ENGLISH PROGRESSION PATHWAY (L7-16)

The Milestone School

English

Outcomes are not always progressive within a level – teachers use their discretion to know which order to teach in.

English Pathway – Level 7+		
Reading	Writing	Speaking and Listening

Outcomes in blue are EYFS outcomes

READING	
EYFS – RANGE 3 (L7) *outcomes with 'Phase 1' next to them follow the Twinkl Phonics scheme – see associated planning	▪ Shows interest in books/stories; may have favourites ▪ Anticipates books and rhymes ▪ Begins to join in with actions and sounds in familiar song and book sharing experience ▪ Requests preferred stories to be told by an adult ▪ Opens a book and turns it the correct way around to look at it ▪ Opens a book and turns the pages ▪ Environmental Sounds – I can start to identify sounds and name them. (Phase 1) ▪ Instrumental Sounds – I can start to identify the sounds of familiar instruments and name them. (Phase 1) ▪ Body Percussion – I can join in with a body percussion pattern. (Phase 1) ▪ Rhythm and Rhyme – I can recognise words that rhyme. (Phase 1) ▪ Alliteration – I can identify initial sounds of words. (Phase 1) ▪ Voice Sounds – I can recognise different voice sounds. (Phase 1) ▪ Oral Segmenting and Blending – I can choose the correct object when hearing the word broken into phonemes. (Phase 1) ▪ Environmental Sounds – I can describe and compare sounds. (Phase 1) ▪ Instrumental Sounds – I can show that I am aware of how a sound changes dependent on how you act on it (the harder you hit the drum, the louder it is) (Phase 1) ▪ Body Percussion – I can copy a body percussion sequence. (Phase 1) ▪ Rhythm and Rhyme – I can copy and keep to a simple beat. (Phase 1) ▪ Alliteration – I can match objects with the same initial sounds. (Phase 1) ▪ Voice Sounds – I can make a variety of different voice sounds, including animal sounds. (Phase 1)
EYFS – RANGE 4 (L8) *outcomes with 'Phase 1' next to them follow the Twinkl Phonics scheme – see associated planning	▪ Has some favourite stories, rhymes, songs, poems or jingles e.g. requests the same story/song, looks for the same story among others etc. ▪ Repeats and uses actions, words or phrases from familiar stories ▪ Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … ▪ Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps ▪ Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes ▪ Begins to create a new story and tell to adults/peers ▪ Environmental Sounds – I can recall and describe the sounds that I have heard. (Phase 1) ▪ Instrumental Sounds - I can follow instructions to recreate a sound using an instrument (shake the tambourine quietly). (Phase 1) ▪ Body Percussion – I can create own, new sequences of body percussion. (Phase 1) ▪ Rhythm and Rhyme – I can break down words into beats/syllables. ▪ Alliteration – I can explore alliteration e.g. begin to have a go at finding words with the same starting sound. (Phase 1) ▪ Voice Sounds – I can say speech sounds clearly. (Phase 1) ▪ Oral Segmenting and Blending – I can join in with segmenting CVC and VC words into phonemes. (Phase 1) ▪ Oral Segmenting and Blending – I can say simple CVC and VC word after hearing it broken into phonemes. (Phase 1) ▪ Instrumental Sounds - I can explore the different sounds that I can make with an instrument. (Phase 1) ▪ Body Percussion – I can change/vary a body percussion sound. (Phase 1) ▪ Rhythm and Rhyme – I can create/think of my own sets rhyming words. (Phase 1) ▪ Alliteration – I can play with alliteration to create own alliterative phrases. (Phase 1) ▪ Voice Sounds – I can compare voice sounds. (Phase 1) ▪ Oral Segmenting and Blending – Orally segments and blends CVC words, with increasing independence. (Phase 1)
EYFS – RANGE 5 (L9) *outcomes with 'Phase 1' next to them follow the Twinkl Phonics scheme – see associated planning	▪ Listens to and joins in with stories and poems, when reading one-to-one and in small groups ▪ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ▪ Begins to be aware of the way stories are structured, and to tell own stories ▪ Talks about events and principal characters in stories and suggests how the story might end ▪ Shows interest in illustrations and words in print and digital books and words in the environment ▪ Recognises familiar words and signs such as own name, advertising logos and screen icons ▪ Looks at and enjoys print and digital books independently ▪ Knows that print carries meaning and, in English, is read from left to right and top to bottom ▪ Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) ▪ Handles books and touch screen technology carefully and the correct way up with growing competence ▪ Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps ▪ Recognises rhythm in spoken words, songs, poems and rhymes

	▪ Answers who/what/where questions about a simple story told by an adult ▪ Body Percussion – I can follow instructions to recreate body percussion (stamp your feet). (Phase 1) ▪ Rhythm and Rhyme – I can sing and move to the rhythm. (Phase 1) ▪ Voice Sounds – I can create my own ideas for voices of characters. (Phase 1) ▪ Voice Sounds – I can imitate voices. (Phase 1) ▪ Oral Segmenting and Blending – I can start to blend the phonemes of longer words. (Phase 1) ▪ Oral Segmenting and Blending – I can identify how many phonemes are in a CVC or VC word. (Phase 1)
EYFS – RANGE 6 (L10) RWI starts here Outcomes on the pathway to be worked on alongside the RWI scheme. Progress in regards to sound knowledge to be assessed using RWI assessment 3x per year. SET1/RED/GREEN BOOKS	▪ Enjoys an increasing range of print and digital books, both fiction and non-fiction ▪ Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading ▪ Describes main story settings, events and principal characters in increasing detail ▪ Re-enacts and reinvents stories they have heard in their play ▪ Knows that information can be retrieved from books, computers and mobile digital devices ▪ Is able to recall and discuss stories or information that has been read to them, or they have read themselves ▪ Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example ▪ Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text ▪ Includes everyday literacy artefacts in play, such as labels instructions, signs, envelopes etc. ▪ Makes simple predictions about a text based on the front cover ▪ Discusses a contextual question linked to a text, based on prior knowledge ▪ Shows understanding of key vocabulary linked to a given text ▪ Uses words/simple phrases to explain what a text is about ▪ Retrieves information from a text ▪ Uses pictures to sequence a story, orally building captions for each picture ▪ Answers why and how questions linked to a text
ARE 1 (L11) PURPLE/PINK/ ORANGE/ YELLOW	▪ Listens with attention to a range of poems, stories and non-fiction texts ▪ Recognises and joins in with predictable phrases in a familiar text ▪ Attempts to correct own reading if it doesn't make sense ▪ Talks about something that has been read to me – using a few key words ▪ Identifies the main events in stories ▪ Links something I have read with my own experiences ▪ Familiar with the events and features of traditional tales/key stories ▪ Talks about the meaning of the title of a text ▪ Talks about something I have read – using a few key words ▪ Identifies the main characters in stories ▪ Recites some rhymes/poetic phrases/verses off by heart ▪ Talks about the possible meaning of new words ▪ Takes turns and listens to others ideas when discussing a text ▪ Uses strategies to check that the text makes sense to them ▪ Uses background knowledge to understand new vocabulary ▪ Retrieves information in simple texts ▪ Infers basic meaning or information from a text – e.g. how are the characters feeling ▪ Makes predictions about what might happen next, on the basis of what has been read so far
ARE 2 (L12) BLUE/GREY COMP GROUP	▪ Listens with attention to a range of texts which are beyond the level that they can read independently ▪ Sustains concentration when listening to longer texts ▪ Retells the order of key events in a range of fiction texts – using pictures as prompts ▪ Retells the key information in a range of non-fiction texts that have been read to me ▪ Identifies new and unknown vocabulary ▪ Re-reads text to check that it makes sense to them ▪ Attempts to self-correct reading ▪ Listens and takes turns when reading ▪ Answers retrieval questions about something read ▪ Answers inferential questions about something read ▪ Identifies features of a non-fiction text including: diagrams, captions, labels, bullet points ▪ Discusses a range of texts which are beyond the level that they can read independently ▪ Retells the order of events in a range of fiction texts (no picture prompts) ▪ Discusses the meaning of new and unknown words. ▪ Knows some poetic phrases off by heart ▪ Asks questions related to the text which shows understanding ▪ Expresses views about a range of texts including likes and dislikes, giving reasons why ▪ Recognises and uses simple recurring literary language in stories (e.g. Once upon a time) ▪ Shows understanding of the meaning of new and unknown words by linking to known vocabulary ▪ Identifies words and phrases which I like ▪ Recites learnt poems, with appropriate intonation ▪ Makes predictions about what might happen in a text based on what is known so far ▪ Explains the layout of a range of non-fiction texts
ARE 3 (L13) FREE READERS	▪ Listens to a range of fiction, poetry and non-fiction ▪ Makes a contribution to a discussion regarding a range of fiction, poetry and non-fiction ▪ Reads a range of fiction, poetry and non-fiction, identifying the purpose of these texts ▪ Recognises some different forms of poetry (e.g. free verse, narrative poetry) ▪ Retrieves key information from a text that I have read (fiction and non-fiction) ▪ Asks when something read doesn't make sense ▪ Checks the text read makes sense to them by re-reading ▪ Retells the key events of a text, in the correct order

