



# Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

## ENGLISH

**Purpose:** To teach pupils to speak and write at an age appropriate stage of fluency so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils to acquire knowledge and to build on what they already know. We recognise that the skills of language are essential to participating fully as a member of society.

**Intent:** To develop our pupils’ command of the spoken and written word and their enjoyment of reading for both pleasure and information with fluency and good understanding. To acquire a wider vocabulary, a better understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, appreciating our rich and varied literary heritage. To write clearly and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. To use discussion in order to learn and to elaborate and explain clearly their understanding and ideas. To develop confidence in the art of speaking and listening, making presentations, demonstrating to others and participating in class discussions. It is our intent that all pupils are given the learning opportunities to achieve their full potential in all areas of English. We are committed to promoting a love of reading and pleasure in writing, providing a foundation for their learning throughout their education and beyond.

**Early Years  
Foundation  
Stage**  
Links the EYFS  
Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**3-4 Years  
(FS1 Nursery)**  
Development  
Matters 2021

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Understand that 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 and page sequencing.  
Develop their phonological awareness.  
Use some of their print and letter knowledge in their early writing.  
Write some or all of their name and write some letters accurately.

**4-5 Years  
(FS2  
Reception)**  
Development  
Matters 2021

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Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  
Read simple phrases, sentences and a few exception words.  
Form lower-case and capital letters correctly.  
Spell words by identifying the sounds and then writing the sound with letter(s).  
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  
Re-read what they have written to check that it makes sense.

<p><b>Early Learning Goal (ELG)</b></p>	<p><b>L</b></p>	<p><b><u>Comprehension</u></b>          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate, where appropriate, key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b><u>Word Reading</u></b>          Say a sound for each letter in the alphabet and at least 10 digraphs.          Read words consistent with their phonic knowledge by sound-blending.          Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>Writing</u></b>          Write recognisable letters, most of which are correctly formed.          Spell words by identifying sounds in them and representing the sounds with a letter or letters.          Write simple phrases and sentences that can be read by others.</p>
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**Spelling - see also, Phonics Curriculum & Skills Progression Map**

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>• Develop their phonological awareness.</li> <li>• Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes taught.</li> <li>• Spell common exception words taught.</li> <li>• Spell the days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>• Learn 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.</li> <li>• Learn to spell common exception words.</li> <li>• Learn to spell more words with contracted forms.</li> <li>• Learn the possessive apostrophe (singular) (for example, the girl's book).</li> <li>• Distinguish between homophones and near-homophones.</li> <li>• Use the spelling rule for adding _s or _es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• Add the prefix un_ to the beginning of a word without any change to the spelling of the root word.</li> </ul>

			<ul style="list-style-type: none"> <li>• Use _ing, _ed, _er and _est where no change is needed in the spelling of root words.</li> <li>• Add _es to nouns and verbs ending in _y.</li> <li>• Add _ed, _ing, _er and _est to a root word ending in _y with a consonant before it.</li> <li>• Add the endings _ing, _ed, _er, _est and _y to words ending in _e with a consonant before it.</li> <li>• Add _ing, _ed, _er, _est and _y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>• Add suffixes to spell longer words, including _ment, _ness, _ful, _less, _ly.</li> </ul>
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## Transcription and Handwriting

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, e.g., makes snips in paper with child scissors.</li> <li>• Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• Copy some letters, e.g., letters from their name.</li> <li>• Draw lines and circles using gross motor movements and repeat.</li> <li>• Write numerals and mock letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> <li>• Begin to use anti-clockwise movement and retrace vertical lines.</li> <li>• Use a variety of lines and circular patterns.</li> <li>• Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Use uppercase and lowercase letters indiscriminately.</li> <li>• Copy words from environmental and classroom print.</li> <li>• Begin to form lower-case and capital letters correctly in print form.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Write simple dictated sentences that include words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the Continuous Cursive handwriting style and begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Begin to join letters together in words.</li> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Write simple dictated sentences that include words taught so far.</li> </ul>

