

Progression Guidance in English for Year 1

Grammatical Skills - Knowledge and skills: awareness, sentence construction and punctuation. Including the Letters and Sounds phonics programme.

- Continue to focus on speaking and listening, to develop effective speech through **sentences**; include oral retelling of a simple story or fairytale;
 - know that a sentence has a **capital letter** and a **full stop**; begin to use in own writing;
 - introduce the term **punctuation**;
 - join sentences with 'and'; call it a 'linking word'; use other linking words e.g. but;
 - sequence a few sentences to write a simple story or recount of real events;
 - read own work aloud to check for sense;
 - use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people;
 - nouns: understand and use **singular** and **plural** e.g. *dog dogs; chair chairs; wish wishes; dress dresses*;
 - know verbs as 'doing words': *playing, jumping*. Also, suffixes which can be added to some verbs, e.g. *help, helping, helped*;
 - use spaces between words;
 - introduce the **question mark ?** for a question, and an **exclamation mark!** for a surprise or a loud remark; begin to use these in own writing;
- talk about describing words such as *pretty, new, blue, fierce*;

Handwriting and Presentation

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place (*assumed to mean according to the school's policy or handwriting programme*)
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- **Non statutory**: Handwriting requires **frequent** and **discrete, direct teaching**. Pupils should be able to form letters correctly and confidently. The size

of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits.

- Left handed pupils should receive specific teaching to meet their needs.
- *Additional information: Handwriting families could include, for example: (curly caterpillar) c,a,d,e,g,o,q,f,s; *x when drawn cursively; (long ladder) i,j,l,t,u,y; (one armed robot) b,h,k,m,n,p,r; (zig zag) v,w,z (See Gateway to Writing - National Strategy Archived Resources - also included on Kent's Literacy Toolkit.)*

Kent strongly recommends that handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later. Correct letter formation and orientation is crucial.

Reading – Comprehension We use a book banded scheme for reading as well as the Oxford Reading Tree series.	
Knowledge, skills and understanding	How comprehension can be supported by adults; routines and resources
<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: ▪ drawing on what they already know or on background information and 	<p>Routines and resources</p> <ul style="list-style-type: none"> • Encourage automatic response to known grapheme- phoneme correspondences. • Sound out and blend unfamiliar words by using (large) magnetic letters whiteboards, tiles and cards. • Provide opportunities for children to read books that are closely matched to their developing phonic knowledge e.g. ‘Shark in the Park’ or ‘Snail and the Whale’. • Support phonic skills by reading some pseudo words which match the GPC’s taught so far. • Display and read automatically a set of selected common exception words. • Regularly enjoy a wide-ranging read-aloud programme by a range of practitioners, including CD’s and IWB’s and radio broadcasts. • Ensure that the learning environment supports the introduction of new

vocabulary provided by the teacher

- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

texts, such as by using interactive scenes to 'play' with the characters, Story sacks or working walls.

- Talk about favourite stories poems and non-fiction and explain why they are favourites.
- Know key stories by heart and be able to talk about important events.
- Recite rhymes by heart as a regular routine.
- Build a repertoire of familiar rhymes and poems, know to both practitioner and pupils.
- Choose texts to develop word meanings and to extend vocabulary.
- Support children as they read to self-correct and reread for sense in 1:1, guided and shared reading.
- Use pictures and texts to be able to predict what is going to happen next in stories.
- Be able to read signs and key vocabulary displayed around the environment.
- Discuss the feelings of characters in stories.
- Look at layout of books and talk about titles and blurb.

