



Lilliput Infant School
English Skill Progression 2021-22

Rationale

At Lilliput, we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word in order to ensure that all pupils read fluently and with good understanding.

We aim to develop their love of literature through widespread reading for enjoyment. We aim for children to acquire a wide vocabulary and to be able to write clearly and coherently with cursive handwriting and accurate spelling, grammar and punctuation.

	Reception	Year 1	Year 2
Spoken Language (Oracy)	Physical To speak audibly so they can be heard and understood. To use gestures to support meaning in play. Linguistic To use talk in play to practice new vocabulary. To join phrases with words such as: if, because, so, could and but. Cognitive To develop their ideas by using “because”. To mark relevant contributions and ask questions.	Physical To speak clearly and confidently in a range of contexts. To use the appropriate tone of voice in the right context, e.g. speaking calmly when resolving an issue on the playground. Linguistic To use appropriate vocabulary that is specific to the topic at hand. To take opportunities to try out new language, even if not always correctly. To use sentence stems to link to other’s ideas in group discussions. To use adverbials of time to organise and sequence ideas, e.g. firstly, secondly, etc. Cognitive To offer reasons for their opinions. To recognise when they haven’t understood something and ask a question to help clarify.	Physical To adapt how they speak in different situations according to audience. To start to use gesture to support the delivery of ideas, e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. Linguistic To use sentence stems to signal when they are building on or challenging others’ ideas. Cognitive To ask questions to find out more about a subject.



Lilliput Infant School
English Skill Progression 2021-22

	To describe events that have happened to them in detail. Social and Emotional To look at someone who is speaking to them. To take turns to speak when working in a group.	To disagree with someone else's opinion politely. To explain ideas and events in logical or chronological order. Social and Emotional To organise group discussions independently. To listen to others and be willing to change their mind based on what they have heard.	To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences. Social and Emotional To be aware of others who have not spoken and to invite them into the discussion. To start to develop an awareness of audience, e.g. what might interest a certain group. To confidently deliver a short pre-prepared idea or opinion.
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Lilliput Infant School
English Skill Progression 2021-22

Word Reading	To begin to use phonic knowledge and skills to decode words. To read individual letters and some letter groups by saying the sounds for them. To blend sounds into words, so that they can read short words made of known GPCs. To read a few common exception words. To recognise their own name, advertising logos and signs in the environment. To read aloud simple phrases and sentences made up of words with known GPCs and, where necessary, a few exception words. To re-read books to build up confidence in word reading, fluency, understanding and enjoyment.	To apply phonic knowledge and skills to decode words. To respond speedily with the correct sound to graphemes for all 40+ phonemes. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. To read most common exception words. To read words containing -s, -es, -ing, -ed, -er and -est endings and know these change the meaning of the word. To read words of more than one syllable by breaking them into syllables/ chunks and reading each part individually. To read words with contractions and understand that the apostrophe represents the omitted letter(s). To read most words accurately when they have been frequently encountered. To read aloud accurately books that are consistent with their developing phonic knowledge. To re-read books to build up confidence in word reading, fluency, understanding and enjoyment.	To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. To read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word. To read words containing common suffixes (-ly, -ful, -ment, -ness) and know that these change the meaning of the word and that the root word carries most of the word meaning. To read accurately words of two or more syllables. To read words with contractions, understand that the apostrophe represents the omitted letter(s) and know which two words have been contracted. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation. To re-read books to build up confidence in word reading, fluency, understanding and enjoyment.
Reading Comprehension	Vocabulary To identify parts of stories they do not understand and ask for clarification. To identify words they do not understand and ask for clarification.	Vocabulary To check that a text makes sense to them as they read and to self-correct. To discuss word meaning and link new meanings to those already known.	Vocabulary To check that the text makes sense to them as they read and to correct inaccurate reading caused by omission, substitution, mispronunciation, insertion, repetition, reversal. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.



