



## English curriculum overview and progression of skills

### Curriculum overview and skills progress

<u>Year Group</u>		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Reception</b>	<b>Area of study</b>	<b>Fiction</b> – Aah 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.	



## English curriculum overview and progression of skills

	<p><b><u>National curriculum statements</u></b></p>	<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>					
	<p><b><u>Key skills</u></b></p>	<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 write 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>			



## English curriculum overview and progression of skills

		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>	<p><b>Fiction</b> – Snail and the Whale</p> <ul style="list-style-type: none"> <li>- Setting description</li> <li>- Journey story</li> </ul> <p>Also include Meercat Mail.</p> <p><b>Non-fiction</b> – Linked to Owls and Rabbits.</p> <p>Postcards- linked to Journeys.</p>	<p><b>Fiction</b> – Red Riding Hood</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Traditional stories</li> </ul> <p><b>Non-fiction</b> – Instructions linked to Christmas. How to make a paper snowflake.</p> <p><b>Poetry</b> – Linked to the senses.</p>	<p><b>Non-fiction</b> – Selection of information books on Space.</p> <p>-using language and features of non-fiction texts eg Lists, captions, labels.</p> <p>-Recount based on the life of Neil Armstrong.</p>	<p><b>Fiction</b> – Bob man on the moon.</p> <p><b>Poetry</b> – poems with repeating patterns.</p>	<p><b>Non-fiction</b> – Fish Non-chronological writing</p> <p><b>Poetry</b> – Poems on a theme. The sea.</p>	<p><b>Fiction</b> – Billy’s bucket</p> <ul style="list-style-type: none"> <li>- A story in a familiar setting</li> </ul>



## English curriculum overview and progression of skills

	<p><b><u>Key questions</u></b></p>	<p>Can you tell me a sentence? <i>The cat..... , and another, and another.</i>          What needs to go at the start and end of your sentence?          What sounds can you hear?          What is the same about all these words?          What sort of writing will you choose to do?          What is the first thing I need to start making up a story?          What could I do to remember where they go next?          Can you tell me about the place so your words make a picture in my mind?          Should something bad happen to Mr Wolf?          Which do you think is the best ending?</p>	<p>Full stop or exclamation mark? - How do you want your sentence to sound?          Listen while I read.          How can I make this sentence more interesting?          What sort of a sentence will we need?          Which spelling looks right?          Can you use a word you've never used before?          What would you like to know about space that you don't know already?          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?          Have you checked all the words you know how to spell are spelt correctly?          These facts are in a muddle. How can we sort them out?          Has anyone used a WOW word?          What can we do to make sure we remember our ideas or information?</p>
	<p><b><u>National curriculum statements</u></b></p>	<p><a href="#">English appendix 2: vocabulary,punctuation and grammar</a>  <a href="#">English appendix 1: spelling</a>  <a href="#">English programmes of study.</a> See pages 12 to 15.</p>		
	<p><b><u>Key skills</u></b></p>	<p>Be able to start themselves writing independently.          Write simple sentences that can be read by themselves and others.</p>	<p>Be more aware of simple text type features.          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>



## English curriculum overview and progression of skills

	<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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## English curriculum overview and progression of skills

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>



## English curriculum overview and progression of skills

		<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?</li> <li>- 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>
<p><b><u>National curriculum statements</u></b></p>	<p>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</p>						
<p><b><u>Key skills</u></b></p>	<p>Plan what to write about in different ways eg use story maps, and other planning tools.</p> <p>Write poems with onomatopoeia, repetition, patterns</p>	<p>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.</p> <p>Identify and use the features of an</p>	<p>Writing for different purposes: Identify and use the features of a letter.</p> <p>For narrative: Be able to describe. Use the senses to develop and extend use of adjectives .</p> <p>Proof reading to check for mistakes in</p>	<p>Writing for different purposes: Identify and use the features of a non-chronological report eg using conjunctions.</p> <p>Write poems with alliteration rhyming.</p>	<p>For narrative: Use story settings from reading. Using descriptive language to describe settings.</p> <p>Write poems with similes, repeating phrases Use different types of poem as a model for</p>	<p>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.</p>	



## English curriculum overview and progression of skills

		<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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## English curriculum overview and progression of skills

		<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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