Beighton Nursery Infant School-

Expectations of progress (overview)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Reading	Listen with increased attention to sounds Explore their voices and enjoy making sounds	To distinguish between different sounds the hear and make Make rhythmic and repetitive sounds	To count or clap syllables in a word	Hearing initial sounds	Blending sounds into words Oral blending	Begin to recognize a few familiar sounds i.e. from their name
	Writing	To use talk to explain what is happening and anticipate what might happen next Enjoy making marks in a variety of media i.e. sand, foam, gloop, mud	Continue to make marks using different media i.e. paint, felt tips, pencils, crayons	Begin to assign meaning to the marks they make To begin to show a preference for a dominant hand	To use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page	To use a comfortable grip with good control when holding pens & pencils (Pinchy Parrot) To show a preference for a dominant hand	To write some or all of their name To write 'm' for mummy
Reception	Reading	Read single-letter Set 1 Sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories	Read Red Storybooks Read Set 1 Special Friends	Read **Green** Storybooks Read 4 double consonants	Read **Green** Storybooks Read first 6 Set 2 sounds
	Sounds	16 sounds (first 16 Set 1 single-letter sounds)	25 sounds (all Set 1 single-letter sounds)	**25** sounds	**31** sounds (Set 1 Special Friends)	**35** sounds (4 double consonants)	**41** sounds (first 6 Set 2 sounds)
	Writing	Begin to form some recognizable letters using some initial sounds to add meaning i.e. m for mummy	Form set 1 single letter sound and use these in their mark making	Children will confidently write CVC words forming some letters correctly	Children will be beginning to write captions and simple sentences with many letters formed correctly	Children will write simple captions and sentences with many letters formed correctly	Children will write sentences forming most letters correctly and be beginning to use capital letters and full stops.
Year 1	Reading	Read **Purple** Storybooks Read Set 2 sounds	Read **Pink** Storybooks Read first 5 Set 3 sounds	Read **Orange** Storybooks Read 11 Set 3 sounds	Read **Yellow** Storybooks Read 17 Set 3 sounds	Read **Yellow** Storybooks Read 22 Set 3 sounds	Read **Blue** Storybooks Read all Set 3 sounds and additional graphemes.
	Sounds	47 sounds (all Set 1 and Set 2 sounds)	**52** sounds (first 5 Set 3 sounds)	58 sounds (11 Set 3 sounds)	**64** sounds (17 Set 3 sounds)	**69** sounds (22 Set 3 sounds)	**75** sounds (All Set 3 sounds plus the additional graphemes)
	Writing	To build and write simple sentences with consistent capital letters and full stops Most letters to be formed correctly	To punctuate sentences correctly, beginning to use and to join clauses together. Uses set 2 sounds to spell phonetically plausible words as well as spelling some common exception words correctly. Form most letters correctly	To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Uses set 2 sounds to spell phonetically plausible words, including longer words. Form all letters correctly including capital letters	To sequence sentences forming short narratives and punctuating these correctly. Uses set 3 sounds to spell words and spells many common exception words correctly. Form all letters including upper case correctly and begin to control letter size i.e. ascenders and descenders most of the time	To sequence sentences forming short narratives and punctuating these correctly. Uses set 3 sounds to spell words and spells many common exception words correctly.. Form all letters including upper case correctly and control letter size i.e. ascenders and descenders	To sequence sentences forming short narratives including using punctuation such as question marks and exclamation marks. Uses set 3 sounds to spell words including longer words and spells many common exception words correctly..
Year 2	Reading	Read **Blue** Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read **Grey** Storybooks with fluency and comprehension	Read **Gold** storybooks	Read Gold Storybooks with fluency and comprehension or read white storybooks	Read **White** storybooks with fluency and comprehension
	Writing	Begin to use different forms of sentences in their writing including, statements, questions, exclamations, commands Begin to use punctuation such as question marks, exclamation marks, cammas and apostrophes. To begin joining pairs- those pairs which go over stop reverse and join across the top	To use different forms of sentences in their writing including, statements, questions, exclamations, commands To accurately and consistently use punctuation such as question marks, exclamation marks, commas and apostrophes. To use present and past tense mostly correctly and consistently Continue joining pairs, those with a diagonal joining stroke going into tall letters and double across.	Begin to use co-ordination – or but and use some subordination (when/if/that/because) To continue to write with joining pairs with diagonal strokes	To consistently and accurately use co-ordinations 'or' and 'but' and use some subordination (when/if/that/because) To use joining pairs, which are joined from the proceeding letter at the top solid line before going down diagonally to the right.	To spell some words with contracted forms To add suffixes to spell some words correctly in their writing e.g. - ment, -ness, -ful, -less, -ly use some expanded noun phrases to describe and specify Joining pairs- break letters with no join	To write effectively and coherently for different purposes consistently using punctuation such as full stops, question marks, exclamation marks, cammas and apostrophes. They will use suffixes and prefixes correctly: -s or -es / -ing / -ed / -er / -est / -ment / -ness / -ful / -less / -ly / un-. They will be able to spell most common exception words correctly and use some use some co-ordination: or / and / but and some subordination: when / if / that / because

For a more detailed progression, please see individual documents (i.e. C&L, reading, writing, Spelling and Grammar)