Lilliput Infant School
English Skill Progression 2021-22

		To identify grammatical features of a sentence that infer additional information- pronouns, sequencing, plurals, tenses etc.	To identify grammatical features of a sentence that infer additional information- punctuation, tenses, prefixes and suffixes, coordinating and subordinating conjunctions etc.
To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.	To show understanding by using recently introduced vocabulary during discussions.		To identify vocabulary which infers additional information, e.g. navy = dark blue
To join in with and finish known sentences, especially repeated phrases and rhymes in stories.	To find recurring language across different stories, fairy tales and traditional tales, e.g. Once upon a time...		To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.
			To discuss their favourite words and phrases.
			To find recurring language across different stories and poems.
Inference	Inference	Inference	Inference
	To understand that inference is a suggestion based on other information that they know or have retrieved from the text.		To understand that inference is a suggestion based on other information that they know, have retrieved from the text or have experienced in their own lives.
	To understand that some inferences are drawn as you read.		To understand that some inferences are drawn as you read and some are drawn after reading the whole text.
To infer character's feelings using pictures. To infer character's feelings through linking them to their own. To infer character's feelings using information explicitly stated in the text.	To make simple inferences based on what is said or done.		To make inferences based on what is said or done using information from the text to support their suggestions.
Predict	Predict	Predict	Predict
To accurately predict key events and understand a prediction must be based on a reason.	To make a prediction based on stated facts.		To explain a prediction clearly referencing the text.
			To update a prediction whilst reading.
Explain	Explain	Explain	Explain
	To link what they have read or have read to them to their own experiences.		To make links between the text they are reading and other texts they have read (in texts that they can read independently).
	To find simple comparisons and differences (eg. between characters and settings)		To find comparisons and differences between characters, settings, events and structures.
To explain the purpose of the title is to tell us something about the book.	To explain the author's use of paragraphs, headings and subheadings to make the content clearer.		To explain the purpose of the contents page, simple index and subheadings to support finding information.
Retrieve	Retrieve	Retrieve	Retrieve
To pick out simple information from books (fiction and non-fiction)	To ask basic questions about details of the text and answer simple questions about the text.		To ask and answer questions using information from the text.



Lilliput Infant School
English Skill Progression 2021-22

	To scan for a single letter on a display.	To understand retrieval is finding information directly from the text. To scan the text for a specific word or phrase.	To understand retrieval is finding information directly from the text to explain details about character, events and information. To scan a text for specific information in response to written questions. To understand the difference between close reading and scanning.
	Sequence and Summarise To identify the main events, setting and principle characters in a book they have been read.	Sequence and Summarise To identify, discuss and order key events of a text.	Sequence and Summarise To order key events of a text, discuss the sequence of events in books and explore how items of information are related.
Transcription	To link sounds to letters, naming and sounding the letters of the alphabet.	To name the letters of the alphabet in order. To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Spelling	To segment the sounds in simple words. To spell words by identifying the sounds in them and representing the sounds with a letter or letters.	To spell words containing each of the 40+ phonemes already taught. To use letter names to distinguish between alternative spellings of the same sound. To spell Year 1 common exception words. To spell the days of the week. To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. To add the endings -ing, -ed and -er to verbs where no change is needed to the root word. To add -er and -est to adjectives where no change is needed to the root word.	To segment spoken words into phonemes and represent these with graphemes. To learn new ways for spelling phonemes for which one or more spellings are already known. To spell Year 2 common exception words. To begin to spell the months of the year. To add -es to nouns and verbs ending in -y where the y is changed to i before -es is added. To add the endings -ed, -ing, -er and -est to a root word ending in -y with a consonant before it where the y is changed to i before adding the ending (but not -ing) To add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it where the -e is dropped before adding the ending. To add the endings -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel where the last consonant of the root word is doubled.



Lilliput Infant School
English Skill Progression 2021-22

		To add the prefix -un where no change is needed to the root word. To divide words into syllables. To spell compound words where each part of the longer word is spelt as it would be on its own.	To add the suffixes -ment, -ness, -ful, -less and -ly where no change is needed to the root word. To spell words in their contracted forms using an apostrophe where a letter or letters have been omitted. To spell singular nouns using the possessive apostrophe. To spell homophones and near-homophones.
Handwriting	To use a range of small tools, including scissors, paint brushes and cutlery. To begin to show accuracy and care when drawing. To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To hold a pencil in tripod grip in preparation for fluent writing. To form lower-case letters mostly correctly. To begin to form some capital letters mostly correctly. To form digits 0-9 mostly correctly. To develop the foundations of a handwriting style. To separate words with spaces.	To sit correctly at a table, holding a pencil comfortably and correctly with a tripod grip. To begin to form lower-case letters in the correct direction, starting and finishing in the right place. To form capital letters. To form digits 0-9. To understand which letters belong to which handwriting 'families' and practice these. To separate words using more appropriately sized spaces. To use lead in lines to form letters in the pre-cursive style.	To form lower-case letters of the correct size relative to one another. To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To practice letters in each handwriting 'family' to develop a style which is fast, accurate and efficient. To use spacing between words that reflects the size of the letters. To use the diagonal and horizontal strokes needed to join letters.
Writing Composition	Plan To say a complete sentence aloud before writing.	Plan To say out loud what they are going to write about.	Plan To discuss before planning what they are going to write about.



