



Curriculum Knowledge and Skills Progression Document for English

Knowledge, skills and understanding breakdown for English

EYFS

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Birth to three - babies, toddlers and young children.

- Can they turn towards familiar sounds?
- Do they gaze at faces, copying facial expressions and movements like sticking out their tongue?
- Can they make eye contact for longer periods?
- Do they watch someone's face as they talk?
- Do they copy what adults do, taking 'turns' in conversations (through babbling) and activities?
- Do they try to copy adult speech and lip movements?
- Do they enjoy singing, music and toys that make sounds?
- Do they recognise and are calmed by a familiar and friendly voice?
- Can they listen and respond to a simple instruction?
- Do they make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)?
- Do they babble, using sounds like 'baba', 'mamma'?
- Do they use gestures like waving and pointing to communicate?
- Do they reach or point to something they want while making sounds?
- Can they copy your gestures and words?
- Do they constantly babble and use single words during play?
- Do they use intonation, pitch and changing volume when 'talking'?
- Do they understand single words in context – 'cup', 'milk', 'daddy'.
- Do they understand frequently used words such as 'all gone', 'no' and 'bye-bye'?
- Do they understand simple instructions like "give to nanny" or "stop"?
- Do they recognise and point to objects if asked about them?
- Can they generally focus on an activity of their own choice and find it difficult to be directed by an adult?
- Can they listen to other people's talk with interest, but can easily be distracted by other things?
- Can they make themselves understood, and can become frustrated when they can't?
- Can they start to say how they are feeling, using words as well as actions?
- Do they start to develop conversation, often jumping from topic to topic?
- Can they develop their pretend play: 'putting the baby to sleep' or 'driving the car to the shop'?
- Can they use the speech sounds p, b, m, w?
- Can they pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j and multi-syllabic words such as 'banana' and 'computer'?

- Can they listen to simple stories and understand what is happening, with the help of the pictures?
- Can they identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'?
- Do they understand and act on longer sentences like 'make teddy jump' or 'find your coat'?
- Do they understand simple questions about 'who', 'what' and 'where' (but generally not 'why')?

3 & 4-year-olds

- Do they enjoy listening to longer stories and can remember much of what happens?
- Can they pay attention to more than one thing at a time, which can be difficult?
- Can they use a wider range of vocabulary? Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"?
- Do they understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Can they sing a large repertoire of songs?
- Do they know many rhymes; can they talk about familiar books, and tell a long story?
- Can they develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'?
- Can they develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'?
- Can they use longer sentences of four to six words?
- Can they express a point of view and debate when they disagree with an adult or a friend, using words as well as actions?
- Can they start a conversation with an adult or a friend and continue it for many turns?
- Can they use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver?"

Children in reception

- Do they understand how to listen carefully and why listening is important?
- Can they learn new vocabulary?
- Do they use new vocabulary through the day?
- Can they ask questions to find out more and to check they understand what has been said to them?
- Can they articulate their ideas and thoughts in well-formed sentences?
- Can they connect one idea or action to another using a range of connectives?
- Can they describe events in some detail?
- Do they use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen?
- Can they develop social phrases?
- Do they engage in story times?
- Can they listen to and talk about stories to build familiarity and understanding?
- Can they retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?
- Can they use new vocabulary in different contexts?
- Can they listen carefully to rhymes and songs, paying attention to how they sound?
- Can they learn rhymes, poems and songs?
- Do they engage in non-fiction books?
- Can they listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?

Literacy

Literacy 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).

Birth to three - babies, toddlers and young children

- Do they enjoy songs and rhymes, tuning in and paying attention?
- Do they join in with songs and rhymes, copying sounds, rhythms, tunes and tempo?
- Can they say some of the words in songs and rhymes?
- Do they copy finger movements and other gestures?
- Can they sing songs and say rhymes independently, for example, singing whilst playing?
- Do they enjoy sharing books with an adult?
- Can they pay attention and respond to the pictures or the words?
- Do they have favourite books and seek them out, to share with an adult, with another child, or to look at alone?
- Can they repeat words and phrases from familiar stories?
- Can they ask questions about the book?
- Can they make comments and share their own ideas?
- Can they develop play around favourite stories using props?
- Do they notice some print, such as the first letter of their name, a bus or door number, or a familiar logo?
- Do they enjoy drawing freely?
- Can they add some marks to their drawings, which they give meaning to. For example: "That says mummy?"
- Can they make marks on their picture to stand for their name?