Spelling

<ul style="list-style-type: none"> • adding s and es, either as plural nouns or third person singular of verbs • adding -ing, -ed and -er to verbs where the root word doesn't change • adding -er and -est to adjectives where the root word doesn't change • Words ending -y 	<p>Most English words add an e after the v</p> <p>Each syllable is like a beat in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.</p> <p>If the ending sounds like 's' or 'z', it is spelt as -s. If the ending sounds like 'iz' and forms an extra beat, it is spelt as -es.</p> <p>-ing and -er always add an extra syllable, -ed sometimes does</p> <p>If the adjective ends in two consonant letters (same or different), the ending is simply added on.</p> <p>ph is unusual in short everyday words <i>e.g. fat, fill, fun</i></p>	<p>pocket, rabbit, carrot, thunder, sunset</p> <p>cats, dogs, rocks, catches</p> <p>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
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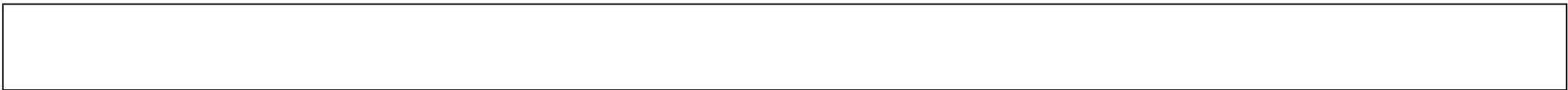
<ul style="list-style-type: none"> • Consonant spellings ph and wh • Using k for the k sound • Prefix un • Compound words • Common exception words (tricky words / red words) 	<p>un is added to the beginning of the word without any change to the root word.</p> <p>Two words joined together, spelt the same way as if on their own.</p> <p>Look at grapheme /phoneme correspondences which do/do not fit in with what has been taught so far.</p>	<p>grander, grandest, fresher, freshest, quicker, quickest</p> <p>very, happy, party, family</p> <p>dolphin, alphabet, phonics, elephant, when, where, which, wheel, while</p> <p>Kent, sketch, kit, frisky</p> <p>unhappy, undo, unfair</p> <p>football, playground, bedroom, blackberry</p>
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		the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our
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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- express answers and opinions verbally
- provide descriptions; express feelings; explain simple things; tell a simple narrative
- maintain attention for short periods of time; join in conversations; ask and answer questions
- use spoken language to explore ideas, to imagine, to guess or to predict
- grow in confidence to speak audibly and fluently; begin to use Standard English
- join in discussions, presentations and performances; engage in role play
- gain the interest of the listener
- begin to know that different people have different ideas; be able to listen to these and make a contribution
- begin to be aware that people use different kinds of speech in different circumstances.



Writing Composition	
Knowledge, skills and understanding	Supporting composition: routines and resources
<p>Write sentences by:</p> <ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• discuss what they have written• read aloud their writing clearly enough to be heard. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• leave spaces between words• join words and clauses with and• begin to punctuate sentences using a capital letter and a full stop• begin to punctuate sentences using a question mark or exclamation mark• use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'• learn the grammar for Year 1 in English Appendix 2• use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.	<ul style="list-style-type: none">• Use Talk for Writing approach when imitating known stories; innovate based on a known model or invent from pupil's own ideas.• As a regular routine during shared writing, orally model whole sentence before writing it down.• Continue to focus on spoken language, to develop effective speech through sentences; include oral retelling of a simple story or fairy tale.• At the beginning of year 1, not all pupils have the spelling and handwriting skills needed to write down everything they compose orally. Practitioners need to capture these pupils' spoken contributions.• Pupils should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting and re-reading to check for meaning. Practitioners should demonstrate skills and processes during shared and guided writing.• Join sentences with and; use other simple linking words; explain what 'connect' means.• Introduce the term punctuation; recognise sentence boundaries in spoken sentences.• Sequence a few sentences to write a simple story or recount of real events.• Use Scaffolding Emergent Writing as a regular routine for some pupils, for as long as is required (www.mcrel.org).• During shared writing, model and emphasise the capital letter and full stop, to

	<p>demarcate each sentence.</p> <ul style="list-style-type: none"> • Talk about describing words such as <i>pretty, new, blue, fierce</i>, in readiness for introduction of adjectives. • Find opportunities to make books; write letters; create posters; make up stories. • Find opportunities to practise Standard English forms, e.g. role-model formal language when pretending to be a king or a duchess. • Share pupils' special keepsakes in a box, to stimulate writing. • Write to an imaginary character (can use a soft toy) which responds to the class (writing with a purpose to an audience). • Write from real experience, describing real objects, people, places etc.
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Progression Guidance in English for Year 2

Grammatical Skills - Knowledge and skills: awareness, sentence construction and punctuation. Including the Letters and Sounds phonics programme.

