

English Progression of Skills Netherton Infant and Nursery School



Nursery	Reception	Year 1	Year 2
Word Reading			
<p>Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They are secure with the majority of Little Wandle Letters and Sounds Revised to the end of Phase 4.</p>	<p>Read words by breaking them down into sounds. I quickly read my given letters or groups of letters. I read new words by blending letter sounds together. Read some unusual words. Know how to read my word list words including words ending in -s, -es, -ing, -ed, er and -est. Correctly read the longer words in my word list. Read words that contain missing letters such as I'm, I'll, and we'll. Correctly read aloud the words from my book. I re-read my books so that I become a better reader.</p> <p>Be secure with the majority of Little Wandle Letters and Sounds Revised to the end of Phase 5.</p>	<p>Read words quickly because I know how to sound out all parts of a word. I read by blending together the sounds I know and can read out within a word. I can read words with two or three syllables. Read words with common word endings, such as -ing and -ed. Read most words quickly and accurately. When I see a word I have not read before, I can sound out the word without help from an adult. When I re-read my books, I become more fluent at reading the text.</p> <p>Able to read White/Lime level books.</p>

Nursery	Reception	Year 1	Year 2
Reading Comprehension			
<p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p>	<p>Listen and discuss what I have read, including poems, stories and non-fiction books.</p> <p>When I read, I can tell you of similar things that have happened to me.</p> <p>I can tell you about some special stories we have worked on in class and even re-tell them to my teacher.</p> <p>I like to join in with the class at special times of a story when the teacher is telling certain stories.</p> <p>I have learned some rhymes or poems.</p> <p>I discuss what words mean.</p> <p>I understand the books I can read.</p> <p>I check what I am reading makes sense as I am reading through it.</p> <p>I discuss the titles and events from the books I read.</p> <p>I can tell you about why a character does or says some things.</p>	<p>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</p> <p>When I read, I am able to tell you about things in the order they happen and if they are connected.</p> <p>I can tell you about all the different stories I have read.</p> <p>I enjoy finding out about nonfiction books and how they are set out.</p> <p>I can recognise simple language patterns in stories and poems.</p> <p>I discuss the meaning of words.</p> <p>I am happy to tell you my favourite words and phrases from my reading.</p> <p>I can say out loud a number of poems I have learnt.</p> <p>I understand the books I can read.</p> <p>I check what I am reading makes sense as I read through it.</p>	<p>I have understood a range of texts I have read.</p> <p>I am able to choose from a range of books to find the information I require.</p> <p>I use a dictionary to check the meaning of words.</p> <p>I can talk about some different types of stories I have read.</p> <p>I can identify some themes in a range of books I read.</p> <p>I will perform poems and play scripts to read aloud.</p> <p>I will discuss words and phrases that interest me.</p> <p>I know that poetry comes in different forms.</p> <p>I think about what I read to make sure I understand it and it makes sense.</p> <p>I ask questions about a text or book.</p> <p>I know a character does certain things because of how the</p>

	<p>I like to predict what happens next based on what I have read so far.</p> <p>I take turns to listen and discuss when I am in a group.</p> <p>I can explain what has happened in the story someone has just read to me.</p>	<p>I can tell you why certain things happen in a book or why a character says the things they do.</p> <p>I can answer and ask questions about what I have read.</p> <p>I like to guess what happens next in a story, using what I already know has gone on before.</p> <p>I take turns to discuss and listen to others about what I have read.</p> <p>I can explain and discuss what has happened in books that either I have read or have been read to me.</p>	<p>character is feeling or what has happened to them in the story.</p> <p>I can predict events in stories from what has happened up to now.</p> <p>I can tell what the main ideas are from reading a number of paragraphs.</p> <p>I can see that books are set out in ways that help the reader to read the texts.</p> <p>I can use non-fiction books to find information.</p> <p>I can take turns when discussing books I have read.</p>
--	---	---	---

Nursery	Reception	Year 1	Year 2
Writing Transcription			
<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children show good control and co-ordination in large and small movements</p>	<p>I can spell my word list accurately.</p> <p>I can spell some unusual words correctly.</p> <p>I can spell the days of the week.</p> <p>I know the names of all the letters of the alphabet in order.</p>	<p>I can spell words correctly by saying them out loud.</p> <p>I am learning new ways for spelling words which sound the same but have different meanings.</p> <p>I know how to spell words that do not follow a spelling pattern.</p>

		<p>I know some sounds can be spelled in different ways using different letters.</p> <p>I use word endings such as -s and es to change a word to mean more than one.</p> <p>I know how to add un- at the beginning of a word to create a new word.</p> <p>I spell words correctly by adding ing, -ed, -er and -est to create new words such as helping, helped, helper.</p> <p>I can spell the words correctly in my Year 1 spelling list.</p> <p>I can write out a sentence told to me by my teacher.</p>	<p>I can spell more words by using 'rules' I already know.</p> <p>I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.</p> <p>I can show I know the difference between homophones and near homophones in my spelling.</p> <p>I spell words correctly, by adding ment, -ness, -ful, -less, -ly to make them longer.</p> <p>I can spell the words correctly in my Year 2 spelling list.</p>
--	--	---	---

Nursery	Reception	Year 1	Year 2
Handwriting			
<p>Gives meanings to marks that they see in different places.</p>	<p>When writing, I sit and hold a pencil correctly.</p> <p>I can write some of my letters correctly, starting and finishing in the right place.</p> <p>I can write some capital letters.</p>	<p>When I write, my letters are the same size.</p> <p>I am learning how to join letters correctly.</p> <p>I can write letters and numbers that are the right way round and the right size.</p>	<p>I am beginning to join my letters when writing.</p> <p>I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.</p>

	<p>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</p> <p>I can tell you how some letters are similar and can be put into groups.</p>	<p>I know where to leave spaces between words.</p>	
Nursery	Reception	Year 1	Year 2
Comprehension			
	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Before I write a sentence, I can say out loud what I am going to write.</p> <p>I can think of and say a sentence before I write it.</p> <p>I can write a text by thinking of a list of sentences in the order I need.</p> <p>I check my sentences make sense by re-reading them.</p> <p>I can discuss what I have written with the teacher or my friends.</p> <p>I can read aloud my own writing so my friends and the teacher can hear me.</p>	<p>I am beginning to write stories about things that have happened to me or other people.</p> <p>I am able to write longer stories about real things that have happened.</p> <p>I can write my own poems.</p> <p>I like to write for different purposes, for example, for my teacher, myself or for a class assembly.</p> <p>Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.</p> <p>I think about what I am going to write by writing down my ideas</p>

			<p>and important words which will help me.</p> <p>I can write down brief descriptions about what I want to include in my writing, before I begin. I can make changes in my writing by listening to what others have to say about it.</p> <p>Once finished, I will re-read my work to make sure it makes sense.</p> <p>I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.</p> <p>I can read aloud my work in a way which helps people understand it.</p>
--	--	--	---

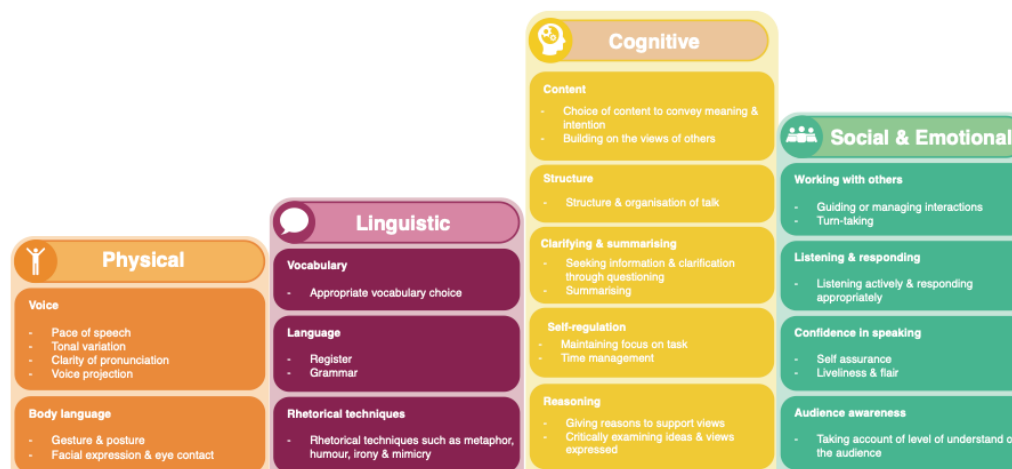
Nursery	Reception	Year 1	Year 2
Vocabulary and Grammar			
		<p>When I write, I leave spaces between my words.</p> <p>I can add together two sentences using 'and'.</p> <p>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</p>	<p>I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.</p> <p>I can use commas correctly when making a list of things.</p>

		<p>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</p> <p>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</p> <p>I can add endings such as -ing and -ed to words to make new words.</p> <p>I understand how adding un to the beginning of some words changes the word to mean the opposite.</p> <p>I know that words can be put together to build sentences.</p> <p>I can use the grammar rules set out my grammar list.</p>	<p>I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.</p> <p>I am learning to write sentences which convey different meaning for different purposes.</p> <p>I am able to write more interesting sentences by adding further detail.</p> <p>I try to write in the present or past tense when writing.</p> <p>I can use words such as when, if, that, because, or, and or but when I write sentences.</p> <p>I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.</p> <p>I can add -ful and -less to words to make adjectives.</p> <p>I know what changes happen to the meaning of words when I add -er, est and -ly to words.</p> <p>When I discuss my writing, I can use the correct Year 2 grammar</p>
--	--	--	---

			as set out in my Year 2 grammar list.
--	--	--	---------------------------------------

Nursery	Reception	Year 1	Year 2
---------	-----------	--------	--------

Vocabulary and Oracy



The Oracy Framework was developed in partnership with Oracy Cambridge.

Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.	I can listen to the teacher in my classroom and ignore other people or noises. I can understand instructions that tell me the order I have to do something. I can find things out by asking how and why questions.	I can find the most important parts in a spoken question. I can understand long instructions where I have to do several different things. I can ask lots of different types of questions to find things out.
--	---	--	--

<p>finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>I can say 'I don't understand' when I'm stuck. I can sort things into groups. I know what someone is describing when they give me clues. I can use a sentence to tell someone when I am not happy. I can start stories using once upon a time etc I can talk about the things I need so I can complete a task. I can join sentences using 'and'. I can listen carefully when I am in a group. I can say most speech sounds clearly. I can make sentences about what is happening now, what has happened and what will happen. I can speak clearly in performances. I can ask a class visitor questions. I can comment when talking to other people. I can use expressions that I hear other people using.</p>	<p>I can tell someone I don't understand something. I can talk about words that look or sound the same. I can explain things using a sentence with 'because' or 'when'. I can tell stories that are easy to understand. I can explain how I solved a problem. I can listen carefully in a group and take turns in a discussion. I can talk about what will happen next in a story or something that happened. I can say most speech sounds clearly. I can say words with up to 4 syllables clearly. I can talk to others and stay on the same topic. I can ask questions to find out information and use information from the answers to make my response. I know there are some words I only use with friends e.g. 'wicked' and 'yeah right'.</p>
Nursery	Reception	Year 1	Year 2
Language of Argument (adapted from Tower Hamlets Progression in Language Structures)			
<p>He / She didn't share / take turns I want to..... I like..... I don't like..... I think..... Why? I think..... What do you think? I don't think..... Why do you think this? It</p>	<p>No because..... Yes because..... I agree / disagree because..... I think..... because.... and also because..... However..... Also.....</p>	<p>No because..... Yes because..... I agree / disagree because..... I think..... because.... and also</p>	

is..... It's not..... Yes because..... No because..... I like..... I don't like.....			because..... However..... Also.....
Nursery	Reception	Year 1	Year 2
Language of Comparison (adapted from Tower Hamlets Progression in Language Structures)			
It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is.....and that is.....		They are the same because..... They are different because.....is.....and..... ...is..... They are alike because they are both.....	They are the same because..... They are similar because..... They are different because.... is.....and.....is..... They are alike because they are both..... It feels different because this one..... and that one.....
Nursery	Reception	Year 1	Year 2
Language of Deduction (adapted from Tower Hamlets Progression in Language Structures)			
It will.....because..... I think I will..... I think.....because..... It is.....because..... It has.....because..... <i>Why do you think this is a? What can you see?</i> Why did.....happen?happened because.....		I think that..... I think thatbecause..... It is.....because.....happened because..... <i>What do you think happened?</i>	Say how the characters feel and explain why. I think that.....because..... This happened.....because... I know this..... <i>What do you think happened?</i> <i>How do you know that.....?</i>

Nursery		Reception		Year 1		Year 2	
Language of Description (adapted from Tower Hamlets Progression in Language Structures)							
<p>It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like.....</p> <p>It looks like..... It tastes like..... It sounds like..... It smells like..... It is the same because..... It is different because..... As above, use This looks like etc</p> <p>because.....</p>		<p>It is.....and..... The.....is.....and..... This is They are They are.....because..... It is a (adjective) / (noun) has have</p>		<p>It / This is.....and..... This has and The.....is.....and..... They are.....and..... I feel.....because..... This is a big, round, red, beach ball</p>			
Nursery		Reception		Year 1			
Language of Evaluation (adapted from Tower Hamlets Progression in Language Structures)							
<p>I made this train. <i>"I like the way the wheels rotate"</i> I've done this picture. <i>"I can see you have put lots of detail in there, flowers, people, trees"</i> I like this because..... I made this..... I did this..... I've done this...</p>		<p>I found.....hard/easy because..... I like / dislike because..... I feel that.....next time. I could..... In my opinion.....because..... </p>		<p>I think my..... /book is.....because..... Next time I could..... I found.....hard/easy because..... I like / dislike.....because..... It was interesting because.....I like this because..... I like the part</p>			

		where.....because What I found hard about this work was..... I found this piece of work hard/easy because...
--	--	--

