

	EYFS 30-50 months 40-60 months Early learning goal	Year 1	Year 2
<b>Transcription</b>	<ul style="list-style-type: none"> <li>To continue a rhyming string.</li> <li>To hear and say the initial sound in words.</li> <li>To segment the sounds in simple words and blend them together.</li> <li>To link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>To use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>To write some irregular common words.</li> </ul>	<p><u>Spell:</u></p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p><u>Name the letters of the alphabet:</u></p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><u>Add prefixes and suffixes:</u></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and</li> <li>the third person singular marker for verbs</li> <li>using the prefix un</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><u>Spell by:</u></p> <ul style="list-style-type: none"> <li>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</li> <li>learning the possessive apostrophe (singular) [for example, the girl’s book]</li> </ul> <p>distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>To sometimes give meaning to marks as they draw and paint.</li> <li>To realise tools can be used for a purpose.</li> <li>To draw lines and circles using gross motor movements.</li> <li>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>To hold a pencil near point between the first two fingers and thumb, and uses it with good control.</li> <li>To copy some letters, e.g. letters from their name.</li> <li>To give meaning to marks they make as they draw, write and paint.</li> <li>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>To show a preference for a dominant hand.</li> <li>To begin to use anticlockwise movement and retrace vertical lines.</li> <li>To begin to form recognisable letters.</li> <li>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>To show good control and co-ordination in large and small movements.</li> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To handle equipment and tools effectively, including pencils for writing.</li> <li>To write simple sentences which can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <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 unjoined</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>	<ul style="list-style-type: none"> <li>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>To engage in imaginative role play based on own first-hand experiences.</li> <li>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>To link statements and sticks to a main theme or intention.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>To introduce a storyline or narrative into their play.</li> <li>To write own name and other things such as labels, captions.</li> <li>To attempt to write short sentences in meaningful contexts.</li> <li>To play cooperatively as part of a group to develop and act out a narrative.</li> <li>To develop their own narratives and explanations by connecting ideas or events.</li> <li>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>	<p><u>Write sentences by:</u></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>	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <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> <p><u>Consider what they are going to write before beginning by:</u></p> <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> <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <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> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>To build up vocabulary that reflects the breadth of their experiences.</li> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>To use language to imagine and recreate roles and experiences in play situations.</li> <li>To express themselves effectively, showing awareness of listeners' needs.</li> <li>To begin to understand 'why' and 'how' questions.</li> <li>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>To use a range of tenses in speech (e.g. play, playing, will play, played).</li> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> <li>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <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> <ul style="list-style-type: none"> <li>Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><u>Develop their understanding of the concepts set out in English Appendix 2 by:</u></p> <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> <p><u>Learn how to use:</u></p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, 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> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>