Commented [CF1]: I like that the pathways aren't RWI specific, but work alongside it instead!

	- Identifies words and phrases that capture the interest/imagination of the reader - Makes inferences about a character's feelings - Makes inferences about a character's motives - Makes inferences about a character's thoughts - Justifies inferences made by making links to the text - Prepares poems and playscripts to perform - Performs poems and playscripts with intonation, tone, volume and action - I can make notes on the main points of sections of text. - Explains what is the same and different about how 2 non-fiction texts are organised - Predicts what might happen in a text based on what has been read so far - Uses a dictionary find the meaning of new and unknown words - Explains the meaning of a new word in context - Identifies themes/conventions within a text - Summarises the main ideas drawn from more than one paragraph - Explains how language contributes to the meaning of a fiction text - Explains how language contributes to the meaning of a non-fiction text - Explain how structure and presentation contributes to the meaning of a non-fiction text	
ARE 4 (L14)	- Listens to, reads and discusses an increasingly wide range of books. - Makes more precise vocabulary choices, and uses descriptive words and phrases, e.g., when discussing story language. - Compares and discusses story themes, settings (time and place), characters and plots linking directly to texts. - Tells and re-tells stories. - Self-selects books according to personal interest, preference and recommendations, giving reasons for their selection. - Identifies and discusses themes and conventions in what they read e.g. good over evil, friendship, villains and heroes - Prepares and performs poems. - Prepares and performs play scripts. - Show an understanding of poems and play scripts by using appropriate intonation, tone, volume or actions when performing. - Show an understanding of poems and play scripts by identifying appropriate intonation, tone, volume or actions in other's performance offering constructive comments - Discusses words and phrases that capture the reader's interest and imagination – related to sentence structure, choice of language etc. - Listens to, reads and discusses different forms of poetry. - Identifies and compares features of different poetic forms. - Locates information in non-fiction texts using a range of features including indexes, glossaries, headings/sub-headings, tables/charts, maps/diagrams/labels, contents pages - Skims and scans to locate key information, incorporating techniques such as highlighting and annotating. - Records and retrieves information gathered in various non-fiction formats including charts, labels, diagrams and tables. - Uses prior knowledge to link topic or events from the book to their own experience or previous reading. - Uses the grammar and context to read the text accurately. - Re-reads text, reads on and uses context and grammar to explain the meaning of unknown words. - Uses knowledge of word structures and origins to develop an understanding of word meanings. - Independently chooses when to use a dictionary. - Explains the meaning of the text in own words. - Asks questions to clarify meaning of words, character's intent, events, plot, setting, and text structure, etc. - Generates questions about the text, such as, 'What questions would you like to ask the characters?' - Empathises with characters, e.g., through use of a visualisation technique such as, freeze framing to infer the nature of relationships and emotional responses. - Uses prior knowledge and clues from the text to infer why a character behaved/reacted in a specific way. - Uses text evidence to infer how a character may be feeling or what they could be thinking at specific moments in the narrative. - Answers inferential questions by stating a point, backing it up with evidence from the text and explaining thinking. - Makes regular predictions about characters, events and actions as text is read justifying reasons with reference to the text. - Makes and justifies literal predictions across a text. - Makes and justifies predictions from what is implied. - Uses an opening sentence of a paragraph to explain what it is about. - Uses information to summarise key themes of a paragraph in their own words, including retelling main points in a story in sequence and identifying key facts in a non-fiction text. - Discusses, identifies and summarises main ideas about how characters feelings, behaviour and relationships change across a text. - Identifies how language contributes to meaning. - Identifies some of the differences between language used in fiction/non-fiction, formal/informal. - Identifies how structure and presentation contributes to meaning by exploring and learning the conventions of different text types. - Identifies how figurative and expressive language is used to create images and atmosphere, including similes, metaphors, personification, repetition and alliteration. - Identifies and understands how some presentational devices contribute to meaning, including indexes, glossaries, contents, heading/sub-headings, tables/charts, maps/diagrams/labels. - Expresses ideas and viewpoints across a range of genres, and with support, justifies ideas.	

