



Vertical Progression – Literacy – writing Communication & Language – Physical development - English overview

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none">Finding out & exploringPlaying with what they knowBeing willing to 'have a go'		<ul style="list-style-type: none">Being involved & concentratingKeep on tryingEnjoying achieving what they set out to do		<ul style="list-style-type: none">Having their own ideas (creative thinking)Making links (building theories)Working with ideas (critical thinking)	
ELG -Write recognisable letters, most of which are correctly formed -Spell words by identifying sounds in the them & representing the sounds with a letter or letters -Write simple phrases & sentences that can be read by others					
Focus	Composition	Vocabulary, grammar & punctuation	Spelling	Handwriting	
Reception	<ul style="list-style-type: none">Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technologyEnjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formatsRe-read what they have written to check it makes sense	<ul style="list-style-type: none">Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new wordsUses language to imagine and recreate roles and experiences in play situationsLinks statements and sticks to a main theme or intentionUses talk to organise, sequence and clarify thinking, ideas, feelings and eventsIntroduces a storyline or narrative into their playWrite short sentences with words with known sound-letter correspondences using a capital letter & full stop	<ul style="list-style-type: none">Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own nameSpell words by identifying the sounds & then writing the sound with letter/sBegins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together	<ul style="list-style-type: none">Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floorBegins to use anticlockwise movement and retrace vertical linesUses a pencil and holds it effectivelyForm lower-case & capital letters correctly	
Year 1	<ul style="list-style-type: none">Write sentences, sequencing them to form short narrativesWrite sentences by re-reading what he/she has written to check that it makes senseWrite sentences by composing them orally before writing themDiscuss what he/she has written with the teacher or other pupilsRead aloud his/her writing clearly enough to be heard by his/her peers and the teacher	<ul style="list-style-type: none">Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so farUse suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helperUse regular plural noun suffixes -s or –es e.g. dog, dogs; wish, wishes e.g., including the effects of these suffixes on the meaning of the nounUse capital letters and full stops to demarcate sentences in some of his/her writing.Use a capital letter for names of	<ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taughtSpell some common exception wordsSpell the days of the weekName the letters of the alphabet in orderName the letters of the alphabet using letter names to distinguish between alternative spellings of the same soundAdd 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 verbsAdd prefixes and suffixes using the prefix unAdd prefixes and suffixes using -ing, -	<ul style="list-style-type: none">Sit correctly at a table, holding a pencil comfortably and correctly.Form lower-case letters in the correct direction, starting and finishing in the right placeForm capital lettersForm digits 0-9Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	



		<p>people, places, the days of the week, and the personal pronoun I</p> <ul style="list-style-type: none">• Understand how the prefix un- changes the meaning of verbs and adjectives negation, for example, unkind, or undoing: untie the boat• Understand how words can combine to make sentences• Join words and clauses using and.• Separate words with spaces• Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.	<p>ed, -er and -est where no change is needed in the spelling of root words eg helping, helped, helper, eating, quicker, quickest</p> <ul style="list-style-type: none">• Apply simple spelling rules and guidance, as listed in English Appendix <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	
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