

## English Skills Map



Skills				
		Year R	Year 1	Year 2
<b>Speaking and Listening</b>	<b>Spoken Language</b>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <i>Aut 1</i></p> <p>Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events</p>	<p>Understand and engage with the speaker demonstrating attentive listening.</p> <p>Speak about matters of immediate interest, expressing feelings and ideas.</p> <p>Engage with others through taking turns in pairs and small groups.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Talk in ways that are audible and intelligible to familiar others.</p> <p>Create simple characters and situations through some adaptation of everyday speech, gesture or movement and use imaginative language with increasing confidence in role-play and dramatic activities.</p>	<p>Listen and respond to speaker (s) showing some development of ideas through interaction.</p> <p>Recount experiences, imagine possibilities often connecting ideas together.</p> <p>Show awareness of different purposes and audiences through some specific vocabulary choices and use of non-verbal features.</p> <p>Vary talk in simple ways to gain and hold attention of listeners.</p> <p>Show some variety and awareness of purpose when speaking in turn, in pairs or small groups.</p> <p>Show awareness of some of the ways in which speakers vary talk and why, through exploring different ways of speaking.</p> <p>Extend experience and ideas, through some adaptation of speech, gesture or movement in different roles and simple scenarios</p>

Reading

Word Reading

Hold a book the correct way up and turns pages. *Aut 2*

Know that print carries meaning and, in English, is read from left to right and top to bottom. *Aut 2*

Hears and says the initial sound in words. *Aut 2*

Links sounds to letters, naming and sounding the letters of the alphabet. *Aut 2*

Segments the sounds in simple words and blend them together and knows which letters represent some of them. *Spr 1*

Begins to read words and simple sentences. *Spr 1*

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Read simple sentences. *Spr 2*

Use phonic knowledge to decode regular words and read them aloud accurately. *Spr 2*

Read some common irregular words. (Red words) *Spr 2*

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. *Aut 1*

Read words containing taught GPCs and -s, -es, endings. *Aut 1*

Read many common exception words from (Eng Appendix 1) *Aut 2*

Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. *Aut 2*

Read words containing taught GPCs and -er and -est endings. *Aut 2*

Read accurately by blending sounds in unfamiliar words inc GPCs that have been taught. *Spr 1*

Read words containing taught GPCs and -ing, -ed, endings. *Spr 1*

Read other words of more than one syllable that contain taught GPCs. *Spr 1*

Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). *Sum 1*

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. *Aut 1*

Read accurately words of two or more syllables that contain the same graphemes as above. *Aut 2*

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. *Aut 2*

Read words containing common suffixes. *Spr 1*

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. *Spr 1*

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Spr 1*

Re-read these books to build up their fluency and confidence in word reading. *Sum 1*

<b>Comprehension</b>	<p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Understand simple sentences.</p> <p>Demonstrates understanding when talking with others about what they have read.</p>	<p>Develop pleasure in reading, motivation to read vocabulary and understanding:</p> <p>By becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <i>Aut 1</i></p> <p>By being encouraged to link what is read or heard read to his/her own experiences. <i>Aut 1</i></p> <p>By learning to appreciate rhymes and poems, and to recite some by heart. <i>Aut 2</i></p> <p>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. <i>Aut 2</i></p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Discussing the significance of the title and events. <i>Aut 2</i></p> <p>Predicting what might happen on the bases of what has been read so far. <i>Spr 1</i></p> <p>Checking that the text makes sense as they read and correct inaccurate reading. <i>Spr 1</i></p> <p>Learning to appreciate rhymes and poems, and to recite some by heart. <i>Aut 1</i></p> <p>Learning to appreciate rhymes and poems, and to recite some by heart. <i>Aut 1</i></p>	<p>Become familiar with and retelling a wider range of stories, fairy stories and traditional tales. <i>Aut 1</i></p> <p>Discussing the sequence of events in books and how items of information are related. <i>Aut 1</i></p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher. <i>Aut 1</i></p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. <i>Aut 1</i></p> <p>Listening, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. <i>Spr 1</i></p> <p>Introduced to non-fiction books that are structured in different ways. <i>Spr 1</i></p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading. <i>Spr 1</i></p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. <i>Spr 1</i></p> <p>Answering and asking questions. <i>Spr 1</i></p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Answer questions and make some inferences on the basis of what is being said and done.</p>
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				<p><b>Spr 2</b></p> <p>Make links between the book they are reading and other books they have read.</p> <p><b>Spr 2</b></p> <p>Recognising simple recurring literary language in stories and poetry. <b>Sum 1</b></p> <p>Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <b>Sum 1</b></p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <b>Sum 1</b></p>
<b>Writing</b>	<b>Spelling</b>	<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Write some irregular common words. (red words)</p>	See RWI scheme	See Year 2 Spelling document
	<b>Handwriting</b>	See Progression of Handwriting document		