## Composition

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>● Give meaning to marks as they draw and paint.</li> <li>● Distinguishes between the different marks made.</li> <li>● Verbally retell a simple past event in correct order, e.g., “I <b>went</b> down slide, <b>then</b>...”</li> <li>● Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>● Use imagination in talk by pretending that objects stand for something else in play, e.g., “This box is my castle.”</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about own mark making.</li> <li>● Dictate to adults, telling them what to write.</li> <li>● Mark make during role play with a purpose, e.g., telephone message, prescription etc.</li> <li>● Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>● Write own name and other things such as labels, captions.</li> <li>● Attempt to write short sentences in meaningful contexts.</li> <li>● Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>● Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>● Write sentences by:               <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives</li> <li>○ re-reading what they have written to check that it makes sense</li> </ul> </li> <li>● Discuss what they have written with the teacher or other pupils.</li> <li>● Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>● Consider what they are going to write before beginning by:               <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>● Make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>○ proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>● Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

## Vocabulary, Grammar and Punctuation - see also, topic specific vocabulary

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>● Use vocabulary focused on objects and people that are of particular importance to them.</li> <li>● Build up vocabulary that reflects the breadth of their experiences.</li> <li>● Begin to understand 'why' and 'how' questions.</li> <li>● Begin to question why things happen and give explanations and ask questions, e.g., who, what, when, how.</li> <li>● Use a range of tenses in speech, e.g., play, playing, will play, played.</li> </ul>	<ul style="list-style-type: none"> <li>● Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>● Use language to imagine and recreate roles and experiences in play situations.</li> <li>● Express themselves effectively, showing awareness of listener's needs.</li> <li>● Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>● Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>● Begin to punctuate sentences using a <i>capital letter</i> and a <i>full stop</i></li> </ul>	<ul style="list-style-type: none"> <li>● Leave spaces between words.</li> <li>● Join words and join clauses using 'and'.</li> <li>● Begin to punctuate sentences using a <i>capital letter</i> and a <i>full stop</i>, <i>question mark</i> or <i>exclamation mark</i>.</li> <li>● Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>● Learn and use the grammatical terminology:               <ul style="list-style-type: none"> <li>○ <i>Letter</i></li> <li>○ <i>Capital letter</i></li> <li>○ <i>Word</i></li> <li>○ <i>Singular</i></li> <li>○ <i>Plural</i></li> <li>○ <i>Sentence</i></li> <li>○ <i>Punctuation</i></li> <li>○ <i>Full stop</i></li> <li>○ <i>Question mark</i></li> <li>○ <i>Exclamation mark</i></li> </ul> </li> </ul> <p>particularly in and when discussing their writing.</p>	<ul style="list-style-type: none"> <li>● Use both familiar and new punctuation correctly including full stops, capital letters, <i>exclamation marks</i>, <i>question marks</i>, <i>commas for lists</i> and <i>apostrophes for contracted forms</i> and the possessive (singular).</li> <li>● Use sentences with different forms:               <ul style="list-style-type: none"> <li>○ Statement</li> <li>○ Question</li> <li>○ Exclamation</li> <li>○ Command</li> </ul> </li> <li>● Use expanded noun phrases to describe and specify (for example, the blue butterfly).</li> <li>● Use the present and past tenses correctly and consistently including the progressive form.</li> <li>● Use subordination (for example, <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (for example <i>or</i>, <i>and</i>, or <i>but</i>).</li> <li>● Learn and use the grammatical terminology:               <ul style="list-style-type: none"> <li>○ <i>Noun</i></li> <li>○ <i>Noun phrase</i></li> <li>○ <i>Statement</i></li> <li>○ <i>Question</i></li> <li>○ <i>Exclamation</i></li> <li>○ <i>Command</i></li> <li>○ <i>Compound</i></li> <li>○ <i>Suffix</i></li> <li>○ <i>Adjective</i></li> <li>○ <i>Adverb</i></li> <li>○ <i>Verb</i></li> <li>○ <i>Tense (past &amp; present)</i></li> </ul> </li> </ul>

- *Apostrophe*
- *Comma*

particularly in and when discussing their writing.