3 & 4-year-olds

Do they understand the five key concepts about print:

- 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
- page sequencing.

Can they develop their phonological awareness, so that they can:

- spot and suggest rhymes?
- count or clap syllables in a word?
- recognise words with the same initial sound, such as money and mother?

- Do they engage in extended conversations about stories, learning new vocabulary.
- Can they use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Can they write some or all of their name
- Can they write some letters accurately.

Children in reception

- Can they read individual letters by saying the sounds for them?
- Can they blend sounds into words, so that they can read short words made up of known letter– sound correspondences?
- Can they read some letter groups that each represent one sound and say sounds for them?
- Can they read a few common exception words matched to the school's phonic programme?
- Can they read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words?
- Do they re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment?

- Can they form lower-case and capital letters correctly?
- Can they spell words by identifying the sounds and then writing the sound with letter/s?
- Can they write short sentences with words with known sound-letter correspondences using a capital letter and full stop?
- Do they re-read what they have written to check that it makes sense?

Early Learning Goals

Communication and Language

ELG: Listening, Attention and Understanding

- Do they 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?
- Can they make comments about what they have heard and ask questions to clarify their understanding?
- Can they hold conversation when engaged in back-and-forth exchanges with their teacher and peers?

ELG: Speaking

- Do they participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary?
- Can they explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?
- Can they 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?

Literacy

ELG: Comprehension

- Do they demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Do they anticipate – where appropriate – key events in stories;
- Do they use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

- Can they say a sound for each letter in the alphabet and at least 10 digraphs?
- Can they read words consistent with their phonic knowledge by sound blending?
- Can they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?

ELG: Writing

- Can they write recognisable letters, most of which are correctly formed?
- Can they spell words by identifying sounds in them and representing the sounds with a letter or letters?
- Can they write simple phrases and sentences that can be read by others?

Expressive Arts and Design
ELG: Creating with Materials

- Do they make use of props and materials when role-playing characters in narratives and stories.

National Curriculum Requirements for English at Key Stage 1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Knowledge, skills and understanding breakdown for English
Year 1

Spoken Language

- Can they listen and respond appropriately to adults and their peers?
- Do they ask relevant questions to extend their understanding and knowledge?
- Can they use relevant strategies to build their vocabulary?
- Can they articulate and justify answers, arguments and opinions?
- Can they give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?
- Can they maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?
- Do they use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?
- Can they speak audibly and fluently with an increasing command of Standard English?
- Do they participate in discussions, presentations, performances, role play/improvisations and debates
- Can they gain, maintain and monitor the interest of the listener(s)?

- Can they consider and evaluate different viewpoints, attending to and building on the contributions of others?
- Can they select and use appropriate registers for effective communication?

Reading - Word Reading

- Can they apply phonic knowledge and skills as the route to decode words?
- Can they respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes?
- Can they read accurately by blending sounds in unfamiliar words containing GPCs that have been taught?
- Can they read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?
- Can they read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings?
- Can they read other words of more than one syllable that contain taught GPCs?
- Can they read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)?
- Can they read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words?
- Can they re-read these books to build up their fluency and confidence in word reading?

Reading - comprehension

- Can they listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently?
- Do they link what they read or hear to their own experiences?
- Can they become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics?
- Do they recognise and join in with predictable phrases?
- Can they appreciate rhymes and poems, and recite some by heart?
- Can they discuss word meanings and link new meanings to those already known?
- Can they draw on what they already know or on background information and vocabulary provided by the teacher?
- Can they check that the text makes sense to them as they read, and correcting inaccurate reading?
- Can they discuss the significance of the title and events?
- Can they make inferences based on what is being said and done?
- Can they predict what might happen based on what has been read so far?
- Can they participate in discussions about what is read to them, taking turns and listening to what others say?
- Can they explain clearly their understanding of what is read to them?

Writing - transcription

Spelling - see [English appendix 1](#)

- Can they spell words containing each of the 40+ phonemes already taught?
- Can they spell common exception words?
- Can they spell the days of the week?

- Can they name the letters of the alphabet in order?
- Can they use letter names to distinguish between alternative spellings of the same sound?
- Can they add 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 verbs?
- Can they use the prefix un–?
- Can they use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]?
- Can they apply simple spelling rules and guidance, as listed in [English appendix 1?](#)
- Can they write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far?

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Handwriting

- Can they sit correctly at a table, holding a pencil comfortably and correctly?
- Can they begin to form lower-case letters in the correct direction, starting and finishing in the right place?
- Can they form capital letters?
- Can they form digits 0-9?
- Can they understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these?

