough Smooth Sharp Soft Hard	Fluffy Firm Bumpy Spiky Springy	Lumpy Squashy Pointed Soggy Slippery
Materials	Wood Metal Plastic Fabric Glass	Leather Rubber Clay Stone Brick	Cotton Iron Wire Tin Oak
Personality	Clever Clumsy Kind Shy Grumpy	Foolish Caring Thoughtful Wise Fussy	Timid Curious Comical Considerate Unruly
Actions	Watch Fetch Sob Place Close	Creep Grasp Leap Dash Rise	Damage Offer Guide Greet Yank
Feelings	Cross Glum Annoyed	Irritated Eager Pleased	Confused Enthusiastic Jolly



	Poorly Keen	Ashamed Miserable	Depressed Dizzy
Speech	Said Shouted Answered Screamed Laughed	Hissed Giggled Growled Boomed Cried	Grumbled Bellowed Sobbed Whispered Replied
Sound	Buzz Pop Boom Beep Ping	Thud Click Fizz Rattle Snap	Squawk Racket Screech Clang Squeak
Atmosphere	Mist Fog Dark Gloomy Silent	Frost Echo Dim Darkness Chilly	Sunlight (lit) Beams Glowed Sunset Clung
Taste and smell	Disgusting Delicious Tasty Stink Sweet Powerful	Spicy Mild Tasteless Stench Perfume (Un) Pleasant	Sharp Sour Plain Scent Faint Odour
Positives	Brilliant Fantastic Great Kind Enjoyable	Terrific Wonderful Thoughtful Lovely Perfect	Marvellous Dazzling Remarkable Gorgeous Fabulous
Negatives	Evil Poor Wicked Terrible Cheeky	Dreadful Awful Rotten Unwanted Unwelcome	Mischievous Horrific Frightful Hideous Alarming



## Long Term Planning

### English Writing Curriculum

English / Literacy Lessons			
	Reception	Year 1	Year 2
English/ literacy lessons	<p>Literacy - Writing club</p> <p>Writing club is a time for children to choose to come and be creative with their imagination.</p> <p>In the Early Years, we lay strong foundations for children to become confident, motivated writers. Through a language-rich environment, children develop the fine motor skills, vocabulary, and understanding needed to express their ideas. Writing opportunities are woven throughout play and meaningful experiences — from mark-making in the outdoor area to writing labels, lists, and simple sentences linked to stories and interests. Skilled adults model writing, support correct letter formation, and encourage children to hear and record sounds in words. As a result, children see themselves as writers, develop stamina and fluency, and are well prepared for the writing expectations of Key Stage 1.</p>	<p>Jonathan Bond Year 1 units will be followed in English lessons which take place 4-5 times each week for 45 minutes to one hour.</p>	<p>Jonathan Bond Year 2 units will be followed in English lessons which take place 4-5 times each week for 45 minutes to one hour.</p>