



## ENGLISH

### Nursery Class

#### Communication & Language: Listening & attention

- Listen to others when interested in the topic of conversation.
- Listen to stories with improving attention span and recall of the story.
- Join in with repeated patterns in stories.
- Can follow simple directions / instructions.

#### Communication & Language: Understanding

- Know and understand the use of simple, everyday objects.
- Understand simple prepositions (e.g. under, in front of, by the side of...)
- Show some understanding of 'how' or 'why' questions.

#### Communication & Language: Speaking

- Can use relatively complex sentences when speaking, using conjunctions such as 'and' and 'because'.
- Can retell a simple past event in the right order.
- Use questions to develop understanding.
- Is able to give simple explanations in response to 'why' or 'how' questions.
- Use intonation and rhythm when speaking.
- Learn new vocabulary and is able to use this in their conversations.
- Use a range of tenses when speaking, particularly past and present tense.
- Use the correct form of some irregular verbs, but still makes some errors.
- Use talk when playing, either with others or by self.

#### Literacy: Reading

- Listen intently to and join in with stories and rhymes (e.g. repeating patterns).
- Is able to recall simple, familiar stories.
- Can make a sensible prediction about how a story might end.
- Can talk about main characters and where the story is set.
- Can recognise familiar words and signs.
- Handle books correctly and with care, holding the correct way up and turning the pages the right way.
- Show interest in illustration and use them to aid understanding of the story.
- Understand that words in the book tell the story and are read from left to right, top to bottom.



### Literacy: Writing

- Sometimes give meaning to marks when drawing / painting.
- Give meaning to marks seen in different places.

### Phonics & Spelling

- Know the sound of at least 15-20 letters of the alphabet.



## ENGLISH

### Reception Class

#### Communication & Language: Listening & attention

- Can listen attentively in a range of situations, including listening to stories and commenting appropriately.
- Is able to maintain attention for longer periods of time, listening intently and sitting quietly.
- Can listen and do a simple task simultaneously, for a short period of time.

#### Communication & Language: Understanding

- Can follow more than one instruction given.
- Demonstrate listening to others in conversation by commenting appropriately.
- Can understand humour at a basic level.
- Can ask and answer 'how' and 'why' questions.

#### Communication & Language: Speaking

- Can use language to make self-understood clearly and communicate effectively.
- Use language when playing, with others or by self.
- Create own simple storylines when playing.
- Use past, present and future tense accurately when speaking about events in their lives.
- Can explain themselves clearly and use words such as 'because' and 'if'.

#### Literacy: Reading

- Continue a rhyming string.
- Identify the initial sound in words.
- Blend and segment the sounds in simple words (e.g. CVC, CCVC, CVCC).
- Name and sound the letters of the alphabet.
- Read and understand simple words and sentences.
- Read some common, irregular words that are not completely decodable.
- Know that information can be retrieved from books and computers and that information books are different from story books.
- Show understanding of simple texts they have read.

#### Literacy: Writing

- Assign meaning to the marks they make.
- Hold a pencil correctly (e.g. tripod grip).
- Write own name.
- Use clearly identifiable letters in their writing.
- Write simple words that match their spoken sounds.



- Write some irregular common high frequency words accurately.
- Write simple sentences which they can read themselves and others.
- Some words are spelt correctly, others are phonetically plausible.

### Phonics & Spelling

- Know the correct phoneme for all letters of the alphabet.
- Know the correct phoneme for the graphemes taught in Phases 2 and 3 of Letters and Sounds.
- Be able to read the high frequency and tricky words taught in Phases 2 and 3 of Letters and Sounds.
- Spell CVC words and some CCVC/CVCC words correctly and make phonetically plausible attempts at more complex multi-syllable words.
- To spell the common exception/tricky words: the, to, I, no, go, into, he, she, we, me, be, was, you, they, all, are, my, her, of.



