



Coverage and Progression - National Curriculum English 2021-22

Spoken Language

New EYFS ELG	Year One	Year Two
<p>ELG: Listening, Attention and Understanding I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I can make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>ELG: Speaking I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p> <p>I can express ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>	<p>I can listen and respond appropriately to others.</p> <p>I can ask relevant questions to extend my understanding and knowledge.</p> <p>I can use different strategies to build vocabulary.</p> <p>I can articulate & justify answers/ arguments/opinions.</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>I can speak audibly and fluently with an increasing command of Standard English.</p> <p>I can participate in discussions, presentations, performances, role play and debates.</p> <p>I can gain and monitor the interest of the listener.</p> <p>I can consider and evaluate different viewpoints, attending to and building on contributions of others.</p> <p>I can select and use appropriate registers for effective communication</p>	<p>I can listen and respond appropriately to others.</p> <p>I can ask relevant questions to extend my understanding and knowledge.</p> <p>I can use different strategies to build vocabulary.</p> <p>I can articulate & justify answers/ arguments/opinions.</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>I can speak audibly and fluently with an increasing command of Standard English.</p> <p>I can participate in discussions, presentations, performances, role play and debates.</p> <p>I can gain and monitor the interest of the listener.</p> <p>I can consider and evaluate different viewpoints, attending to and building on contributions of others.</p> <p>I can select and use appropriate registers for effective communication.</p>

Alphabet and letter names

New EYFS ELG	Year One	Year Two
	<p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p>	<p>I can use letter names to distinguish between alternative spellings of the same sound.</p>

Phonics and Early Reading

New EYFS ELG	Year One	Year Two
<p>ELG: Word Reading</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception/tricky words.</p>	<p>I can apply my phonic knowledge and skills as the route to decode words.</p> <p>I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes at Phase 5.</p> <p>I can read accurately by blending sounds in unfamiliar words containing sounds and letters that I have been taught.</p> <p>I can read common exception words, noting the ‘tricky’ part of the word.</p> <p>I can read words containing the suffixes –s, –es, –ing, –ed, –er and –est.</p> <p>I can read words with more than syllable if they contain sounds and letters I know.</p> <p>I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p>I can read books aloud, accurately, that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I can re-read these books to build up my fluency and confidence in word reading</p>	<p>I can apply phonic knowledge and skills as the route to decode words until I can read fluently.</p> <p>I can read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>I can read words containing common suffixes.</p> <p>I can read common exception words, noting tricky part.</p> <p>I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>

Reading – Language Comprehension (including reading for pleasure)

New EYFS ELG	Year One	Year Two
<p>ELG: Comprehension</p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can anticipate – where appropriate – key events in stories.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Being Imaginative and Expressive</p> <p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction which are read to me.</p> <p>I can link what I read or hear to my own experiences.</p> <p>I can retell key stories, fairy stories and traditional tales and say what is typical of them.</p> <p>I can recognise and join in with predictable phrases.</p> <p>I enjoy rhymes/poems and can recite some by heart.</p> <p>I can discuss word meanings, linking new meanings to those I already know.</p> <p>I can understand books by drawing on what I already know, background info and vocabulary provided.</p> <p>I can check that the text makes sense to me as I read, and self-correct inaccurate reading.</p> <p>I can discuss the significance of the title and events.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I can explain clearly my understanding of what is read to me.</p>	<p>I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction read to me.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can retell a wide range of stories and traditional tales.</p> <p>I can recognise that non-fiction books are structured in different ways.</p> <p>I can recognise recurring language in stories and poetry.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases in a text.</p> <p>I can recite poems learnt by heart, with appropriate intonation to make the meaning clear.</p> <p>I can understand books by drawing on prior knowledge, background information and vocabulary provided.</p> <p>I can check that texts makes sense to me as I read and self-correct inaccurate reading.</p> <p>I can make inferences on the basis of what is being said and done. I can explain my understanding about books.</p> <p>I can ask and answer questions about a book.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can participate in discussion about books and poems, taking turns and listening to what others say.</p>

Writing – Handwriting

New EYFS ELG	Year One	Year Two
<p>ELG: Fine Motor Skills</p> <p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG: Writing</p> <p>I can write recognisable letters, most of which are correctly formed.</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting ‘families’ and practise them regularly.</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>I can understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>

Writing - Spelling

	Year One	Year Two
<p>ELG: Writing</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>I can spell words containing each of the 40+ phonemes.</p> <p>I can spell common exception words and days of week.</p> <p>I can use the spelling rule for adding –s or –es as the plural for nouns.</p> <p>I can use the spelling rule for adding -s or -es for verbs in the third person (he watches, she talks).</p> <p>I can use the prefix -un.</p> <p>I can use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>I can write from memory simple sentences dictated by the teacher that include known GPCs and CEW.</p>	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>I can spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>I can spell common exception words.</p> <p>I can spell more words with contracted forms.</p> <p>I can spell words with singular possessive apostrophe.</p> <p>I can spell homophones/near-homophones.</p> <p>I can add suffixes to spell longer words (ment, less, ful, ly).</p> <p>I can apply spelling rules/ guidance from Y2 appendix.</p> <p>I can write from memory simple dictated sentences which include known GPCs. CEW and punctuation.</p>

Writing - Composition

Reception	Year One	Year Two
<p>ELG: Being Imaginative and Expressive</p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p>ELG Writing</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can write a sentence/sentences by composing a sentence orally before writing</p> <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or my friends.</p> <p>I can read my writing aloud, clearly enough to be heard by my teacher and friends.</p>	<p>I can demonstrate stamina for writing.</p> <p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write poetry.</p> <p>I can write for different purposes.</p> <p>I can consider what I am going to write about by planning or saying it out loud first.</p> <p>I can write down ideas and/or key words, including new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing.</p> <p>I can evaluate my writing with my teacher and friends.</p> <p>I can re-reading my writing to ensure it makes sense.</p> <p>I can check that verbs of time are used correctly.</p> <p>I can proof-read my writing to check for errors in spelling, grammar and punctuation.</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Writing – Vocabulary, Grammar and Punctuation

Year One

- I can leave spaces between words.
- I can join words using 'and'.
- I can join clauses using 'and'.
- I can punctuate sentences using a capital letter and a full stop.
- I can punctuate sentences using a capital letter and a question mark.
- I can punctuate sentences using a capital letter and an exclamation mark.
- I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

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 Two

- I can use capital letters and full stops accurately.
- I can use exclamation marks and question marks accurately.
- I can use commas to separate items in a list.
- I can use an apostrophe for contractions.
- I can use an apostrophe for possessive singular nouns (e.g. the girl's dress).
- I can use sentences with different forms (statement, question, command, exclamation).
- I can use expanded noun phrases to describe and specify.
- I can use the past tense and progressive past tense correctly and consistently.
- I can use the present tense and progressive present tense correctly and consistently.
- I can use subordination in sentences (when, if that, because).
- I can use co-ordination in sentences (or, and, but).

Year 2: Detail of content to be introduced (statutory requirement)

Text	Correct choice and consistent use of present tense and past tense throughout writing 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>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma