



Killamarsh Infant and Nursery School

English Progression of Skills

Reviewed: July 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Can copy and create fluid shapes/patterns (e.g. large-scale circles, zig-zags, and anti-clockwise movements) in the air, on large paper, or in sand.</p> <p>Begin to hold a pencil.</p> <p>Show a preference for using one hand for drawing and mark-making.</p> <p>Can give meaning to marks (e.g., scribbles or letter-like shapes) when drawing or playing in role. Can attempt to form some recognizable, lowercase letters using correct starting</p>	<p>Break the flow of speech into words.</p> <p>Write from left to right across the page using corresponding hand writing lines in books.</p> <p>Write own name with letters correctly formed.</p> <p>Spell taught tricky words, using a word mat e.g. to, no, go, into, the.</p> <p>Write a dictated caption e.g. a big cat using non-negotiables prompt.</p>	<p>Segment to spell words using taught digraphs (ff, ll, ss, zz).</p> <p>Form anticlockwise letters correctly</p> <p>Write a short-dictated sentence using non-negotiables prompts e.g. The hat is red.</p> <p>Spell taught tricky words using a word mat e.g. was, you, my, are.</p> <p>Form numbers correctly.</p>	<p>Segment to spell CCVC and CVCC words.</p> <p>After oral rehearsal remember and write a short-dictated sentence, with non-negotiable prompts. e.g. He sits on the mat.</p> <p>Continue to sit letters on the corresponding hand writing lines in books.</p> <p>Most letters to be begin and finish in correct place and begin to be correctly formed.</p>	<p>Segment to spell words using taught digraphs (ck, ch, sh, th, ng, qu, wh)</p> <p>Remember and write a short-dictated sentence e.g. The duck swam in the sink.</p> <p>Spell taught tricky words using a word mat e.g. said, have, like, some, come.</p>	<p>ELG:</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Secure spelling of previously taught tricky words with increasing independence.</p>

	<p>points (focusing on taught phonemes).</p> <p>Know that words can be written.</p> <p>Segment to spell CVC words</p> <p>Write own name, with name card.</p>	<p>Being to write numbers with correct formation.</p>		<p>Consolidate spelling of previously taught tricky words using a word mat.</p> <p>Form numbers correctly without any number reversal.</p>		
Year 1	<p>Begin to form letters from the 'Straight line' and 'Bridge' families correctly.</p> <p>Segment to spell words with up to 5 sounds e.g. spent, print, stamp.</p> <p>Segment to spell words using taught digraphs. e.g. play, enjoy, each.</p>	<p>Begin to form letters from the 'Coat hanger' and 'Smile' families correctly.</p> <p>Letters to sit neatly on the bottom solid line.</p> <p>Correct formation of most letters, starting and finishing in the right place.</p>	<p>Begin to form letters from the 'Zig-Zag' family and the 'Misfits' correctly.</p> <p>Begin to segment to spell simple polysyllabic words e.g. picnic</p> <p>Segment to spell words using taught digraphs, e.g. head, wheel, snow.</p>	<p>Begin to form letters from the 'Straight line' and 'Bridge' families correctly.</p> <p>Correct formation of most letters, starting and finishing in the right place.</p> <p>Begin to use question marks to correctly punctuate sentences</p>	<p>Begin to use exclamation marks to correctly punctuate sentences</p> <p>Spell words correctly using the -er suffix (where no change is needed to the root word)</p> <p>Remember and write 3 dictated sentences, using correct punctuation e.g. I had toast for my breakfast</p>	<p>Write 3-4 dictated sentences, showing application of taught grammar, spelling and punctuation</p> <p>Spell taught tricky words using a word mat e.g. move, improve, parents, pretty, hour.</p>