Writing – composition

- Can they say out loud what they are going to write about?
- Can they compose a sentence orally before writing it?
- Can they sequence sentences to form short narratives?
- Can they re-read what they have written to check that it makes sense?
- Can they discuss what they have written with the teacher or other pupils?
- Can they read their writing aloud, clearly enough to be heard by their peers and the teacher?

Writing - vocabulary, grammar and punctuation

Children need to develop their understanding of the concepts set out in [English appendix 2](#)

- Can they leave spaces between words?
- Can they join words and joining clauses using 'and'?
- Can they begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark?
- Can they use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'?
- Can they learn the grammar for year 1 in [English appendix 2?](#)
- Can they use the grammatical terminology in English [English appendix 2](#) in discussing their writing?

English appendix 2

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

Spoken Language

- Can they listen and respond appropriately to adults and their peers?
- Do they ask relevant questions to extend their understanding and knowledge?
- Can they use relevant strategies to build their vocabulary?
- Can they articulate and justify answers, arguments and opinions?
- Can they give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?
- Can they maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?

- Do they use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas?
- Can they speak audibly and fluently with an increasing command of Standard English?
- Do they participate in discussions, presentations, performances, role play/improvisations and debates
- Can they gain, maintain and monitor the interest of the listener(s)?
- Can they consider and evaluate different viewpoints, attending to and building on the contributions of others?
- Can they select and use appropriate registers for effective communication?

Word Reading

- Can they continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?
- Can they read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?
- Can they read accurately words of two or more syllables that contain the same graphemes as above?
- Can they read words containing common suffixes?
- Can they read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word?
- Can they read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered?
- Can they read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation?
- Can they re-read these books to build up their fluency and confidence in word reading?

Reading - comprehension

- Can they listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently?
- Can they discuss the sequence of events in books and how items of information are related?
- Do they become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales?
- Do they have experience of non-fiction books that are structured in different ways?
- Do they recognise simple recurring literary language in stories and poetry?
- Can they discuss and clarify the meanings of words, linking new meanings to known vocabulary?
- Can they discuss their favourite words and phrases?
- Do they continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear?
- Do they draw on what they already know or on background information and vocabulary provided by the teacher?
- Can they check that the text makes sense to them as they read, and correct inaccurate reading?
- Can they make inferences based on what is being said and done?
- Can they answer and ask questions?
- Can they predict what might happen based on what has been read so far?
- Do they participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say?

- Can they explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves?

Writing - transcription

Spelling - see [English appendix 1](#)

- Can they segment spoken words into phonemes and represent these by graphemes, spelling many correctly?
- Do they 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?
- Can they spell common exception words?
- Can they spell more words with contracted forms?
- Can they use the possessive apostrophe (singular) [for example, the girl's book]?
- Can they distinguish between homophones and near-homophones?
- Can they add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly?
- Can they apply spelling rules and guidance, as listed in [English appendix 1?](#)
- Can they write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far?

Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy

The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>

Handwriting

- Can they form lower-case letters of the correct size relative to one another?
- Do they start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined?
- Do they write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters?
- Do they use spacing between words that reflects the size of the letters?

Writing - composition

- Can they write narratives about personal experiences and those of others (real and fictional)?
- Can they write about real events?
- Can they write poetry?
- Can they write for different purposes?
- Can they plan or say out loud what they are going to write about?
- Can they write down ideas and/or key words, including new vocabulary?
- Can they encapsulate what they want to say, sentence by sentence?
- Can they evaluate their writing with the teacher and other pupils?
- Can they re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form?
- Can they proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)?
- Can they read aloud what they have written with appropriate intonation to make the meaning clear?

Writing - vocabulary, grammar and punctuation

develop their understanding of the concepts set out in [English appendix 2](#)

- Can they learn how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)?
- Can they use sentences with different forms: statement, question, exclamation, command?
- Can they use expanded noun phrases to describe and specify [for example, the blue butterfly]?
- Can they use the present and past tenses correctly and consistently, including the progressive form?
- Can they use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)?
- Do they understand and can they use the grammar for year 2 in [English appendix 2](#)?
- Do they use some features of written Standard English?
- Do they use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing?

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

Progression of vocabulary for English at EYFS

N/A

Progression of vocabulary for English at year 1

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Progression of vocabulary for English at year 2

noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma