



## English Progression Map 2025-2026

Subject Area	Aspect	Nursery	Reception	Year 1	Year 2
<b>Spoken language</b>	Listening and responding	Listen to others when one to one or in a small group, and start and continue a conversation with a friend.	Listen carefully in a range of situations and is aware of the importance of listening.	Listen carefully and respond to others.	Listen and respond to the contributions of others.
	Questioning	Understand and ask 'why' questions and a variety of two-part questions and instructions.	During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	Ask and answer questions using who, what, where, why, how and when.	Ask and answer relevant questions in different contexts.
	Vocabulary	Extend their vocabulary by exploring and using a wide range of new words.	Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.	Use subject-specific vocabulary to explain and describe.	Suggest words or phrases that are appropriate to the topic.
	Discussion	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	Participate in group talk, role play and performances.	Talk confidently in a group or whole class scenario in a range of different contexts.
	Articulating	Express their ideas and feelings using sentences, containing four to six words, articulating most sounds and simple words. Use of tenses and plurals may be irregular.	Articulate their ideas and thoughts in well-formed sentences and describe events using some detail.	Speak in a way that is clear and easy to understand.	Speak clearly, pronouncing words correctly and audibly.
<b>Reading</b>	Word reading – phonic knowledge	Identify and suggest rhymes and join in with rhyming gam	Blend sounds to read words.	Apply phonic knowledge and skills to decode words.	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).

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	Word reading – grapheme phoneme correspondence	Recognise words that start with the same initial sound.	Recognise and say sounds represented by graphemes.	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable.	
	Word reading – blending	Count or clap syllables in a word.	Use phonic knowledge to decode monosyllabic real and nonsense words.	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.
	Word reading – common exception words	Recognise familiar words and signs, such as their own name and advertising signs.	Read some common exception words.	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.
	Word reading – prefixes, suffixes, morphology and etymology	Join in with rhyme, rhythm and alliteration activities.	Use phonic knowledge to blend sounds into words.	Read words containing taught GPCs and word endings.	Read words containing common suffixes.
	Word reading – words containing GPCs	Join in with oral blending activities.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read words of one or more syllables that contain taught GPCs.	Accurately read words of two or more syllables that contain known graphemes.
	Word reading – contractions			Read words with contractions.	



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	Word reading – reading aloud	Listen to stories and rhymes in a small group.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Word reading – fluency	Have favourite stories that they enjoy listening to.	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reread books to improve their fluency and word reading.	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.
	Comprehension – pleasure and motivation to read	Listen to longer stories and demonstrate that they can remember much of what happens.	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation.
	Comprehension – sequencing and summarising	Engage in extended conversations about stories and, with support, make links to other familiar stories.	Talk about stories and make connections with events in their own lives or other familiar stories.	Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.
	Comprehension – retelling and performing	Begin to remember and repeat key phrases and refrains from well-known stories and narratives.	Retell stories and narratives through role play and small world play, using some key vocabulary.	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.

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	Comprehension – genre and conventions	Join in with repeated refrains and phrases when being read to.	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.
	Comprehension – word meaning	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.	Show an understanding of the meanings of new words by using them in discussion and role play situations.	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.
	Comprehension – understanding	Demonstrate awareness of what has been read to them by retelling stories in their play using props.	Talk about stories that have been read to them and retell them through role play and small world play.	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.
	Comprehension – retrieval	Begin to talk about the main events and principle characters in stories, using props and materials for role play.	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	Identify and understand what is happening within a short piece of text.	Identify the main facts or events in simple texts.
	Comprehension – writer's craft	Handle books and identify the title and how a book should be read.	Be aware of how the title and blurb give information about a book.	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.
	Comprehension – inference	Talk about the pictures in story books.	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.

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	Comprehension – predicting	Suggest how a story might end.	Suggest what might happen at different points in a story.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.
	Comprehension – questioning and explaining	Begin to use recently introduced vocabulary to talk about the main characters in stories.	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.
	Comprehension – structure and purpose				Notice that non-fiction books are structured in different ways.
	Comprehension – reading widely				
	Comprehension – recommending				
<b>Writing</b>	Transcription – spelling – spelling rules and strategies	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.
	Transcription – spelling – common exception words and frequently misspelt words	Use mark making to represent familiar people and events and write some or all of their name.	Begin to spell some simple common exception words, such as the, to, no, go and I.	Spell age-appropriate common exception words and days of the week.	Spell age-appropriate common exception words with increasing confidence and accuracy.

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	Transcription – spelling – alphabet	Use some of their print and letter knowledge in their early writing.	Begin to link the letters of the alphabet with the corresponding phoneme.	Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.	
	Transcription – spelling – prefixes, suffixes, morphology and etymology	Join in with oral segmenting activities.	Use phonic knowledge to spell words.	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly.
	Transcription – spelling – dictations	Give meaning to the marks they make as they draw, write or paint and share this with others.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation.
	Handwriting – letter formation	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.	Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly.	Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters.
	Composition – drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.	Write a sentence or sequence of sentences for a given purpose.	Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some ageappropriate features of the genre.
	Composition – audience and purpose	Use mark making to support their play.	Use writing to support their play.	Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.

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	Composition – planning	Give meaning to the marks they are making as they are drawing, writing or painting.	Use talk to support the writing process.	Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Write down or say what they want to write about before beginning, including ideas and new vocabulary.
	Composition – sentences	Talk about their pictures and mark making as they create.	Say words, captions and sentences out loud before writing.	Orally rehearse and write short sentences.	Explain, one sentence at a time, what they want to write.
	Composition – narrative	Begin to use letters and shapes to communicate meaning.	Put words in order to make a simple phrase or sentence.	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.	Write longer sequences of sentences about their own experiences and those of fictional characters.
	Composition – proofreading	Begin to talk about what their mark making represents.	Begin to read back what they have written to check it makes sense.	Reread their writing to check that it makes sense.	Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.
	Composition – evaluating and editing	Talk about their drawing and mark making with the teacher.	Talk about their writing with the teacher.	Discuss their writing with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.
	Composition – performing and presenting	Share their mark making with others.	Share their writing with others, reading it aloud where appropriate.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.
	Vocabulary, grammar and punctuation – grammar rules, concepts and terminology	Communicate their ideas and thoughts with others.	Talk in full sentences and connect ideas and actions making use of simple conjunctions.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.



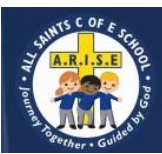
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Vocabulary, grammar and punctuation – sentences	Begin to understand that writing is a representation of speech.	Break the flow of speech into words.	Leave spaces between words and join words and clauses using 'and'.	Use coordination and subordination to extend their sentences.
Vocabulary, grammar and punctuation – punctuation		Be aware of the different punctuation marks in books.	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).
Transcription – spelling –				Spell an increasing number of words with contracted forms and words that use the singular



# English Progression Map 2023-24

Through faith, love, kindness and respect our St John's family will flourish and grow



*Our All Saints family shall arise and shine for the light of The Lord is upon us.*

	using apostrophes				possessive apostrophe.
	Transcription – spelling – homophones				Distinguish between homophones and near homophones.
	Handwriting – joining and legibility				Start using some diagonal and horizontal strokes to join letters.
	Vocabulary, grammar and punctuation – vocabulary				Use simple expanded noun phrases with an adjective that describes the noun.
	Vocabulary, grammar and punctuation – verbs and tenses				Use the present and past tense correctly and consistently, including the progressive form.
	Vocabulary, grammar and punctuation – formality				Use some conventions of written standard English.
	Transcription – spelling – dictionaries and thesauri				
	Composition – précising				