	<p>Remember and write short dictated sentences, using correct punctuation e.g. I can hug my mum.</p> <p>Consolidate taught tricky words from Reception using a word mat e.g. was, you, my, are.</p>	<p>Begin to form letters from the 'Straight line' and 'Bridge' families correctly.</p> <p>Segment to spell words using taught sounds, e.g. blue, time, shake.</p> <p>Remember and write 2 short dictated sentences, using correct punctuation e.g. The dog can run fast. It ate the food.</p> <p>Spell taught tricky words using a</p>	<p>Spell words correctly using the -ing suffix (where no change is needed to the root word)</p> <p>Orally compose sentences using 'and' to join clauses.</p> <p>Remember and write 2 dictated sentences, using correct punctuation e.g. The girl has a red dress. She likes to play with her toys.</p> <p>Spell past tense words correctly using the -ed suffix (where no change is needed to the root word)</p>	<p>Spell words correctly using the un- prefix</p> <p>Remember and write a dictated sentence which is joined with the conjunction 'and', using correct punctuation e.g. I went to shop and got some milk for my mum.</p> <p>Spell taught tricky words using a word mat e.g. because, eye, laugh, once.</p>	<p>and it was nice. I put my shirt on for school. I like to do maths.</p> <p>Consolidate spelling taught tricky words using a word mat e.g. was, you, my, are.</p>	
--	---	--	--	---	--	--

		word mat e.g. could, would, should, want, water.	Spell taught tricky words using a word mat e.g. any, again, who, school, friend.			
Year 2	<p>Consolidate and secure use of Phase 5 sounds in writing.</p> <p>Write 3-4 dictated sentences, showing application of taught grammar, spelling and punctuation.</p> <p>Think of and orally compose own sentence, adapted from a teacher model e.g. 'I went to the park' becomes 'I went to the shop',</p> <p>Show control over letter formation,</p>	<p>Begin to correctly spell words with the suffix es/s to words.</p> <p>Think of and write 2 sentences, adapted from a teacher model e.g. 'He has black hair' becomes 'She has blonde hair'.</p> <p>Show control over letter formation, writing letters that are of the correct size relative to one another with</p>	<p>Begin to spell past tense words correctly where a change is needed to the root word e.g. cried, liked, dropped.</p> <p>Begin to spell words with the suffix -ing, er, est, y correctly where a change is needed to the root word.</p> <p>Think of and write 3-4 sentences, adapted from a teacher model.</p>	<p>Correctly spell words using the plural -s and -es (no change needed) and begin to spell plural words where a change is needed to the root word.</p> <p>Begin to correctly spell words with the ending le, al, il, el.</p> <p>Think of and write 3-4 sentences, using ideas from a teacher model, showing correct use co-ordinating</p>	<p>Orally compose sentences that include expanded noun phrases</p> <p>Orally compose sentences using conjunctions 'when', 'if', 'that', 'because'.</p> <p>Begin to spell words with suffixes ment, ful, less and ly where there is no change to the root word.</p> <p>Think of and write 4-5 sentences, using some ideas from a teacher model, showing application of taught</p>	<p>Think of and write sentences that appropriate to the task, that show:</p> <ul style="list-style-type: none"> - some use of conjunctions - questions and exclamations - apostrophes for contraction (don't, can't) - expanded noun phrases - mostly correct spelling of words with suffixes - mostly correct spelling of common exception words

	<p>writing letters that are of the correct size relative to one another with appropriate spacing between words.</p>	<p>appropriate spacing between words.</p> <p>Begin to spell words with the suffix -ing correctly where no change is needed to the root word.</p>	<p>Orally compose words using conjunctions 'and', 'or' 'but'.</p>	<p>conjunctions where needed.</p>	<p>grammar, spelling and punctuation</p> <p>Write dictated sentences correctly using commas in a list e.g. My favourite colours are pink, red and blue.</p> <p>At school I like maths, reading, PE and history.</p>	<p>- mostly correct spelling of words with taught sounds from phonics.</p>
--	---	--	---	-----------------------------------	---	--