## Word Reading - see also, Phonics Curriculum & Skills Progression Map

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>● Develop sound discrimination skills.</li> <li>● Build up attention and recall by listening to a range of familiar stories and nursery rhymes.</li> <li>● Enjoy rhyming and rhythmic activities.</li> <li>● Show an awareness of rhyme and alliteration.</li> <li>● Recognise rhythm in spoken words.</li> <li>● Repeat words and phrases.</li> <li>● Fill in the missing word or phrase in a known rhyme, e.g., 'Humpty Dumpty sat on a ...'</li> <li>● Fill in the missing word or phrase in a known story</li> <li>● Show interest in illustrations and print in books.</li> <li>● Begin to understand that print carries meaning.</li> <li>● Engage with storytelling and drama.</li> <li>● Look at books independently.</li> <li>● Handle books carefully.</li> <li>● Hold books the correct way up and turn pages independently.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue a rhyming string.</li> <li>● Hear and say the initial sound in words.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>● Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>● Read some common exception words.</li> <li>● Increase interest in illustrations and print in books and print in the environment.</li> <li>● Listen to stories through shared reading.</li> <li>● Develop reading strategies through guided reading model.</li> <li>● Recognise familiar words and symbols such as own name and advertising logos.</li> <li>● Begin to read words, simple phrases and simple sentences.</li> <li>● Understand that in English, a book is read from left to right and top to bottom.</li> <li>● Listen to and enjoy an increasing range of books with increased attention and recall.</li> <li>● Express themselves effectively, showing awareness of listeners' needs.</li> <li>● Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Continue a rhyming string.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply phonic knowledge and skills to decode words.</li> <li>● Speedily read all 40+ phonemes including, where applicable, alternative sounds for graphemes.</li> <li>● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>● Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>● Read words containing taught GPCs and _s, _es, _ing, _ed, _er and _est endings.</li> <li>● Read multi-syllable words containing taught GPCs.</li> <li>● Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>● Read aloud (accurately) books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>● Re-read books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>● Secure phonic decoding until reading is fluent.</li> <li>● Read accurately by blending, including alternative sounds for graphemes.</li> <li>● Read multi-syllable words containing these graphemes.</li> <li>● Read words containing common suffixes.</li> <li>● Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>● Read most words quickly and accurately without overt sounding and blending.</li> <li>● Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>● Re-read books to build up fluency and confidence in word reading.</li> </ul>

- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

## Comprehension

FS1	FS2	YR1	YR2
<ul style="list-style-type: none"> <li>• Talk about main story settings, events and principal characters.</li> <li>• Begin to be aware of the way stories are structured.</li> <li>• Suggest how a story might end.</li> <li>• Begin to understand 'why' and 'how' questions.</li> <li>• Know that information as well as stories can be relayed in the form of print.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss meaning and content, responding to what they hear with relevant comments, questions or actions.</li> <li>• Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which can be read independently.</li> <li>• Link stories to own experiences.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems and recite some by heart.</li> <li>• Discuss word meanings and link new meanings to those already known.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher to understand both the books they can already read accurately and fluently and those they listen to.</li> <li>• Check that the text makes sense as it is read and correct inaccurate reading.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Look at non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discuss favourite words and phrases.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher to understand both the books they can already read accurately and fluently and those they listen to.</li> <li>• Check that the text makes sense as it is read and correct inaccurate reading.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>

		<ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Explain clearly their understanding of what is read to them.</li><li>• Enjoy non-fiction books through shared and guided reading.</li></ul>	<ul style="list-style-type: none"><li>• Answer and ask questions.</li><li>• Predict what might happen on the basis of what has been read so far.</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>
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