- Develop speaking and listening e.g. through oral retelling of known stories, inserting simple **connectives**, perhaps using hand gestures;
- focus on correct construction of simple **sentences**, inserting a **capital letter** and **full stop** appropriately and sometimes independently;
- use a string of capital letters for effect, e.g. SUDDENLY
- continue to practise using **question mark** and **exclamation mark**;
- know that sentences have different forms: **statement, question or command**;
- in speech and writing, develop coordinating conjunctions: *and, or, but,* and subordinating conjunctions such as: *when, if, that, because*;
- read own work aloud, checking for sense;
- introduce names for the **word classes: nouns, adjective, verbs and adverbs**;
- use capital letters for **proper nouns** e.g. *Mrs Green, London; Emma*;
- draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. *a red van; plain flour (noun phrase)*;
- talk about adjectives which use the **suffixes** 'ful' and 'less' e.g. *playful, fearless*;
- form nouns using the **suffixes** 'ness' and 'er' e.g. *happiness, player*;
- use the suffixes 'er' and 'est' to show comparative and superlative adjectives, e.g. *taller tallest; older oldest; heavier heaviest*;

- consistently use **present** and **past tense** of **verbs** when speaking and writing *e.g. catch caught; go went; see saw*. Also use continuous forms of verbs to mark actions in progress *e.g. Sarah is skipping, Mum was shopping*;
 - talk about 'bossy verbs' for imperative commands, e.g. when writing instructions
 - use simple gender forms correctly *e.g. his her; she he; him her*;
 - introduce the **apostrophe** for a contracted form *e.g. don't, can't, haven't*; also to mark singular possession in nouns *e.g. the girl's name*
 - introduce correct use of the **comma** in a list;
- identify where direct speech occurs in a text, and notice '**speech marks**'. Begin to use speech marks in own writing;

Handwriting and Presentation

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

(This may refer to a handwriting programme such as Nelson, rather than fully cursive script. If your school uses the latter, the only unjoined letters would be capital letters. If your school handwriting policy requires that pupils begin to join letters at an earlier stage, follow your preferred policy. Consider how well your pupils are able to successfully master what you are expecting of them at each stage, so that the writing process does not become a barrier to enjoyment and success.)

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters
- **Non statutory:** Pupils should revise and practise correct letter formation frequently. **They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.** *(This implies that it is not appropriate to rush children to join letters until they have mastered these skills. Some schools, however, prefer to introduce cursive writing from the Reception class.)*

Reading – Comprehension

We use a book banded scheme for reading as well as the Oxford Reading Tree series.

Knowledge, skills and understanding

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

listening to, discussing and expressing 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

- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher

How comprehension can be supported by adults; routines and resources

- Investigate vocabulary in context e.g. find another word or phrase that means the same thing.
- Read a range of whole texts including classical and contemporary poetry, picture books, class texts, big books and narrative poems, including those that are at a level beyond that which children can read independently.
- Read fluently a range of common exception words, by using games such as Bingo, Pelmanism and through handwriting practice.
- Provide an enticing, well-stocked reading environment or area with rich and varied texts.
- Understand the text through careful questioning and 'book talk'.
- Find opportunities to discuss the books children are reading, asking for their opinions about characters and events.
- Set up reading buddies, pairing up for reading time.
- Enjoy class texts through other curriculum areas e.g. through making models, role play, painting or sculpture.
- Regularly enjoy shared reading opportunities in order to discuss, for example, how information texts are organised, leading to a writing activity for example: make an information leaflet.
- Develop a wide repertoire of poems to read aloud, and learn some by heart. Display or make a book of class favourites.
- When reading classical and contemporary poetry, identify recurring literary language such as rhyming words.

<ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • 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 • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • Investigating and enjoying the sounds of words and making collections. • Encourage use of morphology (such as affixes) to investigate meanings of new words. • Include drama activities where children are in role, imagining what it would feel like to be that character.
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Spelling		
Expected	Spelling pattern, rule or tip	Word suggestions
<p>Revision from Year 1.</p> <p>Phonic knowledge continues to underpin spelling, but morphology becomes important, as pupils begin to learn about root words and suffixes. Show the relationship between the meaning and spelling of words.</p> <p>Statutory:</p> <ul style="list-style-type: none"> • dge or ge phoneme at the ends of words 	<p>Revise previously taught GPCs, when introducing new ones. Many words will contain both.</p> <p>The letter j is never used for the 'dge' sound at the</p>	