	• Asks and responds to questions using evidence from the text.
	• Actively listens to others by maintaining eye contact, using body language, adapting and changing viewpoints in response to others.
	• Discusses personal points of view and justifies opinions.
	• Discusses and reads a range of genres with increasingly different structures and a more diverse range of purposes.
ARE 5 (L15)	• Applies knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
	• Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	• Attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
	• Re-reads and reads ahead to check for meaning.
	• Becomes familiar with and talks about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and knows their features.
	• Reads non-fiction texts and identifies purpose, structures and grammatical features and evaluates how effective they are.
	• Identifies significant ideas, events and characters and discusses their significance.
	• Learns poems by heart e.g. narrative verse, haiku.
	• Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	• Uses meaning-seeking strategies to explore the meaning of words in context.
	• Uses meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
	• Identifies and comments on writer's use of language for effect e.g. precisely chosen adjectives, similes and personification.
	• Identifies grammatical features used by writers - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.
	• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions.
	• Justifies inferences with evidence from the text.
	• Makes predictions from what has been read.
	• Summarises the main ideas drawn from a text.
	• Identifies the effect of the context on a text e.g. historical or other cultures.
	• Identifies how language, structure and presentation contribute to the meaning of a text.
	• Expresses a personal point of view about a text, giving reasons.
	• Makes connections between other similar texts, prior knowledge and experience.
	• Compares different versions of texts and talks about their differences and similarities.
	• Listens to and builds on others' ideas and opinions about a text.
	• Presents an oral overview or summary of a text.
	• Presents the author's viewpoint of a text.
	• Presents a personal point of view based on what has been read.
	• Listens to others' personal point of view.
	• Explains a personal point of view and gives reasons.
	• Knows the difference between fact and opinion.
	• Uses knowledge of structure of text type to find key information.
	• Uses text marking to identify key information in a text.
	• Makes notes from text marking.
ARE 6 (L16)	• Reads most unfamiliar words with increasing automaticity.
	• Identifies roots words in reading and applies their understanding of how prefixes and suffixes affect meaning.
	• Crosschecks deduced meaning of words with context.
	• Reads an increasingly extensive range of authors and genres, including narrative, instruction, recounts, persuasive texts, playscripts, interviews and poetry.
	• Self-selects texts to demonstrate an increasing motivation both to find out information and extend their personal reading repertoire.
	• Discusses personal points of view and justifies opinions.
	• Makes book recommendations, giving reasons for choices.
	• Discusses and begins to compare genre, themes, settings, events, characters and other aspects of what they read.
	• Discusses knowledgeably different structures of non-fiction textbooks.
	• Recalls and discusses texts drawing from an increasing range of books read.
	• Identifies and comments on the structure and organisation of a range of texts.
	• Identifies the purpose and audience of a range of text types.
	• Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
	• Identifies and discusses themes (e.g. heroes and villains, heroism, loss, revenge) and conventions in and across a wide range of writing.
	• Makes comparisons within and across books that demonstrate understanding of setting, character, plot, voice.
	• Knows a wide range of poetry by heart.
	• Shows an understanding of poems and play scripts by using appropriate intonation, tone and volume.
	• Asks questions of themselves about their understanding of the text.
	• Discusses understanding with peers or adults to clarify meaning.
	• Uses prior knowledge, what they have read so far and questioning to check meaning.
	• Generates questions about the text.
	• Using textual references, demonstrates an understanding of inference.
	• Infers writers' perspectives from what is written and from what is implied.
	• Answers inferential questions by stating a point, backing it up with evidence from the text and explaining thinking.

	▪ Makes regular predictions about characters, events and actions as they read across a text drawing on knowledge of the world and previous reading, justifying reasons with reference to the text.
	▪ Demonstrates a deepening understanding of inference by explaining the effect of precise vocabulary choices.
	▪ Skims and scans to identify key words and phrases, incorporating techniques including highlighting, annotating and bullet points.
	▪ Identifies and uses key events or details when summarising, orally rehearsing to check appropriate coverage and clarity.
	▪ Discusses, identifies and summarises main ideas about how characters feelings, behaviour and relationships change across a text.
	▪ Compares different types of narratives and information texts and identifies how they are structured.
	▪ Identifies how the differences between the language used in fiction and non-fiction, formal and informal writing contribute to meaning, drawing upon a developing understanding of purpose and audience.
	▪ Identifies examples of figurative language considering the impact on the reader, including similes, metaphors, personification, onomatopoeia and hyperbole.
	▪ Discusses and evaluates how authors use language for comic and dramatic effect.
	▪ Recognises rhetorical devices used to argue, persuade, mislead and sway the reader.
	▪ Distinguishes between statements of fact and opinion.
	▪ Retrieves, records and presents information from non-fiction.
	▪ Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	▪ Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	▪ Routinely uses evidence from the text when expressing a personal viewpoint.
	▪ Demonstrates an understanding of underlying themes, causes and points of view.

WRITING TRANSCRIPTION (TRN) COMPOSITION (COMP) VOCAB, GRAMMAR AND PUNCTUATION (VGP) HANDWIRITNG (HAND)	
EYFS – RANGE 3 (L7)	▪ Begins to understand the cause and effect of their actions in mark making ▪ Knows that the marks they make are of value e.g. are willing to engage with mark making, are excited/happy about making marks, will create more ▪ Enjoys the sensory experience of making marks ▪ Holds mark making tools ▪ Makes free flowing marks and scribbles for enjoyment ▪ Colours within a large, simple, boldly defined shape, often breaking edges
EYFS – RANGE 4 (L8) Nelson Handwriting Starter A: Units 1-4	▪ Distinguishes between the different marks they make ▪ Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology ▪ Traces large shapes/patterns with finger ▪ Uses mark making tools to trace a range of lines/shapes (horizontal/vertical/circles) ▪ Uses mark making tools to draw a range of lines/shapes ▪ Colours within a large shape, not breaking edges ▪ Communicates ideas for adults to scribe
EYFS – RANGE 5 (L9) Nelson Handwriting Starter A: Units 1-4	▪ Makes up stories, play scenarios, and drawings in response to experiences, such as outings ▪ Sometimes gives meaning to their drawings and paintings ▪ Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves ▪ Includes mark making and early writing in their play ▪ Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right ▪ Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes ▪ Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words ▪ Begins to make letter-type shapes to represent the initial sound of their name and other familiar words ▪ Chooses and uses symbols/pictures to create a caption/recount an event ▪ Draws pictures to create a caption/recount an event ▪ Copies marks/shapes from left to right ▪ Makes marks from left to right ▪ Uses mark making tools to draw more complex lines/shapes (horizontal/zig-zag/curves/waves) ▪ Uses an effective grip for efficient, sustained writing ▪ Draws pictures or chooses symbols to record a sequence of events ▪ Dictates a caption to add to a drawing/symbol/picture for an adult to scribe ▪ Says a simple description of an object/person/place for an adult to scribe ▪ Uses emergent writing (making marks that do not necessarily look like letters) to write a caption for a drawing/symbol/picture ▪ Uses emergent writing (making marks that do not necessarily look like letters) to write a simple description of an object/person/place ▪ When using emergent writing, groups letter-type shapes together to represent words leaving spaces between each group ▪ Emergently writes from left to right, top to bottom

