

Progression Guidance for English from Early Years

Overview

English in the EYFS Framework falls Literacy area of learning with the addition of spoken language elements in Communication and Language. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following tables shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

English – Spoken Language		
KS1 and 2 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding* (Curriculum)
Spoken Language	<p>Communication and Language</p> <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of</p>	<ul style="list-style-type: none"> • Independently use language to choose and plan what to do • Join in conversations • Link sentences together and generally sticks to the topic of the conversation • Retell familiar stories in own words and using key vocabulary and phrases from the original text. • Construct own stories and narratives with others in play • Ask why things happen and begins to offer explanations • Use talk to organise, sequence and clarify thoughts and ideas • Take turns in conversations and shows some awareness of who they are talking to

	<p>contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<ul style="list-style-type: none"> Express thoughts and opinions about a topic/activity when in a group or playing collaboratively
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KS1 and 2 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<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. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p><i>*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.</i></p>

English – Reading		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding* (Curriculum)
Word reading	<p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<ul style="list-style-type: none"> Sight read all CVC common exception words. Read some (stipulate which letters/group/words to demonstrate how skills are progressing over time following the introduction of new sounds in relation to your phonics scheme) common exception words by sight Read all 45 common exception words by sight Read simple sentences with increasing fluency
Comprehension		<ul style="list-style-type: none"> Orally retell a simple 5 part story Answers why and how questions about a book Talk about the characters, settings and events in a story Make a prediction about what happens next Follow a story without pictures or prompts Read and talk about what they have just read Know that books include different elements such as a cover, contents page, blurb, etc Share ideas and feelings about a story from their own point of view

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<p>Word reading</p> <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 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 	<p>Word reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

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

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction 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
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - 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
 - 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

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
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English – Writing

Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding* (Curriculum)
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Transcription	<p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>	<ul style="list-style-type: none"> • Write simple sentences which can be read by myself and others • Use [a number] digraphs (stipulate which) in writing. • Write 3 linked sentences • Spell at least 35 out of 45 Reception key words correctly • Use a range of set 2 sounds • Name the letters of the alphabet matched to their grapheme
Handwriting		<ul style="list-style-type: none"> • Hold pencil with dynamic tripod grip with good control • Use top to bottom, left to right conventions in writing • Control the size of my writing • Write all letters using a correct sequence of movements (in-line with school handwriting policy) • Consistently use finger spaces
Composition		<ul style="list-style-type: none"> • Create own storylines which they act out within their play • Add verbs and adjectives to dictated stories to describe what characters are doing or to describe objects, characters and settings; and begin to connectives such as "and, then, so, but, next". • Begin to use some story language e.g. "once upon a time... " and use a range of openings and endings in storytelling • Think about what to write ahead of writing • Include newly introduced vocabulary when formulating ideas for writing • Understand the purposes of different genres for writing and uses them appropriately e.g. lists, messages, labels, stories, instructions etc. Use titles within my writing to name my stories
Vocabulary, grammar and punctuation		<ul style="list-style-type: none"> • Begin to use capital letters and full stops • Link sentences together and generally sticks to the topic of the conversation • Retell familiar stories in own words and using key vocabulary and phrases from the original text. • Use a broad range of vocabulary linked to themes, topics and stories and range of types of words including verbs and adjectives • Expect written text to make sense and to check for sense if it does not. • Know that words are ordered from left to right

Year 1 Key Skills, Knowledge and Understanding

Linked Early Learning Goals (Assessment)*

Transcription

- Spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- Name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
 - add prefixes and suffixes: □ 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, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- 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

Composition

- Write sentences by:
 - 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
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Writing

- Spell words by identifying sounds in them and representing the sounds with a letter or letters

Writing

- Write recognisable letters, most of which are correctly formed

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Writing

Write simple phrases and sentences that can be read by others.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Leaving spaces between words
 - Joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - 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
- use the grammatical terminology in English Appendix 2 in discussing their writing

Writing

- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

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Step by Step Guidance to Support Planning for Geography Progression

1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.	
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing English in KS1.	
3.	Map out where English will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to English.	
4.	Look at the progression of your subject across school.	Consider: <ul style="list-style-type: none">• What children cover in Early Years• When English topics or skills are revisited later on in school• If the curriculum offer in Early Years provides the appropriate foundations for future learning• What specific skills and knowledge children are learning in Early Years related to English• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond
5.	Map out the skills and knowledge children will achieve	<ul style="list-style-type: none">• What skills, knowledge and understanding will children have in English by the end:<ul style="list-style-type: none">○ Autumn term, Spring term and Summer term of Nursery?○ Autumn term, Spring term and Summer term of Reception?• Is this learning progressively sequenced?• Does this provide the opportunity to integrate new knowledge into larger concepts?

	throughout their time in Early Years	<ul style="list-style-type: none"> • Are links made between new and previous learning?
6.	Map out the vocabulary associated with English children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?	
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> • The opportunities children have to apply English knowledge and skills and embed understanding through child-initiated learning • The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play. • How adults support children to learn and understand specific vocabulary related to English
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> • Are children able to demonstrate the skills (identified in step 1 and 2)? • Can children use and apply the taught vocabulary? • Are children confident with basic concepts related to English by the end of Reception? • Do children enter Year 1 ready for the English National Curriculum Programme of Study?