<ul style="list-style-type: none"> • s phoneme, spelt 'c' (soft c) • n phoneme, spelt 'kn' and 'gn' • r phoneme, spelt 'wr' • l phoneme, spelt 'le' at the ends of words • l phoneme, spelt 'el' 	<p>ends of English words;</p> <p>dge is usually used after short vowels.</p> <p>We usually use a g before e,i and y.</p> <p>We always use j before a, o and u.</p> <p>The k and g at the beginning of these words was sounded hundreds of years ago.</p> <p>Also reflects old pronunciation</p> <p>-le is the most common spelling for this sound at the ends of words.</p> <p>Less common than -le. Used after m,n,r,s,v,w and often s.</p> <p>A few nouns and several adjectives.</p>	<p>badge, edge, bridge</p> <p>age, huge, change</p> <p>gem, giant, magic</p> <p>jacket, jar, jog, join, jump</p> <p>race, ice, cell, city, fancy</p> <p>knock, know, knee</p> <p>gnat, gnaw</p>
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<ul style="list-style-type: none"> • I phoneme, spelt 'al' • Words ending 'il' • -y (long 'i' phoneme) at the ends of words • adding -es to nouns and verbs ending in -y • adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. • adding -ing, -ed, -er -est and -y to words ending in -e, with a consonant before it. 	<p>The most common spelling for this sound at the ends of words.</p> <p>Change the y to an i before adding -es</p> <p>Change the y to an i before adding the suffix, except for</p> <p>-ing. The only ordinary words with 'ii' are skiing and taxiing.</p> <p>Drop the -e at the end of the root word before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel. The exception is being.</p> <p>Double the last consonant letter of the root word, to keep the vowel short.</p> <p>Exception: the letter x is never doubled: <i>mixing, boxer, sixes</i></p>	<p>write, wrong, wrap, wrote</p> <p>table, apple, bottle, little</p> <p>camel, tunnel, squirrel, travel, towel, tinsel</p> <p>metal, pedal, hospital, animal</p> <p>final, special, critical,</p> <p>nostril, pencil, fossil</p> <p>cry, fly, dry, try, reply, July</p>
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<ul style="list-style-type: none"> • adding -ing, -ed, -er, -est and -y to words of one syllable, ending in a single consonant letter after a single vowel letter. • the or phoneme, spelt a • the short u phoneme, spelt o • the phoneme made by the grapheme -ey • the phoneme (short o) spelt a, after the letters w and qu • the phoneme spelt or after w • the phoneme spelt ar after w • the rare phoneme spelt 's' in some words (see list) • suffixes -ment, -ness, -ful, -less and -ly 	<p>The plural of these words is formed by adding -s e.g. <i>donkeys, monkeys</i>.</p> <p>a is the most common spelling for the 'short o' sound, after w and qu</p> <p>If a suffix starts with a consonant, it is usually simply added on.</p> <p>Exceptions: 1) argument</p> <p>2) Root words ending in -y, if the root has more than one syllable e.g. merriment, happiness, plentiful, penniless, happily</p> <p>In contractions, the apostrophe shows the letter/s</p>	<p>flies, tries, babies, carries</p> <p>copied, copier, happier, happiest, cried, replied, ...but copying, crying</p> <p>skiing, taxiing,</p> <p>hiking, hiked, hiker, nicer, nicest, shiny</p> <p>patting, humming, dropped, sadder, fattest, runny</p>
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- Common exception words (tricky words)

treasure, television, usual

enjoyment, sadness, careful, playful, hopeless, plainness, badly

can't, didn't, hasn't, couldn't, it's, I'll

		<p>Megan's, Ravi's, the girl's, the child's, the man's</p> <p>station, fiction, motion, national, section</p> <p>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>door, floor, poor because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- express answers and opinions, beginning to be able to justify their response in a simple way; begin to understand different points of view
- provide appropriate descriptions; communicate feelings appropriately; provide a simple explanation; give a narrative for different purposes
- maintain attention for appropriate periods of time; participate actively in conversations; answer questions and initiate some of their own
- use spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions
- grow in confidence to speak audibly and fluently; begin to use Standard English
- join in discussions, presentations and performances; engage in meaningful role play, being able to improvise
- gain the interest of the listener, sometimes able to monitor the listener's response
- know that different people have different ideas; be able to listen to these and make a contribution
- be increasingly aware that people use different kinds of speech in different circumstances.