EYFS – RANGE 6 (L10) RWI TEACHING STARTS HERE RED/GREEN Nelson Handwriting Starter A and B	▪ Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats ▪ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ▪ Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together ▪ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name ▪ Uses their developing phonic knowledge to write things such as labels and captions ▪ COMP: Uses single words to describe or label objects ▪ COMP: Writes phrase/short sentence to add meaning to a picture ▪ COMP: Writes two simple sentences to form short narratives ▪ TRANS: Writes most letters of the alphabet in response to hearing the sound ▪ TRANS: Spells a range of CVC words correctly ▪ TRANS: Spells 4 letter words, made up of single sounds ▪ TRANS: Spells 4 letter words, made up of single sounds and set 1 digraphs ▪ TRANS: Writes simple sentences dictated by my teacher (including GPCs and common exception words taught so far). ▪ TRANS: Spells 'red words' taught so far ▪ VGP: Leaves spaces between words when writing ▪ VGP: Begins to use full stops in own writing ▪ HAND: Forms recognisable numbers 0-9 ▪ HAND: Forms recognisable letter shapes for c, o, a, d, g, f, s, q, e ▪ HAND: Forms recognisable letter shapes for i, l, t, j, u, y ▪ HAND: Forms recognisable letter shapes for b, h, k, m, n, p, r ▪ HAND: Forms recognisable letter shapes for v, w, x, z
ARE 1 (L11) PURPLE/PINK/ ORANGE/ YELLOW Nelson Handwriting: Starter C 1A/1B	▪ COMP: Composes a sentence orally/using visual symbols or signs ▪ COMP: Says out loud what I am going to write about ▪ COMP: Conveys information in simple non-narrative forms ▪ COMP: Uses familiar story language ▪ COMP: Thinks of and says a sentence before writing it ▪ COMP: Sequences more than one sentence to form a short narrative ▪ COMP: Re-reads what I have written with an adult or a friend to check that it makes sense ▪ COMP: Uses adjectives to describe ▪ COMP: Discusses what they have written with an adult or peer ▪ COMP: Reads/says work out loud for others to hear ▪ COMP: Uses at least 2 simple features of fiction text types ▪ COMP: Uses at least 2 simple features of non-fiction text types ▪ TRANS: Names all letters of the alphabet (using letter names) ▪ TRANS: Knows the sound most commonly represented by letters of the alphabet ▪ TRANS: Spells words containing set 2 sounds ▪ TRANS: Spells words containing set 3 sounds ▪ TRANS: Spells most words containing phonemes taught accurately ▪ TRANS: Spells 'red words' taught so far ▪ TRANS: Spells days of the week accurately ▪ TRANS: Spells unknown words in a phonetically plausible way ▪ TRANS: Uses the suffix –s for noun plurals. ▪ TRANS: Writes simple sentences dictated by my teacher (including GPCs and common exception words taught so far). ▪ TRANS: Confidently writes own name. ▪ TRANS: Uses the suffix –ing (where no change is needed in the spelling of the root word) ▪ TRANS: Uses the suffix –ed (where no change is needed in the spelling of the root word) ▪ TRANS: Uses the suffix –es for third person verbs. ▪ TRANS: Uses the suffix –er (where no change is needed in the spelling of the root word) ▪ TRANS: Uses the suffix –est (where no change is needed in the spelling of the root word) ▪ TRANS: Uses the prefix un- ▪ TRANS: Types own name ▪ TRANS: Types a simple sentence, using spaces between words ▪ HAND: Forms all recognisable lower case letters ▪ HAND: Forms all recognisable digits 0-9 ▪ HAND: Forms most recognisable capital letters ▪ VGP: Leaves spaces between words ▪ VGP: Joins words in a sentence using 'and' (e.g. I like cats and dogs) ▪ VGP: Uses a simple sentence structure ▪ VGP: Uses a capital letter to start a single sentence ▪ VGP: Uses a full stop to end a single sentence ▪ VGP: Uses capital letters at the start of a sentence throughout a piece of writing (several sentences) with increasing accuracy ▪ VGP: Uses full stops throughout a piece of writing (several sentences) with increasing accuracy

Commented [CF2]: Would it be beneficial to have somewhere after this but before spelling patterns the need to know the 5 vowels? Knowing vowels helps to apply spelling rules, so it would be useful for Ps to identify them first.

	• Joins clauses in a sentence using 'and' (e.g. It is raining and my feet are wet). • VGP: Uses a capital letter for 'I' • VGP: Uses a capital letter for other proper nouns including names, places and days of the week (e.g. Shepton Mallet, Bob, Tuesday etc) • VGP: Begins to use an exclamation mark appropriately • VGP: Begins to use a question mark when writing a question • Uses familiar plurals correctly in writing • VGP: Begins to form simple compound sentences using 'and' (e.g. I am going to the park and I am going to go on the swing)
ARE 2 (L12) BLUE/GREY/ COMP GROUP FOLLOW L12 SPELLING PLANNING Nelson Handwriting: 2	• COMP: Writes narratives about personal experiences and those of others • COMP: Writes about real events • COMP: Writes poetry • COMP: Writes for a range of different purposes • COMP: Plans a text by saying out loud what I am going to write • COMP: Uses a word bank to collect vocabulary/ideas for my writing • COMP: Reads writing with an adult and engages with evaluations – what went well, what could I do better next time? • COMP: Plans a text by drawing my ideas • COMP: Reads writing and engages with improvements identified by an adult • COMP: Plans a text by writing key ideas and language to use – using a planning frame • COMP: Reads writing and makes punctuation and grammar improvements so that it makes sense to another reader • COMP: Writes for a purpose, identified by an adult, using appropriate structure and language • COMP: Reads writing aloud, with appropriate expression, to make meaning clear to others • COMP: Writes for a range of purposes using appropriate structure and language • TRANS: Spells 'red words' taught so far • TRANS: Segments spoken words into phonemes and represents these with graphemes (mostly correctly) • TRANS: Spells taught contractions of more than one syllable e.g. couldn't, didn't • TRANS: Spells taught words with the possessive apostrophe (e.g. Bob's, the child's) • TRANS: Makes plausible phonetic attempts at spelling new two syllable words by segmenting and blending familiar sounds. • TRANS: Makes plausible phonetic attempts at spelling new words of more than two syllables by segmenting and blending familiar sounds. • TRANS: Spells taught homophones (e.g. see and sea, there and their) • TRANS: Writes simple sentences dictated by an adult (including taught skills for this level) • TRANS: Adds suffixes to spell longer words (including -ment, -ness, -ful, -less, -ly) • TRANS: Begins to use some diagonal and horizontal strokes needed to join letters • TRANS: Applies spelling rules where the /dʒ/ sound is spelt as 'ge' and' dge' (e.g. fudge, huge) or is spelt as 'g'or 'j' elsewhere in words (e.g. magic, adjust) • TRANS: Applies spelling rules where the /n/ sound is spelt 'kn' and 'gn' (e.g. knock, gnaw) • TRANS: Applies spelling rules where the /r/ sound is spelt 'wr' (e.g. write, written) • TRANS: Applies spelling rules where the /l/ or/əl/ sound is spelt –le(e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril) • TRANS: Applies spelling rules where the/aɪ/sound is spelt –y (e.g. cry, fly, July) • TRANS: Applies spelling rules adding–es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries) • TRANS: Applies spelling rules adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules • TRANS: Applies spelling rules adding the endings –ing, –ed, –er, –est and –y to words ending in –e with • a consonant before (including exceptions) • TRANS: Applies spelling rules adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions) • TRANS: Applies spelling rules where the /ɔː/ sound (or) is spelt 'a' before 'l' and 'll'(e.g. ball, always) • TRANS: Applies spelling rules where the /ʌ/ sound is spelt 'o' (e.g. other, mother, brother) • TRANS: Applies spelling rules where the/iː/ sound is spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys) • TRANS: Applies spelling rules where the /ɒ/ sound is spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • TRANS: Applies spelling rules where the/ɜː/ sound is spelt 'or' after 'w' (e.g. word, work, worm) • TRANS: Applies spelling rules where the /ɔː/ sound is spelt 'ar' after 'w' (e.g. warm, towards) • TRANS: Applies spelling rules where the /ʒ/ sound spelt 's' (e.g. television, usual). • HAND: Forms lower case letters of the correct size in relation to one another • HAND: Forms capital letters and lower case letters of the correct size and orientation in relation to one another • HAND: Uses appropriate spacing between words • HAND: Starts to use diagonal and horizontal strokes needed to join letters • VGP: Writes a statement and demarcates with a full stop • VGP: Writes a question and demarcates with a question mark • VGP: Uses a word bank to create simple noun phrases (e.g. the grumpy dinosaur) • VGP: Uses the present tense mostly correctly and consistently • VGP: Uses the past tense mostly correctly and consistently • VGP: Combines clauses/sentences using co-ordination (or/and/but) • VGP: Combines clauses/sentences using subordination (when/if/that/because) • VGP: Writes an exclamation and demarcates with an exclamation mark

