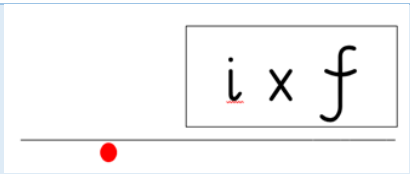
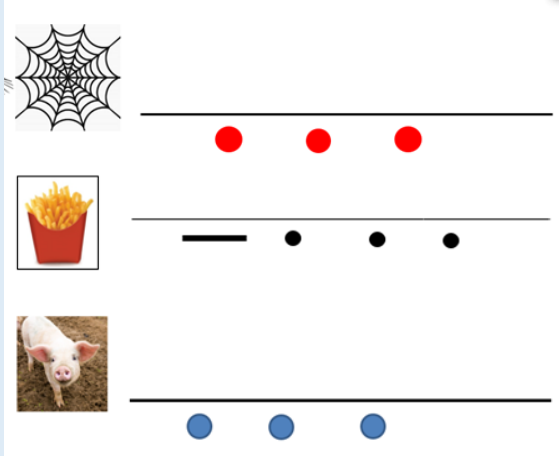
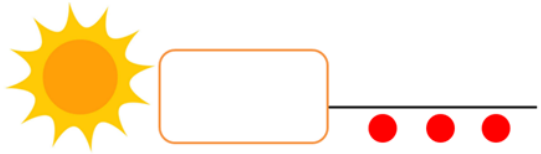
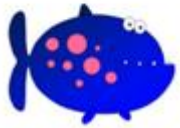
Early Years English Knowledge Progression

EYFS			
Step	**Knowledge**	**Exemplification**	**Assessment**
1	Pupils write their name	Use of dotted lines Nelson font orientation guidance Large print names, getting smaller.	
2	Identify and describe what a noun is. (Oral)	Pupils can identify an object, person and place. Pupils use the term 'noun'	Pupils can sort images into groups of nouns
3	Hear and distinguish the sounds in a cvc word	Refer to Q1E phonics programme of study. Phase 1 Phonics Phase 2 Phonics Pupils respond when the adult models segmenting sounds into individual phonemes. "Put your coat on the p-e-g" "P-i-ck i-t u-p."	Pupils can hear and understand sound talk by adult
4	Identify and write the initial phoneme in a cvc word.	Refer to Q1E phonics programme of study. - Segment words into phonemes - Listen for initial sounds in words - Represent these initial sounds with the correct letter - Letter formation	
5	Identify and write the final phoneme in a cvc word	Refer to Q1E phonics programme of study. - Listen for initial and end sounds in words	See phonics progression document

		- Count the sounds in words using chin sounds. - Use correct pronunciation of each sound - Form letters correctly	
6	Identify and write the all sounds in a cvc word.	Refer to Q1E phonics programme of study. *Listening for all sounds in words* - Count the sounds in words using chin sounds. - Use correct pronunciation of each sound - Form letters correctly	
7	Begin writing on the left side of the page.	Modelling on board Check all pupils do this on boards	Can they cross the midline?
8	Use a finger space between 2 decodable words.	Modelling on board. Model how to use your finger to separate words with an appropriate gap. Finger next to the final letter of the previous word. big cat	Pupils use their fingers to measure the space for writing the next word. Support: Lolly stick
9	Use 'the' to write a simple label with a decodable word as the subject.e.g. the cat	Refer to Q1E phonics programme of study. Model how to write the tricky word the - Children to write the word the in the box (no capital as it is not a sentence). - Children to complete all sounds/letters of the following decodable word. - Clap the number of words in the caption. (Oral rehearsal)	

		- Writing the caption on the line, starting from the left side. - Use a finger space between the words. - Checking the number of words in the caption. Read it back	
10	Use a capital letter for the personal pronoun 'I'.	During teacher modelling - say and write sentences beginning with 'I'. Model that this is a capital at all times. Model I in other positions in a sentence when reading and writing. (Guided and whole class)	Pupils begin to recognise I is always capitalised. Locate it in a text they are reading.
12	Write a simple caption with 3 words, including finger spaces.	Refer to Q1E phonics programme of study. Model the process of writing a caption (no capital letter). - Clap the number of words in the caption. (Oral rehearsal) - Write the caption on the line, starting from the left side - Listen for sounds in words. - Use a finger space between the words. - Check the number of words in the caption - Read it back.	
12	Identify and describe what a verb is. (Oral)	Develop a range of actions physically copying an adult. Sort images verbs not verbs Match cvc words and verb pictures. run, jump, kick hat, frog, ship	Pupils can sort verbs / non verbs (pictures/words) Pupils can identify a verb orally.

13	Identify the subject in a decodable sentence. Link to 1.reading 2. dictation	The subject of the sentence is who/what E.g Sam kicked the ball. The subject tells the reader who or what performs the action in a sentence. Pronouns can also function as simple subjects. Provide phonetically decodable sentences to read and identify the subject. *The cat is black.* *He can jump.*	Pupils can find the subject in a written decodable sentence.
14	Understand a sentence has a subject and a verb.	A sentence is made up of **subject (noun)** and **what doing (verb).** *The man can **run.*** *She can **skip**.* *He is **jumping**.* (Do not discuss auxiliary verbs in a sentence)	Pupils can identify the subject and the verb in a decodable sentence. (See exemplification).
15	Use a sentence bubble/using fingers for spaces to orally rehearse a sentence. Clap for a full stop, every time. (Oral)	A sentence is made up of **subject (noun)** and **what doing (verb).** A sentence starts with a capital letter and ends with a full stop. We use a sentence bubble to form a sentence (hands open, then close slowly and clap to show where the full stop goes).	Pupils can create their own sentences using images of nouns and verbs as a prompt for subject and verb.

		Follow writing rubric for sentences	
16	Identify capital letters	Every sentence starts with one of the following capital letters: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Capital letters are larger in size than their lower case counterparts. Capital letters never descend below the writing line. Locate in texts read to the class and pupils names. Use of handwriting formation and correct pencil grip at all times.	Pupils can match lower case and capital letters using magnetic letters, printed pictures or in written form.
17	Write capital letters	Alongside phonics/handwriting programme Pupils hold pencil correctly, adjust paper orientation and form letters with the correct starting point and orientation, on the line. Rewrite the sentence below with the missing capital letter. the hat is pink The hat is pink	Pupils can write individual letters and their name with capital letters.
18	Identify and describe that capital letters begin a sentence every time.	Model writing sentences with correct capitalisation. Model forgetting and pupils correct. The dog is big. The bag is red. The dog is beg. the bag is red.	Pupils identify capital letters in a decodable sentence they are reading.
19	Identify and describe that full stops demarcate the end of sentence every time.	Model using full stops to end each sentence. Locate full stops in text read to the class e.g. with the visualiser When reading, model taking a breath. Show examples of full stops in different positions on a line. The cat is big.	Pupils know when to clap for their sentence bubble. Pupils can read decodable sentences and locate the full stop. Pupils can say why a full stop is used.

		The cat is big. The cat is big. It is black.	
20	Write a decodable sentence with correct finger spaces and full stops.	Model writing sentences with rubric process for support. Pupils write sentences that are dictated to them. Pupils write sentences of their own composition.	The fish can swim.
21	Write one sentence per picture.	Orally rehearse a sentence to match a picture. Complete process referring to the skills above. Ensure all skills above are applied.