Writing Composition

Knowledge, skills and understanding

Supporting composition: routines and resources

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and imagined)
- writing about real events
- writing poetry
- writing for different purposes.

Consider what they are going to write about before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words
- encapsulating what they want to say, sentence by sentence.

Make simple additions and corrections to their own writing by:

- evaluating their writing with others
- re-reading to check sense
- re-reading to check tense of verbs
- proof-reading to check for errors of spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Pupils should be taught to:

develop their understanding of grammar and punctuation by:

- learning how to use familiar and new punctuation correctly, including **full stops, capital letters, exclamation marks, question marks, commas for lists**

- Reading and listening to whole books helps pupils to increase their vocabulary and grammatical knowledge.
- Listen for connectives during read-aloud stories; big books; e-stories.
- Draw out high quality vocabulary from shared texts.
- Read a range of whole texts including picture books, class texts, big books, narrative poems.
- Write from real life experience; describe real things.
- Provide an enticing, well-stocked reading environment or area.
- Explore use of working walls; writing journals or logs; access to dictionary and thesauruses; key vocabulary and word banks.

- Develop speaking and listening e.g. through oral retelling of known stories, inserting simple **connectives**, perhaps using hand gestures.
- Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check the meaning is clear.
- Drama and role-play can contribute to quality of writing by encouraging pupils to develop and order their ideas through playing roles and improvising scenes in various settings.
- Provide dressing up boxes; hats and props; make links to other curriculum subjects e.g. role-play connected to History topic.

- Model all processes such as how to re-read to check for meaning; how to re-read to check appropriate use of tense.
- Regularly proof read sentences during shared writing, to model how to edit and improve.

- Focus on correct construction of simple **sentences**, inserting a **capital letter** and **full stop** appropriately and sometimes independently.
- Use a string of capital letters for effect, e.g. SUDDENLY
- Introduce the **apostrophe** for a contracted form e.g. *don't, can't, haven't*; also to

and **apostrophes** for contracted forms and the possessive (singular).

Learn how to use:

- sentences with different forms: **statement, question, exclamation** and **command**
- expanded nouns phrases to describe and specify [e.g. the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- appropriate grammar for Year 2 in English Appendix 2
- Some features of written Standard English.

Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.

mark singular possession in nouns *e.g. the girl's name*.

- Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.
- Activity: write all the letters of the uncontracted word on squared paper (e.g. would not). Show how the contracted form (wouldn't) uses fewer squares. Practise with other words e.g. cannot – can't, did not – didn't.
- Use capital letters for **proper nouns** e.g. *Mrs Green, London; Emma*.
- Draw the link between describing words and adjectives; show that an adjective adds information about the noun *e.g. a red van; plain flour (noun phrase)*.
- Model use of CL and FS during shared writing; have high expectations of correct use.
- Play sentence games including: jumbled sentences; finish my sentence; beginnings and endings; rainbow sentences.
- Role-play commands. Play Simon Says. Point out the verb.
- Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.
- Consistently use **present** and **past tense** of **verbs** when speaking and writing *e.g. catch caught; go went; see saw*. Also use continuous forms of verbs to mark actions in progress *e.g. Sarah is skipping, Mum was shopping*.
- Play games and activities which reinforce tenses, e.g. I skip, I skipped, I will skip. I go, I went, I will go.
- Include games which practise continuous forms of verbs e.g. I am going, I was going, I will be going.
- Use simple gender forms correctly *e.g. his her; she he; him her*.
- Identify where direct speech occurs in a text, and notice speech marks. Begin to use speech marks in own writing.
- In speech and writing, develop coordinating conjunctions: *and, or, but*, and subordinating conjunctions such as: *when, if, that, because*. Teach explicitly correct subject/verb agreement e.g. we did, they were etc. Model correct usage.

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| | <ul style="list-style-type: none">• Try human sentences using pupils and large cards; drag and drop the conjunction into a whiteboard sentence.• Clearly label classroom display to show proper nouns in context.• Play games to describe things e.g. The Vicar's Cat is an... amiable cat, bossy cat, cute cat etc.• Have fun with Animal Alliterations e.g. an amazing ant, a beautiful butterfly.• Use drama and role-play to identify and practise use of formal and informal registers. Role play Standard English by speaking and acting as a 'duchess' or 'king'; adults model this process. |
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