	▪ VGP: Uses a simple noun phrase in writing ▪ VGP: Uses capital letters, full stops, question marks and exclamation marks throughout most writing accurately ▪ VGP: Writes a command and demarcates appropriately, using a full stop or exclamation mark ▪ VGP: Uses an expanded noun phrase in writing, to describe and specify (e.g. yummy, cold ice-cream) ▪ VGP: Uses commas to separate items in a list ▪ VGP: Uses apostrophes to mark singular possession ▪ VGP: Uses apostrophes to mark learned contractions
ARE 3 (L13) FLUENT READERS FOLLOW L13 SPELLING PLANNING	▪ COMP: Plans writing by reading and exploring writing similar to what they will write (modelled examples and own reading) ▪ COMP: Plans writing by composing and rehearsing sentences orally ▪ COMP: Writes more than one sentence about an idea ▪ COMP: Describes a character using words and phrases ▪ COMP: Describes a setting using words and phrases ▪ COMP: Creates a 3-part plot (beginning, middle and end) ▪ COMP: Uses given organisational features of non-narrative to create a text (e.g. sub-heading). ▪ COMP: Uses a word bank to collect ideas for descriptive vocabulary in my writing ▪ COMP: Plans a text by reading and identifying features of writing similar to what they will write (modelled examples and own reading) ▪ COMP: Chooses and uses layout/organisational features of non-narrative to create a text (e.g. sub-heading) with purpose ▪ COMP: Organises groups of ideas/collections of sentences about the same thing on a page (beginnings of paragraphing) ▪ COMP: Creates a multi-part plot which develops problems and resolutions ▪ COMP: Proofreads own and others work to check for errors ▪ COMP: Makes improvements to own writing to ensure sense and consistency ▪ COMP: Organises writing into paragraphs around a theme ▪ COMP: Reads aloud own writing (to a group or class) using appropriate intonation and controlling the tone and volume ▪ COMP: Makes deliberate word choices to add detail to writing ▪ TRANS: Uses prefixes dis-, mis-, bi-, re- and de- correctly ▪ TRANS: Uses the suffix -ly where there is no change to the root word correctly ▪ TRANS: Uses words with added suffixes (-er, -ed, -ing) to words with more than one syllable correctly ▪ TRANS: Spells taught homophones (e.g. see and sea, there and their) ▪ TRANS: Places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') ▪ TRANS: Places the possessive apostrophe accurately in words with irregular plurals (e.g. children's) ▪ TRANS: Spells words with the /eɪ/sound spelt 'ei','eigh', or 'ey'(e.g. vein, weigh, eight, neighbour, they, obey) ▪ TRANS: Spells words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym) ▪ TRANS: Spells words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character) ▪ TRANS: Spells words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique) ▪ TRANS: Spells words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure) ▪ TRANS: Spells words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country) ▪ TRANS: Spells words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure) ▪ TRANS: Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure) ▪ TRANS: Uses the first 2/3 letters of a word to check it's spelling in a dictionary ▪ TRANS: Spells taught common exception words accurately (Year 3 word list) ▪ HAND: Uses appropriate spacing between words, relevant to the size of the letters ▪ HAND: Uses horizontal and diagonal strokes needed to join letters with increasingly accuracy and speed ▪ HAND: Recognises which letters, when adjacent to each other, are better left unjoined ▪ VGP: Sorts and match past and present verb forms. ▪ VGP: Maintains the correct/same tense throughout a piece of writing ▪ VGP: Uses 'a' or 'an' correctly within writing ▪ VGP: Uses subordinate clauses including when, if, because and although, to extend the range of sentences with more than one clause ▪ VGP: Uses a range of conjunctions to show time/place/cause ▪ VGP: Uses a range of adverbs/fronted adverbials to show time/place/cause ▪ VGP: Uses a range of prepositions to show time/place/cause ▪ VGP: Uses capital letters, full stops, question marks and exclamation marks accurately throughout writing ▪ VGP: Uses commas in a list accurately throughout writing ▪ VGP: Begins to use a comma after an adverb/fronted adverbial ▪ VGP: Sorts and identifies nouns and pronouns ▪ VGP: Uses nouns and pronouns accurately when writing a sentence ▪ VGP: Indicates possessive plurals (e.g. by simply adding s –Tims cat) ▪ VGP: Punctuates direct speech with speech marks ▪ VGP: Uses a range of sentence structures in a piece of writing
ARE 4 (L14)	▪ COMP: Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ COMP: Reads and discusses exemplar texts similar to that which they are planning to write in order to familiarise themselves with the structure, grammar and vocabulary of that text type. ▪ COMP: Plans their writing to include structure, vocabulary and grammar appropriate to text type.

