



## English curriculum overview and progression of skills

### Curriculum overview and skills progress

<u>Year Group</u>		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<b>Area of study</b>	<b>Fiction</b> – Ahh Spider Hooray for fish Nick Butterworth stories Three Billy Goats Gruff  <b>Non-fiction</b> – books linked to animals.  <b>Poetry</b> – nursery rhymes	<b>Fiction</b> – Christmas stories  <b>Non-fiction</b> – books linked to celebrations.	<b>Fiction</b> – Handa's surprise Handa's hen Clever Sticks The Magic Paintbrush Owl babies  <b>Non-fiction</b> – books linked to where in the world.	<b>Fiction</b> – Three little Pigs Mr Wolf's pancakes <b>Non-fiction</b> – books linked to people who help us.	<b>Fiction</b> – Jack and the beanstalk Jasper's beanstalk The Old woman and the red pumpkin Hungry Caterpillar  <b>Non-fiction</b> – books linked to growing.	Children's Choice
	<b><u>Key questions</u></b>	What did you want your writing to say?		Can you read back your writing? Let's do it together.		Can you read back your writing? I'll listen.	



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	<b><u>National curriculum statements</u></b>	<p>Statutory framework for EYFS: writing.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>					
	<b><u>Key skills</u></b>	<p>Mark making : use written language! Be able to recognise name and copy it.</p> <p>Attempt writing with support for different purposes.</p> <ul style="list-style-type: none"> <li>• labels &amp; lists.</li> <li>• Incorporate into play and everyday classroom life.</li> </ul> <p>Use talk to sequence ideas and events.</p> <p>Retell stories.</p> <p>Develop phonics skills: auditory discrimination of phonemes leading to cvc blending and segmenting. (Letters and sounds phase 1 and 2).</p> <p>Know some letters are called capital letters and my name has one.</p> <p>Start to write letters using the correct sequence of movements.</p>	<p>Be able to form and write a simple sentence.</p> <p>Be able to write their own name.</p> <p>Attempt writing for different purposes:</p> <ul style="list-style-type: none"> <li>• role play linked to topic– prescriptions, police notes, builder’s sketches, etc.</li> <li>• captions</li> </ul> <p>Develop phonics skills: leading to digraphs and trigraphs (Letters and sounds phase 3).</p> <p>With support, know I start my writing with a capital letter and end with a full stop.</p> <p>Practise letter formation of lower case and capital letters.</p>	<p>Narrative writing. Retell stories in correct sequence....with adults.</p> <p>Begin to wite own simple stories.</p> <p>Think about and discuss what they intend to write before starting.</p> <p>Develop phonics skills: Consolidate phase 3 leading to work on adjacent consonants. (Letters and sounds phase 4) .</p> <p>Be able to spell some of reception tricky words.</p> <p>Be able to write some of foundation stage tricky words from memory.</p> <p>Writing sentences using a capital letter, spaces between words and a full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>			



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		Be able to hold a pencil.			I can check there is a capital letter at the start and a full stop at the end of my writing.		
<b>Year 1</b>	<b>Area of study</b>	<b>Fiction</b> – Snail and the Whale <ul style="list-style-type: none"> <li>- Setting description</li> <li>- Journey story</li> </ul> Also include Meercat Mail. <b>Non-fiction</b> – Linked to Owls and Rabbits. Postcards- linked to Journeys.	<b>Fiction</b> – Red Riding Hood <ul style="list-style-type: none"> <li>- Characters</li> <li>- Traditional stories</li> </ul> <b>Non-fiction</b> – Instructions linked to Christmas. How to make a paper snowflake. <b>Poetry</b> – Linked to the senses.	<b>Non-fiction</b> – Selection of information books on Space. - using language and features of non-fiction texts eg Lists, captions, labels. - Recount based on the life of Neil Armstrong.	<b>Fiction</b> – Bob man on the moon. <b>Poetry</b> – poems with repeating patterns.	<b>Non-fiction</b> – Fish Non-chronological writing <b>Poetry</b> – Poems on a theme. The sea.	<b>Fiction</b> – Billy's bucket <ul style="list-style-type: none"> <li>- A story in a familiar setting</li> </ul>



