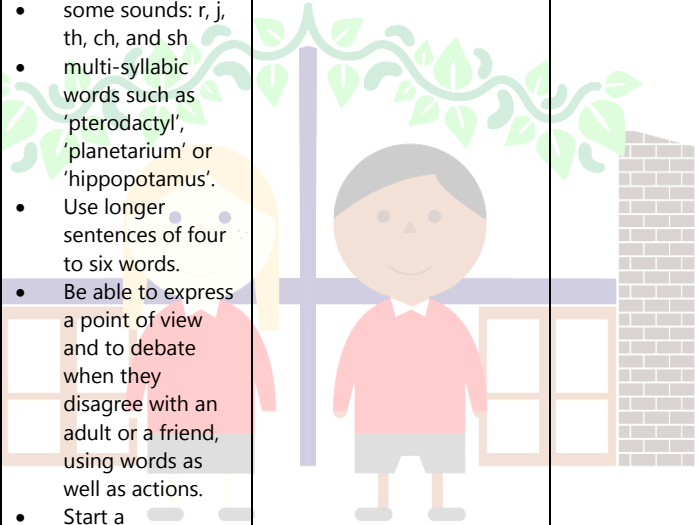


English Skill Document from 2022 onwards

<u>Skill Focus</u>	<u>Birth- 3 Years (Nursery ready)</u>	<u>3-4 Years (Nursery)</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	
<u>Speaking and Listening</u>						
Speaking and Listening	<ul style="list-style-type: none"> • Turn towards familiar sounds. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. • Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. • Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways. • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. 	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • 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". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 		

English Skill Document from 2022 onwards

	<ul style="list-style-type: none"> • Understand single words in context • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest but can easily be distracted by other things. • Use the speech sounds p, b, m, w. Pronounce: l/r/w/y f/th s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat' • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<p>for 'ran', 'swimmed' for 'swam'.</p> <ul style="list-style-type: none"> • 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'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 		
<p>Reading</p>				



English Skill Document from 2022 onwards

<p>Reading- Word Recognition</p>	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. <ul style="list-style-type: none"> • Children should say a sound for each letter of the alphabet and at least 10 digraphs. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe <ul style="list-style-type: none"> • Represents the omitted letter(s) • 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. 	<ul style="list-style-type: none"> • 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 • 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.
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English Skill Document from 2022 onwards

<h3 style="margin: 0;">Reading Comprehension</h3>	<ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. 	<p><i>Understand the five key concepts about print:</i></p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens 	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Anticipate key events of the story. 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known <p><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done 	<p><i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions
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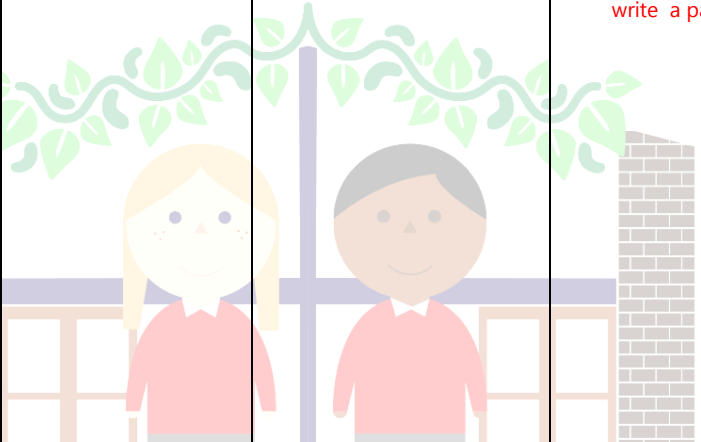
English Skill Document from 2022 onwards

				<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. Describe the main events in a simple fiction text or the key ideas of a non-fiction text. 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 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 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					
<p>Writing Transcription</p>	<ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> Write some or all of their name. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	<p>Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, 	<p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

English Skill Document from 2022 onwards

				<p>helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> Apply simple spelling rules and guidance Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Writing Handwriting</p>	<ul style="list-style-type: none"> Enjoy drawing freely. Develop manipulation and control. Explore different materials and tools. 	<ul style="list-style-type: none"> Write some letters accurately. Use one-handed tools and equipment e.g. scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Most ascenders and descenders are clearly distinguished. Writing should have no spaces between letters and it should be sat on the line. 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.
<p>Writing Composition</p>		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Write sentences which can be recognised by others. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes Writing is sustained for approximately $\frac{3}{4}$ of a page. <p>Consider what they are going to write before beginning by:</p>

English Skill Document from 2022 onwards

			<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. • Using simple adjectives to add detail to their writing. • Sequencing sentences to write a paragraph or more. 	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • 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 • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. • Re-drafting work and adding simple additions using ^ sign.
<p>Writing Vocabulary, Grammar and Punctuation</p>			<ul style="list-style-type: none"> • Children begin to use spaces between words some of the time. • They are showing an awareness of capital letters and full stops. 	<ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using at least three conjunctions (and, because, but). • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Children will use these capital letters and full stops accurately most of the time. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learning the grammar for year 1 in English Appendix 2 	<ul style="list-style-type: none"> • 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) <p>Learn how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and coordination (using or, and, or but)

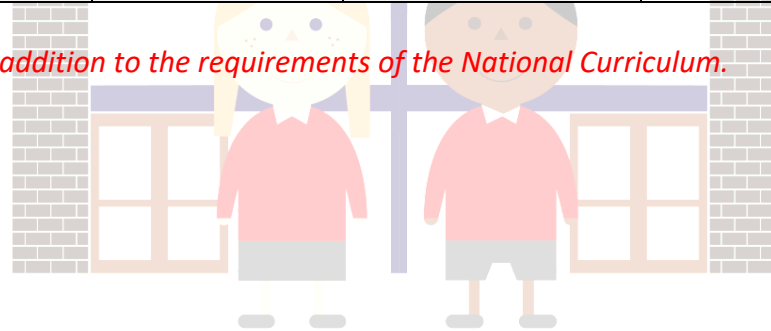
English Skill Document from 2022 onwards

				<ul style="list-style-type: none"> Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> The grammar for year 2 in English Appendix 2 Some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<u>Vocabulary, Grammar and Punctuation</u>					
Vocabulary, Grammar and Punctuation Word				<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Vocabulary, Grammar and Punctuation Sentence				<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Vocabulary, Grammar and Punctuation Text				<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> 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, she is drumming, he was shouting]

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Vocabulary, Grammar and Punctuation Punctuation				<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, the girl's name]
Vocabulary, Grammar and Punctuation Terminology				<ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • noun, noun phrase • statement, question, exclamation, command • compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma

Criteria that are highlighted in red are in addition to the requirements of the National Curriculum.



Alvaston Infant & Nursery School

Being the best we can be