Nursery	Reception	Year 1
---------	-----------	--------

Language of Explanation (adapted from Tower Hamlets Progression in Language Structures)		
--	--	--

<p>It is..... You put..... I / He / She</p> <p>It is.....because..... This is..... That is.....because..... The.....is..... They are / were..... When.....</p>	<p>I..... because..... When I.....because..... After I..... How.....</p> <p>Why..... Where..... When.....</p> <p><i>Sometimes incorporating sequence language structures.</i></p>	<p>I.....because..... When I.....because..... After I..... The.....because..... ... We/They.....because..... ... How.....Why.....Where.....When.....</p>
--	---	--

Nursery	Reception	Year 1
---------	-----------	--------

Language of Explanation in Mathematics (adapted from Tower Hamlets Progression in Language Structures)		
---	--	--

<p>I've got theone It's the same/ different</p> <p>It's the same number. They / We both have..... There is one more..... Its one less..... Another one..... I have more..... They/We have two each Altogether I have..... I think.....</p>	<p>I know.....because.....is in-between/after/before because.....comes before.....because.....comes after.....because..... So then..... The answer</p>	<p>I started at 5 because the..... both..... I jumped on/up inbecause..... This makes.....so I So then I.....because..... I know.....because.....</p>
--	--	---

.....heavier..... /lighter.....	is.....because.....and.....areand.....are different in that.....
--	-----------------------------	--

Nursery	Reception	Year 1	Year 2
Language of Hypothesis (adapted from Tower Hamlets Progression in Language Structures)			

<p><i>How do you know e.g. 'The porridge is hot'?</i></p> <p>It is.....because..... I think.....because..... It will.....because..... The.....is.....because.....</p> <p><i>What do you think?</i> <i>What will happen if.....?</i></p>	<p>I think.....because.....a nd..... I don't think.....because.....and...will happen because.....</p>	<p>I think this.....because..... I know this, so I think This will happen because.....</p>
---	---	--

Nursery	Reception	Year 1	Year 2
Language of Opinion (adapted from Tower Hamlets Progression in Language Structures)			

<p>I like / don't like..... It is good/nice/beautiful It is not nice 'What do you think?'</p> <p>I think..... I think it will..... It will..... It will..... because..... I think..... because..... I think that..... <i>What do you think?</i></p> <p><i>What will happen if.....? If.....?</i></p>	<p>I think..... I think.....because..... I like.....best.....because..... My partner thinks..... I agree because..... I disagree because.....</p>	<p>I think.....because</p> <p>I prefer.....because..... My partner thinks..... I agree/disagree because.....</p>
--	--	--

Nursery	Reception	Year 1	Year 2
Language of Prediction (adapted from Tower Hamlets Progression in Language Structures)			
<p>I think it will.....</p> <p>'What do you think will happen?'</p> <p>It will..... The.....will..... The.....is going to..... This will.....because..... What do you think will happen next? What will happen if.....</p>	<p>I think.....</p> <p>I think.....because..... (prior knowledge)</p> <p>I predict.....will happen.</p> <p>They are the same because..... (comparing)</p>	<p>.....same.....</p> <p>.....similar.....diff erent.....</p> <p>I think.....because.....</p> <p>.....</p> <p>I predict that.....because.....</p> <p>I think they will be alike because they are both.....</p>	
Nursery	Reception	Year 1	Year 2
Language of Retelling (adapted from Tower Hamlets Progression in Language Structures)			
<p>First I..... First we..... Then.....</p> <p>After..... And then.....</p> <p>What did you do first? Then what happened?happened first.</p> <p>Next.....happened.</p> <p>Then.....happened.happened last. Next.....and.....happened.</p> <p>At the end.....happened.happened in the beginning.happened in the middle.happened in the end.</p>	<p>My partner said.....</p> <p>Retelling stories – Once upon a time....</p> <p>One day..... Long ago.....</p> <p>'What happened next?'</p>	<p>My partner said..... First, Next, Then, After that, Finally... At last</p> <p>Suddenly</p> <p>'What happened next?' 'What did...?'</p>	
Nursery	Reception	Year 1	Year 2
Language of Sequencing (adapted from Tower Hamlets Progression in Language Structures)			

<p>First..... Next..... Then..... After that.....and then.....happened first. Next.....happened. Then.....happened.happened last. It is.....because..... It is.....</p>	<p>First I will..... Next I would..... Then I..... After that I..... Finally I.....</p>	<p>First..... (First put the hat on) Next..... After that..... Finally..... Last of all.....</p>
---	---	---