## ENGLISH

### Year 1

#### Communication & Language: Speaking & Listening

- Read aloud, fluently, a book that they are familiar with that is appropriate for their current reading ability (e.g. by re-reading the book previously to develop fluency).
- Listen intently to a story being read, joining in with familiar phrases
- Join in a discussion about a story, listening to what others say.
- Be able to discuss what they are going to write about before starting to write.
- Compose sentences orally first.

#### Literacy: Reading

- Know, on sight, the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
- Decipher unfamiliar words by blending sounds accurately.
- Be able to decode words containing GPCs they have been taught and the endings –s, -es, -ing, -ed, -er and –est.
- Begin to read words of more than one syllable.
- Self-correct errors in reading that don't make sense.
- Read an increasing bank of 'regular and frequent' words on sight.
- Read words with contractions e.g. I'm, I'll and begin to understand that the apostrophe is instead of certain letters.
- Make a sensible prediction following the context of the story.
- Show understanding of a book that they are very familiar with and/or can read quickly and fluently (either a book they have read lots of times to gain fluency or a book that has been read to them), by answering basic comprehension questions.
- Know the difference between an information book and a story book.

#### Literacy: Writing

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form the majority of lower case letters correctly.
- Form the majority of capital letters correctly.
- Understand 'handwriting families' (letters which are formed in a similar way).
- Leave clear finger spaces between words.
- From memory, write simple sentences that are dictated by the teacher.
- Write simple sentences independently.
- Make longer compound sentences using the word 'and'.
- Begin to use a capital letter at the beginning and a full stop, question mark or exclamation mark at the end of their sentences.
- Use capital letters for names of people, days of the week and the pronoun I.



- Be able to write a simple story with some evidence of story language, characters and problem.
- Be able to write a simple recount, information text and poem, with the right amount of support where needed.
- Ensure their writing can be deciphered and read aloud by themselves or an adult.

### Phonics & Spelling

- Vowel digraphs and trigraphs:
- Recap on phonemes /ck/, /ff/, /ss/, /ll/, /zz/
- ai (rain, sail), ay (play, say), a\_e (made, came)
- oi (boil, coin), oy (enjoy, boy)
- ee (see, meet), e-e (these, theme), ea (sea, leaf), y (happy), ie (/ee/ - field, chief)
- i-e (like, kite), igh (night), ie (pie)
- o-e (home, bone), ow (snow, blow), oe (toe, goes), oa (boat)
- u-e (rule, tune – both /yoo/ and /oo/ sounds), oo (food, cool)
- ar (car, park)
- er (stressed sound – her, term), ir (girl, bird), ur (turn, curl)
- er (unstressed schwa sound – butter, letter)
- ou (about, cloud), ow (/ou/ - now, down)
- ue (blue, true), ew (new, chew),
- or (for, born), aw (saw, yawn), au (August, author)
- air (pair, stairs), ear (/air/ - bear, pear), are (/air/ - care, stare)
- ear (dear, hear), eer (deer)
- ea (/e/ - head, bread)
- oo (/u/ - look, good)
- mb (thumb, limb)
- Adding –ed, –ing or –er to the end of words (verbs) where no change is needed (e.g. jumped, jumping, jumper).
- Adding –est to adjectives where no change is needed (e.g. longest)
- Words with ph or wh (photo, dolphin when, where, which)
- Words using k for the /k/ sound (kit, skip)
- Simple words with the prefix un- (undo, unhappy, unlock)
- Compound words (laptop, bedroom, playground)
- Words with tch (catch, hutch, fetch)
- Words with the /v/ sound at the end (have, live, give, love)
- Plurals with s or es at the end (sounded /s/ /z/ or /iz/ - cats, logs, foxes)
- Days of the week
- Common Exception / Tricky Words: said, have, like, so, do, some, come, were, there, one, when, what, oh, their, people, Mr, Mrs, looked called asked, could, should, would, where.