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	<b><u>Key questions</u></b>	<p>Can you tell me a sentence? <i>The cat..... , and another, and another.</i></p> <p>What needs to go at the start and end of your sentence?</p> <p>What sounds can you hear?</p> <p>What is the same about all these words?</p> <p>What sort of writing will you choose to do?</p> <p>What is the first thing I need to start making up a story?</p> <p>What could I do to remember where they go next?</p> <p>Can you tell me about the place so your words make a picture in my mind?</p> <p>Should something bad happen to Mr Wolf?</p> <p>Which do you think is the best ending?</p>	<p>Full stop or exclamation mark? - How do you want your sentence to sound?</p> <p>Listen while I read.</p> <p>How can I make this sentence more interesting?</p> <p>What sort of a sentence will we need?</p> <p>Which spelling looks right?</p> <p>Can you use a word you've never used before?</p> <p>What would you like to know about space that you don't know already?</p> <p>Your x knows nothing about this. What could you tell them?</p>	<p>Have you added all the punctuation you know how to use? How will you know?</p> <p>Have you checked all the words you know how to spell are spelt correctly?</p> <p>These facts are in a muddle. How can we sort them out?</p> <p>Has anyone used a WOW word?</p> <p>What can we do to make sure we remember our ideas or information?</p>
	<b><u>National curriculum statements</u></b>	<p><a href="#">English appendix 2: vocabulary,punctuation and grammar</a></p> <p><a href="#">English appendix 1: spelling</a></p> <p><a href="#">English programmes of study.</a> See pages 12 to 15.</p>		
	<b><u>Key skills</u></b>	<p>Be able to start themselves writing independently.</p> <p>Write simple sentences that can be read by themselves and others.</p>	<p>Be more aware of simple text type features.</p> <p>Be able to retell a story and write it substituting some of their own ideas.</p>	<p>Use familiar plots for structuring the opening, middle and end of their stories.</p>



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		<p>Can sequence sentences to form short narratives.</p> <p>Sequence ideas/events in order.</p> <p>Use familiar plots for structuring the end of a story.</p> <p>Can punctuate a single sentence using a capital letter and a full stop.</p> <p>Know capitals are used for names of people, places days of week and the pronoun I because they are names.</p> <p>Separate words with finger spaces.</p> <p>Orally compose every sentence before writing.</p> <p>Be able to represent a story plot using eg pictures, arrows.</p> <p>With support, re-read every sentence to check it makes sense.</p> <p>Begin to be aware that all words in a sentence have a job- doing words, describing words, name of a person, place or thing.</p> <p>Use phonic knowledge to spell unknown words.</p> <p>Be able to spell tricky words from memory.</p> <p>Can form and orientate lower case letters correctly using the correct letter family and know which letter family they belong to.</p>	<p>Can add more full stops and capital letters to punctuate sentences in a short piece of writing.</p> <p>Identify question marks and exclamation marks.</p> <p>Write sentences requiring the use of an exclamation mark or question mark.</p> <p>Re-read every sentence to check it makes sense with prompting.</p> <p>Know that some words can be changed by adding another word at the end . See link to appendix 2.</p> <p>As phonic awareness grows, be aware that the wrong grapheme has been chosen because the word does not look right!</p> <p>Can form and orientate lower case letters with clear ascenders and descenders.</p>	<p>Can independently use capitals for names of people, places days of week and the pronoun I.</p> <p>Identify and use question marks and exclamation marks in a longer piece of their own writing.</p> <p>Discuss what they have written with a teacher or other children.</p> <p>Know that some words can be changed by adding another word at the beginning. See link to appendix 2.</p> <p>Be able to spell all the year 1 tricky words from memory.</p> <p>Apply taught spelling rules. See appendix 1</p> <p>Beginning to write letters with regular size in comparison to each other.</p>
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Year 2	<b>Area of study</b>	<b>Fiction</b> - Journey by Aaron Becker <ul style="list-style-type: none"> <li>- Non-chronological report</li> <li>- Adventure story</li> </ul> <b>Poetry</b> – Linked to Journey	<b>Non-fiction</b> Captain Robert Falcon Scott  Instruction text  <b>Narrative</b> – What really happened to Amelia Earhart?  Explorers WOW day recount	<b>Fiction</b> – The Princess and the White Bear King by Tanya Batt  Descriptive language Formal Letter Narrative Instructions Poetry	<b>Non-Fiction</b> – Castles  <b>Poetry</b> – Dragon poetry  Castle WOW day recount School trip recount	<b>Fiction</b> – Anthony Browne author study <ul style="list-style-type: none"> <li>- Diary entry</li> <li>- Descriptive language</li> <li>- Poetry</li> <li>- Letter</li> </ul>	<b>Fiction</b> – The Magic Finger by Roald Dahl  <b>Non – fiction</b> using this core text.  Persuasive letter Recount Poetry
	<b><u>Key questions</u></b>	<ul style="list-style-type: none"> <li>- How do you start a sentence?</li> <li>- What do you end a sentence with?</li> <li>- What can we use to make our writing more exciting?</li> <li>- Why do we use paragraphs?</li> <li>- Where do we use commas when using a list?</li> <li>- True or false? Our first piece of work is always our best week.</li> </ul>	<ul style="list-style-type: none"> <li>- What are the key features of a chronological report?</li> <li>- What is the purpose of a rhetorical question?</li> <li>- Why do we use subheadings?</li> <li>- True or false? We can write about lots of different themes in one paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- How do you think the character feels?</li> <li>- What do you think the character is like?</li> <li>- Why do we use adjectives in our writing?</li> <li>- What is the purpose of an adverb?</li> <li>- What are the key</li> </ul>	<ul style="list-style-type: none"> <li>- What are the key features of a non-chronological report?</li> <li>- What is the purpose of a conjunction?</li> <li>- What is the purpose of a connective?</li> <li>- What does onomatopoeia mean?</li> <li>- What does alliteration mean?</li> </ul>	<ul style="list-style-type: none"> <li>- How do you think the character feels?</li> <li>- What do you think the character is like?</li> <li>- What are the key features of a letter?</li> <li>- What is the difference between a conjunction and connective?</li> </ul>	<ul style="list-style-type: none"> <li>- How do you think the character feels?</li> <li>- What do you think the character is like?</li> <li>- Why should we use descriptive language in our writing?</li> </ul>



