



English Writing Overview and Skills Progress

<u>Year Group</u>		Term 1 Marvellous Me Autumn and Harvest	Term 2 Celebrations	Term 3 Where in the World	Term 4 People Who Help Us Superheroes	Term 5 Ready, Steady, Grow	Term 6 Children's Choice
Reception	Area of study	<u>Fiction</u> - Augustus and his Smile by Catherine Rayner - The Great Big Book of Families by Mary Hoffman - You Choose by Nick Sharratt - Pumpkin Soup <u>Traditional Tales</u> - The Gigantic Turnip - Little Red Hen	<u>Fiction</u> - So Much by Trish Cooke - The Scarecrow's Wedding by Julia Donaldson - Kipper's Birthday by Mick Inkpen - Stickman by Julia Donaldson <u>Non-fiction</u> - Books about Celebrations including Diwali	<u>Fiction</u> - Handa's Stories by Eileen Browne - The Emperor's Egg by Martin Jenkins - The Everywhere Bear by Julia Donaldson - Cleversticks by Bernard Ashley <u>Non-fiction</u> - Books linked to where in the world.	<u>Fiction</u> - Supertato by Sue Hendra - Superworm by Julia Donaldson - Super Daisy by Kes Gray and Nick Sharratt - Elliot, Midnight superhero by Anne Cottringen - Mog and the vet by Judith Kerr - Cops and Robbers by Janet and Allen Ahlberg <u>Non-fiction</u> - Books linked to people who help us	<u>Fiction</u> - The Bog Baby by Jeanne Willis - The Very Hungry Caterpillar by Eric Carle - The Extraordinary Gardener by Sam Boughton - The Teeny Weeny Tadpole by Sheridan Cain - Tad by Benji Davies <u>Traditional Tales</u> - Jack and the Beanstalk <u>Non-fiction</u> - Books linked to growing	Children's Choice
	Early Learning Goals statements	<u>Listening, Attention and Understanding ELG</u> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking ELG</u> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Fine Motor Skills ELG</u> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <u>Literacy Comprehension ELG</u> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					



	<div> <div> <p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. </div> <div> <p><u>Writing ELG</u></p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others. </div> </div>						
	<p>Key skills</p>	<ul style="list-style-type: none"> - Give meaning to marks they make: chalks, flour, shaving foam, sand, water, pens, etc. - Understand writing communicates meaning and their thoughts can be written down. - Write individual letters - Copy letters from their name from a name card or try from memory. - Write individual letters. 	<ul style="list-style-type: none"> - Copy adult writing behaviour: writing on a whiteboard, writing messages. - Makes mark and drawings with increasing control. - Know there is a sound/symbol relationship. - Writes letter which are mostly recognisable. - Orally spell VC and CVC words by identifying the sounds. - Write simple VC and CVC words - Form letters from their name correctly. 	<ul style="list-style-type: none"> - Spell and write VC and CVC words using phase 2 and 3 graphemes. - Know a group of letters make up a word and a group of words make up a sentence. - Begin to write simple captions - Orally compose a sentence before attempting to write it. 	<ul style="list-style-type: none"> - Orally compose a sentence before attempting to write it. - Use simple conjunctions. - Spell to write VC, CVC and CVCC words independently using Phase 2 & 3 graphemes. - Spell common exception words independently. - Form recognisable letters. - Know how to form clear ascenders and descenders. 	<ul style="list-style-type: none"> - Understand sentences start with a capital letter, and ends with a full stop. - Write a simple sentence with a full stop. - Make phonetically plausible attempts when writing more complex, unknown words. - Form most lower-case letters correctly, starting and finishing in the correct place, going the right way round and correctly orientated. - Include spaces between words 	<ul style="list-style-type: none"> - Write simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. - Write different text forms for different purposes (e.g. lists, stories, instructions). - Make phonetically plausible attempts when writing more complex unknown words, e.g. using Phase 4 CCVCC. - Write clearly recognisable letters and form some capital letters correctly.