## ENGLISH

### Year 2

#### Communication & Language: Speaking & Listening

- Read aloud, fluently, a book that they are familiar with that is appropriate for their current reading ability.
- Listen intently to a story/poem being read.
- Discuss books and poems that are read to them, giving opinions and listening to others.
- Be able to recite well known poems and rhymes clearly and fluently and with intonation.
- Know how spoken language is different from written language.

#### Literacy: Reading & Understanding

- Read accurately by reading frequently encountered words on sight and by blending the sounds to decipher unfamiliar words.
- Read words of 2 syllables or more that contain the GPCs that have been taught.
- Read on sight common exception words for Year 2 (see Spelling & Phonics).
- Show evidence of self-correction when reading.
- Make sensible predictions about what might happen next.
- Be able to retell a familiar story from memory.
- Show an understanding of the books they are reading through discussion and answering basic comprehension and inference questions (from character actions or speech).
- Pick out 'wow' words from the text and talk about why they have been used.
- Know the difference between an information book, a story book and poems.

#### Literacy: Writing

- Form lower case letters correctly that are consistent in size.
- Begin using pre-cursive diagonal and horizontal strokes (when letters are formed correctly, consistently)
- Form capital letters correctly and of the correct size in relation to lower case letters.
- Know the difference between nouns, verbs and adjectives.
- From memory, write simple sentences that are dictated by the teacher.
- Plan writing first, at a basic level (can be oral or written).
- Write for a sustained period of time (e.g. 20/25 minutes).
- Write simple sentences and compound sentences using because, and, but.
- Use capital letters and full stops, ? or ! to separate sentences.
- Begin to use the apostrophe for contracted words and to show singular possession, commas in lists and speech marks to show direct speech.
- Begin to use subordination and subordinating connectives such as because or when or if.
- Understand different sentence types: statement, question, command.



- Begin to use adjectives to form noun phrases.
- Be able to write a recount, simple story, letter, poem, instructions and invitation and use some of the right features.
- Use the past tense correctly when writing stories and begin to understand the present tense.
- Read their own writing or that of others, check it makes sense and check for punctuation.

### Phonics & Spelling

- To revise GPCs taught in Year 1.
- To spell words with:
  - The /j/ sound spelt ge, dge, g or j (badge, cage, giant, jacket).
  - The /s/ sound spelt c (race, prince, fancy)
  - The /n/ sound spelt kn or gn (knight, gnome, knife)
  - The /r/ sound spelt wr (write, wrong, wrap)
  - The /l/ or schwa -l/ spelt -le, -el, -al or -il (apple, towel, animal, pencil)
  - The /or/ sound spelt a, our, augh, ough or ar (ball, pour, caught, thought, warm)
  - The /igh/ sound spelt y at the end of words (cry, reply, July)
  - The /u/ sound spelt o (other, mother, Monday, wonder)
  - The /ee/ sound spelt ey (key, donkey, chimney, honey)
  - The /o/ sound spelt a after w or qu (wash, want, wander, squash quantity)
  - The /sh/ sound spelt ch, s (sugar, chef)
  - The /zh/ sound (e.g. treasure, usual)
  - The /oo/ sound spelt ui (juice, fruit, cruise)
  - The /oa/ sound spelt o (most, ghost)
  - The /ai/ sound spelt eigh or ey (eight, grey)
- To add es to nouns and verbs ending in y (cries, replies, flies)
- To add -ed, -ing, -er, -est to words ending in y (happier, happiest, flying, copied)
- To add -ed, -ing, -er, -est -y to words ending in e (shining, shinier, shiniest, shiny, hiking, hiked, hiker).
- To add -ed, -ing, -er, -est when the consonant is doubled (running, runner, fatter, fattest, skipped).
- To spell contracted words (can't, didn't haven't)
- To spell common homophones correctly.
- To spell words that end in -less, -tion or -ful.
- To spell the common exception / tricky words: before, want, where, who, because, can't thought, other, through, these, couldn't I've, many, laughed, water, great, friends, every, find, only, any.