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		<ul style="list-style-type: none"><li>- True or false? We use paragraphs in poems too.</li></ul>	<ul style="list-style-type: none"><li>- True or false? We should start all of our sentences in the same way.</li><li>- What are the key features of an instruction text?</li></ul>	<ul style="list-style-type: none"><li>- features of a letter? What are our five senses?</li></ul>	<ul style="list-style-type: none"><li>- True or false? All poems should rhyme.</li></ul>	<ul style="list-style-type: none"><li>- What are the key features of a setting description?</li></ul>	<ul style="list-style-type: none"><li>- What are the key features of a persuasive letter?</li><li>- How can VSPACE openers help in our writing?</li></ul>
<b><u>National curriculum statements</u></b>	See <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a> for National Curriculum Programme of Study						
<b><u>Key skills</u></b>	Plan what to write about in different ways eg use story maps, and other planning tools.  Write poems with onomatopoeia, repetition, patterns	Writing for different purposes: Identify and use the features of a chronological report based on a real event eg using subheadings to group information, using time connectives.  Identify and use the features of an	Writing for different purposes: Identify and use the features of a letter.  For narrative: Be able to describe. Use the senses to develop and extend use of adjectives .  Proof reading to check for mistakes in	Writing for different purposes: Identify and use the features of a non-chronological report eg using conjunctions.  Write poems with alliteration rhyming.	For narrative: Use story settings from reading. Using descriptive language to describe settings.  Write poems with similes, repeating phrases Use different types of poem as a model for	Writing for different purposes: Identify and use the features of persuasive writing. Eg Collecting reasons for and against an argument prior to writing. Be able to select an adjective thinking about its purpose.	



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		<p>focussing on different word classes.</p> <p>Develop editing skills: with support begin to make simple changes to writing to improve it.</p> <p>Proof reading to check for mistakes in spelling and punctuation.</p> <p>With support begin to group ideas-using paragraphs</p> <p>Be able to use commas in a list</p> <p>Reinforce the use of exclamation marks.</p>	<p>instruction text. Eg using the imperative.</p> <p>Know ways to make writing more interesting.</p> <ul style="list-style-type: none"> <li>- drawing in reader with rhetorical questions in introductory paragraphs.</li> <li>- VSPACE openers.</li> <li>- Use different types of sentence.</li> </ul> <p>Be able to use capital letters consistently for proper nouns</p> <p>Make use of expanded noun phrases to describe and specify</p> <p>Begin to know and follow the the year 2 spelling rules. See link to appendix 1.</p> <p>Use strokes to join letters and know which</p>	<p>spelling punctuation and grammar.</p> <p>Develop editing skills: begin to make simple changes to writing to improve it.</p> <p>Know how to add suffixes and prefixes to make new words. As listed in appendix 2.</p> <p>Make use of adverbs in writing.</p> <p>Cursive handwriting is used.</p>	<p>Be able to punctuate most sentences correctly independently in a piece of writing.</p> <p>Be able to write using a mixture of subordinating and coordinating conjunctions.</p>	<p>own writing.: haiku, acrostic.</p> <p>Be able to draw from and apply growing knowledge of words and spelling structure, suffixes and root words.</p> <p>Know and use the year 2 tricky words.</p>	<p>Use when working on the focus text to discuss characters and settings.</p> <p>Be able to use a range of strategies to link ideas and events</p>
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		<p>Consolidate use of adjectives.</p> <p>Be able to use year 1 phonics and spelling rules.</p> <p>See Appendix 1</p> <p>Practice formation of letters adding entry strokes.</p> <p>Form correct size in relation to one another</p> <p>Begin to use space that reflect the size of the letters.</p>	<p>letters to leave unjoined.</p>				
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