



Alexandra Park Primary School

Care. Aspire. Achieve

Progression of Knowledge and Skills – English Writing

EYFS – Reception

English – Spoken Language	
Communication and Language Listening, Attention and Understanding	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Listen to and talk about stories to build familiarity and understanding.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.• 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.• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Drama, performance and confidence	
Communication and Language	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words.• Learn rhymes, poems, and songs.
Vocabulary building and standard English	
Communication and Language	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Articulate their ideas and thoughts in well-formed sentences.• Develop social phrases.• Use new vocabulary in different contexts.• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• 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.• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Speaking for a range of purposes	
Communication and Language Being Imaginative and Expressive	<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.• Listen to and talk about stories to build familiarity and understanding.

	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Invent, adapt and recount narratives and stories with peers and their teacher.
English: Writing: Transcription and Spelling	
Literacy	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Form lower case and capital letters correctly. • Write recognisable letters, most of which are correctly formed.
Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Composition	
Communication and Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Write simple phrases and sentences that can be read by others.
Expressive Arts and Design	<ul style="list-style-type: none"> • Develop storylines in their pretend play.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of audience, purpose and structure	
Communication and Language Speaking	<ul style="list-style-type: none"> • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.

	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, 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.
Vocabulary, grammar and punctuation	
Communication and Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.