Curriculum overview and progression of skills

Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Journeys	Journeys	Space	Space	The Seaside	The Seaside
Year 1	Area of study	<p><u>Fiction</u></p> <p>The Snail and the Whale by Julia Donaldson</p> <ul style="list-style-type: none">- Setting description- Journey story <p><u>Non-fiction</u></p> <p>Linked to Owls and Rabbits</p> <p>Postcards linked to journeys.</p>	<p><u>Fiction</u></p> <p>Little Red Riding Hood</p> <ul style="list-style-type: none">- Characters <p>Traditional stories</p> <p><u>Non-fiction</u></p> <p>Instructions links to Christmas:</p> <ul style="list-style-type: none">- How to make a paper snowflakes. <p><u>Poetry</u></p> <p>Link to the senses.</p>	<p><u>Non-fiction</u></p> <p>Space</p> <ul style="list-style-type: none">- Selection of books linked to Space.- Recount based on the life of Neil Armstrong.- Using language and features of non-fiction texts e.g. lists, captions, labels	<p><u>Fiction</u></p> <p>Bob Man on the Moon by Simon Bartram</p> <p><u>Poetry</u></p> <p>Poems with repeating patterns.</p>	<p><u>Fiction</u></p> <p>Mr Seahorse by Eric Carle</p> <p><u>Non-Fiction</u></p> <p>Fish</p> <ul style="list-style-type: none">- Non-chronological report <p><u>Poetry</u></p> <p>Poems on a theme</p> <ul style="list-style-type: none">- The sea	<p><u>Fiction</u></p> <p>Billy’s Bucket</p> <ul style="list-style-type: none">- A story with a familiar setting
	Key Questions	<p>Can you tell me a sentence?</p> <p><i>The cat... , and another and another</i></p> <p>What needs to go at the start and end of your sentences?</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 think 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 so 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 already know?</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?</p> <p>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>
	National Curriculum Statements	<p>English appendix 2: vocabulary, punctuation and grammar</p> <p>English appendix 1: spelling</p> <p>English programmes of study. See pages 12 to 15.</p>					



Curriculum overview and progression of skills

	<p><u>Key skills</u></p>	<p><u>Composition</u></p> <ul style="list-style-type: none">- To start themselves writing independently.- Write simple sentences that can be read by themselves and others.- Sequence sentences to form short narratives.- Sequence ideas/events in order.- Use familiar plots for structuring the end of a story.- Orally compose every sentence before writing.- Be able to represent a story plot using e.g. pictures, arrows.- With support, re-read every sentence to check it makes sense. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">- Can punctuate a single sentence using a capital letter and a full stop.- Know capitals are used for names of people, places days of week and the pronoun I because they are names.- Separate words with finger spaces.- 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><u>Transcription</u></p> <ul style="list-style-type: none">- Use phonic knowledge to spell unknown words.- Be able to spell tricky words from memory. <p><u>Handwriting</u></p> <ul style="list-style-type: none">- Can form and orientate lower case letters correctly using the correct letter family and know which letter family they belong to.	<p><u>Composition</u></p> <ul style="list-style-type: none">- Re-read every sentence to check it makes sense with prompting. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">- Can add more full stops and capital letters to punctuate sentences in a short piece of writing.- Identify question marks and exclamation marks.- Write sentences requiring the use of an exclamation mark or question mark. <p><u>Transcription</u></p> <ul style="list-style-type: none">- Know that some words can be changed by adding another word at the end. See link to appendix 2.- As phonic awareness grows, be aware that the wrong grapheme has been chosen because the word does not look right! <p><u>Comprehension</u></p> <ul style="list-style-type: none">- Be more aware of simple text type features.- Be able to retell a story and write it substituting some of their own ideas. <p><u>Handwriting</u></p> <ul style="list-style-type: none">- Can form and orientate lower case letters with clear ascenders and descenders.	<p><u>Composition</u></p> <ul style="list-style-type: none">- Use familiar plots for structuring the opening, middle and end of their stories.- Discuss what they have written with a teacher or other children. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">- Can independently use capitals for names of people, places days of week and the pronoun I.- Identify and use question marks and exclamation marks in a longer piece of their own writing. <p><u>Transcription</u></p> <ul style="list-style-type: none">- Know that some words can be changed by adding another word at the beginning. See link to appendix 2.- Be able to spell all the year 1 tricky words from memory. Apply taught spelling rules. See appendix 1 <p><u>Handwriting</u></p> <ul style="list-style-type: none">- Beginning to write letters with regular size in comparison to each other.
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Curriculum overview and progression of skills