	<b>VGP</b>	<p>Gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels,captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>Leaving spaces between words. <b>Autumn 1</b></p> <p>Beginning to punctuate sentences using a capital letter and a full stop. <b>Autumn 1</b></p> <p>Joining words and joining clauses using and. <b>Autumn 2</b></p> <p>Beginning to punctuate sentences using a question mark. <b>Spring 1</b></p> <p>Suffix –ing and –ed for verb. <b>Spring 1</b></p> <p>Using a capital letter for names of people. <b>Spring 2</b></p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. <b>Spring 2</b></p> <p>Re-reading what they have written to check that it makes sense. <b>Spring 2</b></p> <p>Beginning to punctuate sentences using an exclamation mark <b>Summer 1</b></p>	<p>Use co-ordination (using or, and, or but). <b>Spring 1</b></p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks. <b>Spring 1</b> <b>Autumn 1</b></p> <p>Sentences with different forms: statement, question, exclamation, (command. <b>Autumn 1</b>) <b>Spring 1</b></p> <p>Use present and past tenses correctly and consistently including the progressive form. <b>Autumn 2</b></p> <p>Use subordination (using when, if, that, or because) <b>Autumn 1</b>and co-ordination (using or, and, or but) <b>Spring 2</b></p> <p>Use question marks, <b>Spring 1</b></p> <p>Use commas in a list <b>Summer 1</b> Use apostrophes for contracted forms and the possessive (singular). <b>Spring 1</b></p> <p>Using suffixes such as er, -est, -ly. <b>Autumn 2</b></p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]. <b>Autumn 1</b></p> <p>Using suffixes such as –ful, -less. <b>Spring 1</b></p> <p>Use formation of nouns using suffixes such as –ness –er <b>Autumn 2</b> and by compounding e.g. whiteboard, superman.</p>
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**Composition**

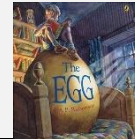
**Autumn 1**  
Rhymes and songs

**Autumn 1**  
Compose a sentence orally before writing it. Say out loud what they are going to write about.  
**Purpose:** To Inform  
**Audience:** Create a book about me to inform my new teachers.  
**Form:** Description - Simple sentence structure  
**Subject:** This is me  
**Hook:** Peter Spier's circus by P Spiers



Skills taught throughout the year:  
Encapsulating what they want to say, sentence by sentence  
Make simple additions, revisions and corrections to their own writing by:  
Evaluating their writing with the teacher and other pupils  
Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  
Read aloud what they have written with appropriate intonation to make the meaning clear.

**Autumn 1**  
Planning or saying out loud what they are going to write about  
**Purpose:** To entertain  
**Audience:** Read their stories to Year 1  
**Form:** Story  
**Subject:** Dragons  
**Hook:** 'The Egg' by M P Robertson. George and the Dragon






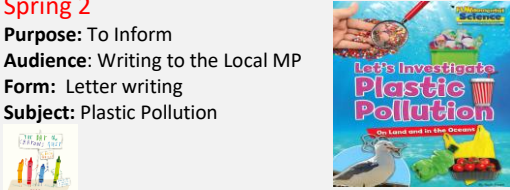
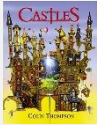


**Autumn 2**  
Rumble in my Tummy  
**Form:** recipes, celebration cards,

**Autumn 2**  
Discuss what they have written with the teacher or other pupils.  
**Purpose:** To entertain  
**Audience:** Class assembly  
**Form:** Story  
**Subject:** Julia Donaldson stories – The Gruffalo & Room on the Broom  
**Hook:**



**Autumn 2**  
Writing about real events  
Writing narratives about personal experiences and those of others.  
**Purpose:** To inform  
**Audience:**  
**Form:** Diary writing  
**Subject:** World War 1, life in the trenches  
**Hook:** Walk to the local military cemetery  
Write their own diary at home  
Sainsburys war advert



	<p><b>Spring 1</b> The Gingerbread man <b>Form:</b> People who help us information writing Story writing</p> 	<p><b>Spring 1</b> Re-read what they have written to check that it makes sense. <b>Purpose:</b> To inform <b>Audience:</b> A fact file to read to their parents <b>Form:</b> Biography – Fact File <b>Subject:</b> Space <b>Hook:</b> Questions to an Astronaut on the international Space Station.</p>	<p><b>Spring 1</b> Proof-reading to check for errors in spelling, grammar and punctuation. <b>Purpose:</b> To inform <b>Audience:</b> To read with Year 1 <b>Form:</b> Fact file <b>Subject:</b> Dinosaurs</p> 
<p><b>Spring 2</b> Jack and the beanstalk <b>Form</b> – information writing about animals and springtime Story writing Comparing stories and characters</p> 	<p><b>Spring 2</b> Sequence sentences to form short narratives. <b>Purpose:</b> Entertain <b>Audience:</b> Read to Year R <b>Form:</b> Fantasy stories <b>Subject:</b> Paw Patrol <b>Hook:</b> Watch an edited Paw Patrol episode</p>	<p><b>Spring 2</b> <b>Purpose:</b> To Inform <b>Audience:</b> Writing to the Local MP <b>Form:</b> Letter writing <b>Subject:</b> Plastic Pollution</p> 	
<p><b>Summer 1</b> The Very Hungry Caterpillar <b>Form:</b> Letters</p> 	<p><b>Summer 1</b> <b>Purpose:</b> To involve history and British Values <b>Audience:</b> Class assembly <b>Form:</b> Fantasy stories <b>Subject:</b> Myths and Legends <b>Hook:</b> Castles by C Thompson</p> 	<p><b>Summer 1</b> <b>Purpose:</b> To Entertain <b>Audience:</b> Stories to read at bedtime <b>Form:</b> Adventure story <b>Subject:</b> Tin Tin (Video clips)</p> 	
<p><b>Summer 2</b> We're going on a Bear Hunt <b>Form:</b> Maps and labels</p> 	<p><b>Summer 2</b> Read aloud their writing clearly enough to be heard by their peers and the teacher. <b>Purpose:</b> Describe <b>Audience:</b> Year R <b>Form:</b> Colour poem <b>Subject:</b> Seaside <b>Hook:</b> A seaside area set up in the classroom</p>	<p><b>Summer 2</b> Writing poetry <b>Purpose:</b> To Entertain <b>Audience:</b> End of Year leavers assembly <b>Form:</b> Poetry <b>Subject:</b> Our school Cinquain, Kennings, Acrostic poems</p>	