Lilliput Infant School
English Skill Progression 2021-22

	To remember the sentence they have said before writing. To break the flow of speech in to words.	To arrange ideas in a sequence including new vocabulary. To use a simple planning tool. To use a number of simple features of different text types.	To write down ideas and or/ key words including new vocabulary. To use a simple planning tool. To understand the audience and purpose for their writing. To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
	Draft and Write To use clearly identifiable letter to write a word that can be read by others. To write phrases and short sentences that can be read by others, in meaningful contexts.	Draft and Write To combine words to make sentences. To sequence sentences to form short narratives. To refer to given planning to ensure sequence of ideas. To compose and rehearse sentences orally.	Draft and Write To encapsulate what they want to say, sentence by sentence. To write narratives about personal experiences and those of others (real and fictional). To refer to own plan to ensure sequence of ideas. To rehearse sentences before writing them.
	Edit and Evaluate To listen to or state an idea to improve writing during a discussion.	Edit and Evaluate To discuss what they have written with the teacher or other pupils.	Edit and Evaluate To evaluate their writing with the teacher and/ or other pupils. To make simple additions, revisions and corrections to their own writing.
	Proof-read To re-read what they have written to check that it makes sense.	Proof-read To re-read what they have written to check it makes sense. To check and correct most missing capital letters and full stops.	Proof-read To re-read and check their writing makes sense and that verbs indicating time are used correctly and consistently. To check and correct capital letters, full stops, question and exclamation marks, commas in lists and apostrophes for contractions and singular possession. To check for errors in spelling.
	Present	Present To read their writing aloud clearly enough to be heard by their peers and the teacher.	Present To read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation	Vocabulary	Vocabulary To make relevant choices about subject matter and appropriate vocabulary choices.	Vocabulary To use new vocabulary from their reading, discussions about it and from wider experiences.



Lilliput Infant School
English Skill Progression 2021-22

Writing Genres	Grammar To begin to write labels, captions, phrases and simple sentences.	Grammar To use simple sentence structures and begin to form basic compound sentences. To use adjectives to describe. To use the conjunction 'and' to link ideas, words and clauses.	Grammar To write sentences with different forms: statement, question, exclamation and command. To use expanded noun phrases to describe and specify. To use co-ordinating conjunctions (or/ and/ but) to form compound sentences. To use subordinate conjunctions (when/ if/ that/ because) to form complex sentences. To use some features of written Standard English. To use the present and past tenses mostly correctly and consistently. To use the progressive forms of verbs in the present and past tense to mark actions in progress.
	Punctuation To begin to use capital letters and full stops to demarcate sentences. To use spaces between words.	Punctuation To use capital letters and full stops to demarcate sentences. To use finger spaces between words. To use capital letters for names, places, the days of the week and the personal pronoun "I". To begin to use question marks and exclamation marks.	Punctuation To use the full range of punctuation taught at KS1 mostly correctly including: Capital letters, full stops, question marks and exclamation marks. To use commas to separate items in a list. To use apostrophes to mark singular possession and contractions.
	Fiction Traditional tale retells Real life recount Non-fiction Captions and labels Postcard	Fiction Traditional tales and tales from other cultures Real life recount Adventure story Portal story Diary Non-fiction Non-chronological report Informal letter	Fiction Traditional tales from other cultures Real and fictional recounts Adventure story Portal story Diary Historical story Sea story Non-fiction Non-chronological report Formal letter



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English Skill Progression 2021-22

		Instructions Poetry Acrostic Onomatopoeia	Instructions Newspaper report Poetry Acrostic Alliterative Shape Diamante
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