

# Dothill Progression Mapping



## English - Writing

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	EYFS	Year One	Year Two
<b>Grammar</b>	<ul style="list-style-type: none"> <li>✓ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>✓ Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leave spaces between words.</li> <li>✓ Join words and join clauses using 'and'.</li> <li>✓ Punctuate sentences using a capital letter and a full stop.</li> <li>✓ Begin to punctuate sentences using question mark or exclamation mark.</li> <li>✓ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</li> <li>✓ Use sentences with different forms: statement, question, exclamation, command.</li> <li>✓ Use expanded noun phrases to describe and specify.</li> <li>✓ Use the present and past tenses correctly and consistently.</li> <li>✓ Use subordination (when, if, that, or because) and co-ordination (or, and, or but).</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>✓ Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>✓ RWInc Set 1, 2 and 3 sounds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Spell correctly words containing taught set 1, 2 and 3 sounds.</li> <li>✓ Spell Year 1 common exception words correctly.</li> <li>✓ Spell the days of the week correctly.</li> <li>✓ Order the alphabet correctly and say letter names. Know the difference between name and sound.</li> <li>✓ Use the spelling rule for adding -s or -es in plurals and verbs.</li> <li>✓ Use the prefix un-.</li> <li>✓ Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>✓ Apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a>.</li> <li>✓ Write from memory simple sentences dictated by the teacher that include words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Segment spoken words into phonemes and represent these by graphemes, spell many correctly.</li> <li>✓ Spell words with similar sounding phonemes, using the correct spelling (i.e ay, a-e, ai).</li> <li>✓ Learn to spell common exception words.</li> <li>✓ Learn to spell more words with contracted forms.</li> <li>✓ Learn the possessive apostrophe [for example, the girl's book].</li> <li>✓ Distinguish between homophones and near-homophones.</li> <li>✓ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</li> <li>✓ Apply spelling rules for Year 2 (as listed in <a href="#">English appendix 1</a>).</li> <li>✓ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>✓ Form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>✓ Begin to form lower-case letters in the correct direction, starting and finishing in the right place showing lead-ins.</li> <li>✓ Form capital letters correctly.</li> <li>✓ Form digits 0-9.</li> <li>✓ Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practice these.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Form lower-case letters of the correct size relative to one another showing lead in.</li> <li>✓ Start using the continuous cursive strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>✓ Use spacing between words that reflects the size of the letters.</li> </ul>

<p><b>Genre</b></p>	<p>Labels Words and phrases Re-telling familiar stories Recount of experiences</p>	<p><u>Entertain</u> - re-tell narrative, write narrative sentences <u>Inform</u> - labels, lists, non-chronological report, recount of first-hand experience</p>	<p><u>Entertain</u> -re-tell narrative, traditional tales (alternative ending etc.), setting description, diary, poetry <u>Inform</u> - postcard, non-chronological report, recount of first-hand experience, newspaper recount, instructions, letter</p>
<p><b>Spoken Language</b></p>	<ul style="list-style-type: none"> <li>✓ Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</li> <li>✓ Children express themselves effectively, showing awareness of listeners' needs.</li> <li>✓ They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>✓ They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use the grammatical terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark and discuss in their writing.</li> <li>✓ Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>✓ Explain clearly their understanding of what is read to them</li> <li>✓ Retell familiar key stories, fairy stories and traditional tales</li> <li>✓ Recognising and joining in with predictable phrases</li> <li>✓ Recite some poems by heart</li> <li>✓ Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use and understand grammatical terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma).</li> <li>✓ Discussing the sequence of events in books and how items of information are related</li> <li>✓ Participate in discussion about books, poems and other works, taking turns and listening to what others say</li> <li>✓ Explain and discuss their understanding of books, poems and other material.</li> <li>✓ Discussing their favourite words and phrases</li> <li>✓ Retelling a wider range of stories, fairy stories and traditional tales.</li> <li>✓ Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>✓ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>✓ Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>