



## ST CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL

**INTENT:** Our high-quality education in English will teach pupils to speak and write fluently 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 will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### Progression - LITERACY

#### EYFS

**UNDERSTANDING: Early Learning Goal** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**SPEAKING: Early Learning Goal** Children 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.

**READING: Early Learning Goal** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**WRITING: Early Learning Goal Children** use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

<p><b>READING</b></p> <p><b>WORD READING</b></p>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for 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, -</li> </ul>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</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> </ul>
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er and -est endings

- read other words of more than one syllable that contain taught GPCs

- read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

- read accurately words of two or more syllables that contain the same graphemes as above

- read words containing common suffixes

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- read most words quickly and accurately without overt sounding and blending when they have been frequently encountered

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet National Curriculum 2014: Progression in English Word Reading Reading © EDS 2014 Year 1 Year 2 Year 3/4 Year 5/6

- 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

- re-read these books to build up their fluency and confidence in word reading

- read most words quickly and accurately without overt sounding and blending when they have been frequently encountered

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

- re-read these books to build up their fluency and confidence in word reading

<p><b>COMPREHENSION</b></p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>◇ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>◇ being encouraged to link what they read or hear read to their own experiences</li> <li>◇ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>◇ recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <p>◇ discussing word meanings, linking new meanings to those already known</p> <ul style="list-style-type: none"> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul> <ul style="list-style-type: none"> <li>◇ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>◇ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>◇ discussing the significance of the title and events</li> <li>◇ making inferences on the basis of what is being said and done</li> <li>◇ predicting what might happen on the basis of what has been read so far</li> </ul> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul> <ul style="list-style-type: none"> <li>◇ listening to, discussing and expressing 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</li> <li>◇ discussing the sequence of events in books and how items of information are related</li> <li>◇ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>◇ being introduced to non-fiction books that are structured in different ways</li> <li>◇ recognising simple recurring literary language in stories and poetry</li> <li>◇ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>◇ discussing their favourite words and phrases</li> <li>◇ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <ul style="list-style-type: none"> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul> <ul style="list-style-type: none"> <li>◇ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>◇ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>◇ making inferences on the basis of what is being said and done</li> <li>◇ answering and asking questions</li> <li>◇ predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>• 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</li> </ul>

		<ul style="list-style-type: none"> <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>
<b>WRITING</b>	<p>Pupils should be taught to:</p> <p>spell: ◇ words containing each of the 40+ phonemes already taught</p> <p>◇ common exception words ◇ the days of the week</p> <p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>• name the letters of the alphabet:</li> <li>◇ naming the letters of the alphabet in order</li> <li>◇ using letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> <li>• add prefixes and suffixes:</li> </ul> </li> <li>◇ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs <ul style="list-style-type: none"> <li>◇ using the prefix un- ◇ using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> </ul> </li> <li>• apply simple spelling rules and guidelines, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• spell by: ◇ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>◇ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>◇ learning to spell common exception words</li> <li>◇ learning to spell more words with contracted forms <ul style="list-style-type: none"> <li>◇ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>◇ distinguishing between homophones and near-homophones</li> </ul> </li> <li>• add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines, listed in Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</li> </ul>

<p><b>HANDWRITING</b></p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</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> </ul>
<p><b>COMPOSITION</b></p>	<p>write sentences by:</p> <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> <p>discuss what they have written with the teacher or other pupils</p> <ul style="list-style-type: none"> <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:</li> <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> <li>• consider what they are going to write before beginning by:</li> <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> <li>• make simple additions, revisions and corrections to their own writing by:</li> <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 (e.g. ends of sentences punctuated correctly)</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

<p><b>VOCABULARY GRAMMAR AND PUNCTUATION</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>◇ leaving spaces between words</li> <li>◇ joining words and joining clauses using and</li> <li>◇ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>◇ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>◇ learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>◇ learning 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)</li> </ul> </li> <li>• learning how to use: <ul style="list-style-type: none"> <li>◇ sentences with different forms: statement, question, exclamation, command</li> <li>◇ expanded noun phrases to describe and specify, e.g. the blue butterfly</li> <li>◇ the present and past tenses correctly and consistently including the progressive form</li> <li>◇ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>◇ the grammar for year 2 in English Appendix 2</li> <li>◇ some features of written Standard English</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
<p><b>SPELLING</b></p>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>• compound words e.g. football, laptop, playground Plus:</li> <li>• days of the week</li> <li>• numbers to 20</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• homophones and near homophones</li> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -tion</li> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>