	▪ COMP: Composes and rehearses sentences orally.
	▪ COMP: Uses a varied and rich vocabulary to include alliteration, similes, metaphors, verbs, noun phrases, conjunctions, adverbs, prepositions and idioms.
	▪ COMP: Describes settings understanding how small details can be included to evoke time, place and mood, drawing on this to demonstrate how characters behave in different settings.
	▪ COMP: Uses figurative and expressive language to build a fuller picture of a character.
	▪ COMP: Uses dialogue to build character descriptions and evoke a response in the reader.
	▪ COMP: Plan and write complete stories identifying stages in the telling, including introduction, build-up, climax/conflict and resolution
	▪ COMP: In non-narrative material, uses simple organisational devices including headings and sub-headings.
	▪ COMP: Records information researched on a topic from a number of different sources and reorganises into coherent paragraphs to create a non-narrative text.
	▪ COMP: Re-reads, edits and improves throughout the writing process both independently and with response partners, suggesting/making appropriate improvements as necessary.
	▪ TRANS: Identifies words with prefixes, understanding how the prefix changes the meaning of the word.
	▪ TRANS: Identifies root words and matches to appropriate prefix, explaining how the prefix changes the0 meaning of the word.
	▪ TRANS: Identifies words with suffixes, understanding how the suffix changes the meaning of the word.
	▪ TRANS: Identifies root words and matches to appropriate suffix, explaining how the suffix adds meaning to the word.
	▪ TRANS: Uses prefixes and suffixes appropriately in independent writing.
	▪ TRANS: Applies their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
	▪ TRANS: Identifies possible spelling errors in own writing and use strategies to correct.
	▪ TRANS: Identifies homophones and near-homophones.
	▪ TRANS: Matches the homophone/near-homophone to its meaning.
	▪ TRANS: Places the possessive apostrophe accurately in words with regular plurals
	▪ TRANS: Uses the first two or three letters of a word to check its spelling in a dictionary.
	▪ TRANS: Writes from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
	▪ HAND: Uses a fluent continuous cursive handwriting style securely.
	▪ HAND: Experiments with different effects for different text types such as capitalisation, bold or printing.
	▪ VGP: Identifies, across a range of texts, how conjunctions are used to enhance coherence and cohesion.
	▪ VGP: Uses a variety of conjunctions appropriately, in writing, to express time, place and cause
	▪ VGP: Uses a variety of adverbs appropriately, in writing.
	▪ VGP: Uses a variety of prepositions appropriately, in writing.
	▪ VGP: Drafts and writes by progressively building a varied and rich vocabulary and an increasing range of sentence structures.
	▪ VGP: Uses inverted commas to indicate direct speech in own writing.
	▪ VGP: Groups linked information into paragraphs in own writing.
	▪ VGP: Drafts and writes by organising paragraphs around a theme.
	▪ VGP: Demonstrates in writing an understanding of features of text type and use simple organisational devices including headings and sub-headings.
	▪ VGP: Drafts and writes by in non-narrative material, using simple organisational devices.
	▪ VGP: Uses the present perfect form of verbs instead of the simple past.
	▪ VGP: Uses range of appropriate pronouns or nouns to aid cohesion and avoid repetition.
	▪ VGP: Checks that the same tense is used consistently throughout the sentence when discussing things that happen at the same time and identify possible errors, suggests/makes appropriate improvements as necessary.
	▪ VGP: Proof-reads for spelling and punctuation errors.
ARE 5 (L15)	▪ COMP: Plans writing by identifying the audience and purpose of the writing, using other similar writing as models.
	▪ COMP: Plans writing by noting down and developing initial ideas, drawing on reading other writing where necessary.
	▪ COMP: Effectively develops characters, settings and atmosphere through detailed description.
	▪ COMP: Effectively uses paragraphing to organise writing into different information or events.
	▪ COMP: Specific features are chosen to ensure a text type matches its intention.
	▪ COMP: Uses appropriate features of a text type confidently including headings, bullet points and underlining.
	▪ COMP: Uses causal and logical connectives in addition to time openers (however or therefore).
	▪ COMP: Cohesion in paragraphs is built up using connecting language (e.g. then, after that, this, firstly).
	▪ COMP: Uses adverbials of time (later), place (nearby) or number (secondly) to link ideas across paragraphs.
	▪ COMP: Uses short sentences to speed up action in narratives.
	▪ COMP: Uses dialogue and reactions from other characters to add interest to a character.
	▪ COMP: Writing shows evidence of the writer's viewpoint through comments about the characters and/or events.
	▪ COMP: Uses controlled conclusions to summarise non–fiction texts.
	▪ COMP: Gives feedback on own and others writing.
	▪ COMP: Listens to feedback in order to improve others writing.

	▪ COMP: Performs own compositions using appropriate intonation, volume and movement so that meaning is clear.
	▪ TRANS: Spells word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
	▪ TRANS: Spells word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
	▪ TRANS: Spells words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
	▪ TRANS: Spells words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
	▪ TRANS: Spells words containing the letter-string 'ough' e.g. bought, rough, through, bough.
	▪ TRANS: Spells some words with 'silent' letters e.g. knight, psalm, solemn.
	▪ TRANS: Uses knowledge of root words, prefixes and suffixes in spelling and understands that the spelling of some words needs to be learnt specifically.
	▪ TRANS: Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
	▪ TRANS: Uses a thesaurus, with support.
	▪ HAND: Uses consistent handwriting with fluency, choosing to change for different text types.
	▪ VGP: Uses variety of pronouns to refer to the first, second and third person both singularly and in plural form.
	▪ VGP: Uses correct subject and verb agreement when using singular and plural.
	▪ VGP: Uses brackets, dashes or commas to indicate parenthesis.
	▪ VGP: Uses commas to clarify meaning or avoid ambiguity.
	▪ VGP: Edits own work by reorganising sentences to give writing a greater impact or to clarify meaning.
	▪ VGP: Uses relative clauses beginning with who, which, where, when, whose, that or an omitted elative pronoun.
	▪ VGP: Uses adverbs (perhaps or surely) and modal verbs (might, should, will or must) to indicate degrees of possibility.
	▪ VGP: Uses stylistic devices such as similes, metaphors and personification to create effects.
	▪ VGP: Uses precise detail to add interest and engage the reader.
	▪ VGP: Distinguishes between the formal and informal spoken and written language.
	▪ VGP: Uses expanded noun phrases to add well thought out detail to writing.
	▪ VGP: Uses correct tense throughout a piece of writing.
ARE 6 (L16)	▪ COMP: Uses the appropriate form and register for the text type.
	▪ COMP: Develops and sustains main ideas in both fiction and non-fiction logically.
	▪ COMP: Plans uses paragraphs to structure the plot in narrative, showing changes in time, place and events.
	▪ COMP: Uses paragraphs to order information logically in non-fiction (biographies, newspapers, persuasions and arguments).
	▪ COMP: Shows clear cohesion across paragraphs using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis.
	▪ COMP: Uses a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables as appropriate.
	▪ COMP: Uses words or phrases to link events in time within report writing.
	▪ COMP: Uses a wide range of sentence starters to create specific effects or developed noun phrases to add detail.
	▪ COMP: Writes pieces describing settings, characters and atmosphere and includes speech that helps picture the character's personality or mood as well as moving the action forward.
	▪ COMP: Uses complex sentences to manipulate clauses for specific effects.
	▪ COMP: Starts some sentences with conjunctions e.g. although, despite, as, since or whenever.
	▪ COMP: Gives reasoned feedback on a text and suggests changes to vocabulary, grammar and punctuation to make the meaning clearer.
	▪ COMP: Uses personal comments, flash backs and hooks to engage the reader.
	▪ TRANS: Adds suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.
	▪ TRANS: Uses prefixes involving the use of a hyphen e.g.co-ordinate, re-enter.
	▪ TRANS: Distinguishes between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose.
	▪ TRANS: Uses dictionaries to check the spelling and meaning of words.
	▪ TRANS: Uses knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.
	▪ TRANS: Uses a thesaurus with confidence.
	▪ HAND: Uses consistent handwriting with fluency, choosing to change for different text types.
	▪ VGP: Uses the passive to affect the presentation of information in a sentence.
	▪ VGP: Identifies the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner).
	▪ VGP: Applies differences between informal speech and formal speech when writing.
	▪ VGP: The full range of punctuation is used appropriately and with control.
	▪ VGP: Uses semi -colon, colon and dash to mark boundaries between independent clauses.
	▪ VGP: Uses a colon to introduce a list and uses a semi-colon within a list.
	▪ VGP: Correctly punctuates bullet points to list information.
	▪ VGP: Uses hyphens to avoid ambiguity e.g. man eating shark or man-eating shark.
	▪ VGP: Uses fronted adverbial phrases

	▪ VGP: Uses synonyms and antonyms
	▪ VGP: Uses expanded noun phrases add well thought-out detail to writing.
	▪ VGP: Chooses vocabulary to match the audience and purpose of the writing and to ensure the correct degree of formality.
	▪ VGP: Connectives chosen relate to the text type.
	▪ VGP: Understands and uses linguistic terms to discuss writing.
	▪ VGP: Uses adjectives and adverbs to provide detailed description and information.
	▪ VGP: Uses figurative language within writing.

SPEAKING AND LISTENING
LISTENING AND ATTENTION (LIST)
SPEAKING (SPE)
VOCABULARY & UNDERSTANDING (VOC)

EYFS – RANGE 3 (L7)	▪ LIST: Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
	▪ LIST: Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
	▪ LIST: Pays attention to own choice of activity, may move quickly from activity to activity
	▪ LIST: Understands the need to wait when someone else is speaking, following adult prompting
	▪ VOC: Understands different situations - able to follow routine events and activities using nonverbal cues
	▪ VOC: Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
	▪ VOC: Understands simple sentences (e.g. throw the ball)
	▪ VOC: Understands 2ICW sentences including: object + place, object + person, person + action, action + object
	▪ VOC: Understands negative words including: no, none, gone
	▪ VOC: Understands the question 'where' and can respond appropriately (using gestures or language)
	▪ SPE: Copies familiar expressions, e.g. Oh dear, all gone.
	▪ SPE: Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)
	▪ SPE: Beginning to put two words together (e.g. want ball, more juice)
	▪ SPE: Beginning to ask simple questions
	▪ SPE: Beginning to talk about people and things that are not present
	▪ SPE: Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'want it'
	▪ SPE: Recalls key elements of a story (real or imagined) using simple words/phrases
EYFS – RANGE 4 (L8)	▪ LIST: Listens with interest to the noises adults make when they read stories
	▪ LIST: Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
	▪ LIST: Shows interest in playing with sounds, songs and rhymes
	▪ LIST: Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus
	▪ VOC: Identifies action words by following simple instructions, e.g. show me jumping
	▪ VOC: Beginning to understand more complex sentences, e.g. put your toys away and then sit on the carpet
	▪ VOC: Understands who, what, where in simple questions (e.g. who's that? who can? what's that? where is?)
	▪ VOC: Developing understanding of simple concepts (e.g. fast/slow, good/bad)
	▪ VOC: Understands 3ICW sentences including: person + action + object, person + action + place
	▪ VOC: Understands prepositions including: in, on, under
	▪ VOC: Understands and answers 'Can you …' questions
	▪ SPE: Uses language to share feelings, experiences and thoughts
	▪ SPE: Holds a conversation, jumping from topic to topic
	▪ SPE: Uses a variety of questions (e.g. what, where, who)
	▪ SPE: Uses longer sentences (e.g. mummy gonna work)
	▪ SPE: Beginning to use word endings (e.g. going, cats)
	▪ SPE: Uses prepositions including: in, on, under
	▪ SPE: Recalls multiple elements (beginning, middle and end) of a story (real or imagined) using simple words/phrases
EYFS – RANGE 5 (L9)	▪ LIST: Listens to others in one-to-one or small groups, when conversation interests them
	▪ LIST: Listens to familiar stories with increasing attention and recall
	▪ LIST: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
	▪ LIST: Focusing attention – can still listen or do, but can change their own focus of attention
	▪ LIST: Is able to follow directions (if not intently focused)
	▪ VOC: Understands use of objects (e.g. Which one do we cut with?)
	▪ VOC: Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
	▪ VOC: Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
	▪ VOC: Beginning to understand why and how questions
	▪ VOC: Understands 4ICW sentences
	▪ VOC: Understands the question 'when' and can respond appropriately

	• SPE: Beginning to use more complex sentences to link thoughts (e.g. using and, because) • SPE: Able to use language in recalling past experiences • SPE: Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • SPE: Uses talk to explain what is happening and anticipate what might happen next • SPE: Questions why things happen and gives explanations. Asks e.g. who, what, when, how • SPE: Beginning to use a range of tenses (e.g. play, playing, will play, played) • SPE: Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • SPE: Uses intonation, rhythm and phrasing to make the meaning clear to others • SPE: Talks more extensively about things that are of particular importance to them • SPE: Builds up vocabulary that reflects the breadth of their experiences • SPE: Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle • SPE: Appropriately uses pronouns including: boy, girl, man, woman, he, she • SPE: Uses visual prompts to sequence and talk about a task/event • SPE: Begins to show awareness of interrupting a communication partner • SPE: Interrupts communication partner occasionally, usually to add or extend information • SPE: Begins to use linking words such as 'and' and 'because'
EYFS – RANGE 6 (L10)	• LIST: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • LIST: May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • VOC: Understands a range of complex sentence structures including negatives, plurals and tense markers • VOC: Beginning to understand humour, e.g. nonsense rhymes, jokes • VOC: Able to follow a story without pictures or props • VOC: Listens and responds to ideas expressed by others in conversation or discussion • VOC: Understands prepositions: in front, near, beside, between • VOC: Understands 2-3 part instructions including time concepts (e.g. before you sit down, you need to hang up your coat) • SPE: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • SPE: Uses language to imagine and recreate roles and experiences in play situations • SPE: Links statements and sticks to a main theme or intention • SPE: Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • SPE: Introduces a storyline or narrative into their play • SPE: Uses increasingly accurate tense structure • SPE: Begins to use story language, as heard from adult storytelling e.g. 'Once upon a time' • SPE: Shows understanding of own volume/speed and adjusts speaking appropriately • SPE: Uses conjunctions 'because', 'so', 'when' to extend sentences
ARE 1 (L11)	• LIST: Listens to others in a range of situations and usually respond appropriately • LIST: Knows when it is their turn to speak in a small group presentation or play performance • LIST: Recognises when it is their turn to speak in a discussion • LIST: Recognises that different people will have different responses and that that these are as valuable as their own opinions and ideas • VOC: Understands instructions with more than one point in many situations • VOC: To answer questions on a wider range of topics (sometimes may only be one-word answers) • VOC: Use appropriate vocabulary to describe their immediate world and feelings • VOC: Think of alternatives for simple vocabulary choices • SPE: Begins to ask questions that are linked to the topic being discussed • SPE: Speaks clearly in a way that is easy to understand • SPE: Speaks in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session • SPE: Takes part in a simple role play of a known story • SPE: Organises thoughts into sentences before expressing them • SPE: Describes their immediate world and environment • SPE: Retells simple stories and recounts aloud
ARE 2 (L12)	• LIST: Listens carefully and responds with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group • LIST: Shows that they are following a conversation by asking relevant and timely questions • LIST: Offers ideas based on what has been heard. • LIST: Remains focused on a discussion when not directly involved and can recall the main points when questioned • VOC: Fully understands instructions with more than one point in many situations and independently seeks clarification when a message is not clear • VOC: Answers questions using clear sentences • VOC: Begins to give reasoning behind their answers when prompted to do so • VOC: Starts to use subject- specific vocabulary to explain, describe and add detail • VOC: Suggests words or phrases appropriate to the topic being discussed • VOC: Attempts to follow instructions before seeking assistance • SPE: Speaks confidently within a group of peers so that their message is clear • SPE: Practises and rehearses reading sentences and stories aloud • SPE: Recognises that sometimes speakers talk differently and discusses reasons why this might happen

	▪ SPE: Starts to vary language according to the situation between formal and informal ▪ SPE: Usually speaks in grammatically correct sentences ▪ SPE: Talks about themselves clearly and confidently ▪ SPE: Verbally recounts experiences with some added interesting details ▪ SPE: Gives enough detail to hold the interest of other participant(s) in a discussion ▪ SPE: Engages in meaningful discussions that relate to different topic areas ▪ SPE: Takes on a different role in a drama or role play and discuss the character's feelings.
ARE 3 (L13)	▪ LIST: Listens carefully in a range of different contexts and usually responds appropriately to both adults and their peers ▪ LIST: Asks questions that relate to what has been heard or what was presented to them ▪ LIST: Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. ▪ LIST: Takes account of the viewpoints of others when participating in discussions ▪ VOC: Follows instructions in a range of unfamiliar situations ▪ VOC: Recognises when it is needed and asks for specific additional information to clarify instructions ▪ VOC: Recognises powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk ▪ VOC: Gives descriptions, recounts and narrative retellings with added details to engage listeners ▪ VOC: Begins to offer support for their answers to questions with justifiable reasoning ▪ SPE: Rehearses reading sentences and stories aloud, taking note of feedback from teachers and peers ▪ SPE: Speaks regularly in front of large and small audiences ▪ SPE: Participates in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions ▪ SPE: Uses vocabulary that is appropriate to the topic and/or the audience ▪ SPE: Discusses topics that are unfamiliar to their own direct experience ▪ SPE: Organises what they want to say so that it has a clear purpose
ARE 4 (L14)	▪ Asks questions to clarify or develop understanding. ▪ Sequences, develops and communicates ideas in an organised, logical way in complete sentences as required. ▪ Shows understanding of the main points and significant details in a discussion. ▪ Increasingly adapts what is said to meet the needs of the audience/listener. ▪ Varies the use and choice of vocabulary dependent on the audience and purpose. ▪ Shows understanding of how and why language choices vary in different contexts. ▪ Presents writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ▪ Justifies answers with evidence. ▪ Understands when the context requires the use of Standard English. ▪ Performs poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.
ARE 5 (L15)	▪ Engages the interest of the listener by varying their expression and vocabulary. ▪ Adapts spoken language to the audience, purpose and context. ▪ Explains the effect of using different language for different purposes. ▪ Develops ideas and opinions with relevant detail. ▪ Expresses ideas and opinions, justifying a point of view. ▪ Shows understanding of the main points, significant details and implied meanings in a discussion. ▪ Listens carefully in discussions, makes contributions and asks questions that are responsive to others 'ideas and views. ▪ Begins to use Standard English in formal situations. ▪ Begins to use hypothetical language to consider more than one possible outcome or solution. ▪ Performs own compositions, using appropriate intonation and volume so that meaning is clear. ▪ Performs poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. ▪ Understands and begins to select the appropriate register according to the context.
ARE 6 (L16)	▪ Talks confidently and fluently in a range of situations, using formal and Standard English as appropriate. ▪ Asks questions to develop ideas and makes contributions that take account of others' views. ▪ Explains ideas and opinions giving reasons and evidence. ▪ Takes an active part in discussions, taking different roles. ▪ Listens to and considers the views and opinions of others in discussion. ▪ Makes contributions to discussions, evaluating others' ideas and responding to them. ▪ Sustains and argues a point of view in a debate, using formal language of persuasion. ▪ Expresses possibilities using hypothetical and speculative language in science and when discussing reading. ▪ Engages listeners through choice of vocabulary and register according to the context. ▪ Performs own compositions, using appropriate intonation and volume and expression so that literal and implied meanings made clear. ▪ Performs poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere.

Consonants	
/b/	**b**ad
/d/	**d**og
/ð/	**th**is
/dʒ/	**g**em, **j**ug
/f/	i**f**, pu**ff**, **ph**oto
/g/	**g**um
/h/	**h**ow
/j/	**y**es
/k/	**c**at, che**ck**, **k**ey, s**ch**ool
/l/	**l**eg, hi**ll**
/m/	**m**an
/n/	ma**n**
/ŋ/	si**ng**
/θ/	bo**th**
/p/	**p**et
/r/	**r**ed
/s/	**s**it, mi**ss**, **c**ell
/ʃ/	**sh**e, **ch**ef
/t/	**t**ea
/tʃ/	**ch**eck
/v/	**v**et
/w/	**w**et, **wh**en
/z/	**z**ip, hen**s**, bu**zz**
/ʒ/	plea**s**ure

Vowels	
/ɑː/	f**a**ther, **ar**m
/ɒ/	h**o**t
/æ/	c**a**t
/aɪ/	m**i**nd, f**i**ne, p**ie**, h**igh**
/aʊ/	**ou**t, c**ow**
/ɛ/	h**e**n, h**ea**d
/eɪ/	s**ay**, c**a**me, b**ai**t
/ɛə/	**air**
/əʊ/	c**o**ld, b**oa**t, c**o**ne, bl**ow**
/ɪ/	h**i**t
/ɪə/	b**ee**r
/iː/	sh**e**, b**ea**d, s**ee**, sch**e**me, ch**ie**f
/ɔː/	l**au**nch, r**aw**, b**or**n
/ɔɪ/	c**oi**n, b**oy**
/ʊ/	b**oo**k
/ʊə/	t**our**
/uː/	r**oo**m, y**ou**, bl**ue**, br**u**te
/ʌ/	c**u**p
/ɜː/	f**er**n, t**ur**n, g**ir**l
/ə/	farm**er**