<u>Year Group</u>		Term 1 Explorers	Term 2 Explorers	Term 3 Castles	Term 4 Castles	Term 5 Let your Imagination Soar	Term 6 Let your Imagination Soar
Year 2	Area of study	<u>Fiction</u> Journey by Aaron Becker <ul style="list-style-type: none"> - Setting description - Adventure story <u>Poetry</u> Linked to Journey by Aaron Becker.	<u>Non-fiction</u> Captain Robert Falcon Scott <ul style="list-style-type: none"> - Chronological report / biography. Diary entry: <ul style="list-style-type: none"> - The day I received my pilot licence (Bessy Coleman) Ext if time – Narrative: <ul style="list-style-type: none"> - What really happened to Amelia Earhart? 	<u>Fiction</u> The Princess and the White Bear King by Tanya Batt: <ul style="list-style-type: none"> - Descriptive language - Formal letter - Narrative - Instructions 	<u>Non-Fiction</u> Castles: <ul style="list-style-type: none"> - Conjunctions and connectives - Information text <u>Poetry</u> Dragon poetry	<u>Fiction</u> Anthony Browne author study including Gorilla, The Tunnel and Silly Billy: <ul style="list-style-type: none"> - Predictions - Diary entry - Descriptive language - Conjunctions and connectives - Setting description - Script 	<u>Fiction</u> The Magic Finger by Roald Dahl: <ul style="list-style-type: none"> - Persuasive letter - Recount - Poetry
	<u>Key Questions</u>	<ul style="list-style-type: none"> - How do you start a sentence? - What do you end a sentence with? - What can we use to make our writing more exciting? - Why do we use paragraphs? - Where do we use commas when using a list? - True or false? Our first piece of work is always our best week. - True or false? We use paragraphs in poems too. 	<ul style="list-style-type: none"> - What are the key features of a chronological report? - What is the purpose of a rhetorical question? - Why do we use subheadings? - True or false? We can write about lots of different themes in one paragraph. - True or false? We should start all of our sentences in the same way. - What are the key features of an instruction text? 	<ul style="list-style-type: none"> - How do you think the character feels? - What do you think the character is like? - Why do we use adjectives in our writing? - What is the purpose of an adverb? - What are the key features of a letter? - What are our five senses? 	<ul style="list-style-type: none"> - What are the key features of a non-chronological report? - What is the purpose of a conjunction? - What is the purpose of a connective? - What does onomatopoeia mean? - What does alliteration mean? - True or false? All poems should rhyme. 	<ul style="list-style-type: none"> - How do you think the character feels? - What do you think the character is like? - What are the key features of a letter? - What is the difference between a conjunction and connective? - What are the key features of a setting description? 	<ul style="list-style-type: none"> - How do you think the character feels? - What do you think the character is like? - Why should we use descriptive language in our writing? - What are the key features of a persuasive letter? - How can VSPACE openers help in our writing?
	<u>National Curriculum Statements</u>	See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf for National Curriculum Programme of Study					



Curriculum overview and progression of skills

	<p><u>Key skills</u></p> <p><u>Composition</u></p> <ul style="list-style-type: none"> - Plan what to write about in different ways e.g. use story maps, and other planning tools. - Write poems with onomatopoeia, repetition, patterns focussing on different word classes. - Develop editing skills: with support begin to make simple changes to writing to improve it. - Proof reading to check for mistakes in spelling and punctuation. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Write poems with onomatopoeia, repetition, patterns focussing on different word classes. - With support begin to group ideas-using paragraphs - Be able to use commas in a list - Reinforce the use of exclamation marks. - Consolidate use of adjectives. <p><u>Transcription</u></p> <ul style="list-style-type: none"> - Be able to use year 1 phonics and spelling rules. See Appendix 1 <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Practice formation of letters adding entry strokes. - Form correct size in relation to one another - Begin to use space that reflect the size of the letters. 	<p><u>Composition</u></p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> - Identify and use the features of a chronological report based on a real event e.g. using subheadings to group information, using time connectives. - Identify and use the features of an instruction text. E.g. using the imperative. <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Know ways to make writing more interesting.</p> <ul style="list-style-type: none"> - Drawing in reader with rhetorical questions in introductory paragraphs. - VSPACE openers. - Use different types of sentence. <ul style="list-style-type: none"> - Be able to use capital letters consistently for proper nouns - Make use of expanded noun phrases to describe and specify <p><u>Transcription</u></p> <ul style="list-style-type: none"> - Begin to know and follow the year 2 spelling rules. See link to appendix 1. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Use strokes to join letters and know which letters to leave unjoined. 	<p><u>Composition</u></p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> - Identify and use the features of a letter. - Be able to describe in narratives. - Proof reading to check for mistakes in spelling, punctuation and grammar. - Develop editing skills: begin to make simple changes to writing to improve it. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Use the senses to develop and extend use of adjectives. - Know how to add suffixes and prefixes to make new words. As listed in appendix 2. - Make use of adverbs in writing. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Cursive handwriting is used. 	<p><u>Composition</u></p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> - Identify and use the features of a non-chronological report e.g. using conjunctions. - Write poems with alliteration and rhyming. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Be able to punctuate most sentences correctly and independently in a piece of writing. - Be able to write using a mixture of subordinating and coordinating conjunctions. 	<p><u>Composition</u></p> <p>For narrative:</p> <ul style="list-style-type: none"> - 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 own writing e.g. haiku, acrostic. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Be able to draw from and apply growing knowledge of words and spelling structure, suffixes and root words. <p><u>Transcription</u></p> <ul style="list-style-type: none"> - Know and use the year 2 common exception words. 	<p><u>Composition</u></p> <p>Writing for different purposes:</p> <ul style="list-style-type: none"> - Identify and use the features of persuasive writing. Eg Collecting reasons for and against an argument prior to writing. - Use when working on the focus text to discuss characters and settings. - Be able to use a range of strategies to link ideas and events. <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> - Be able to select an adjective thinking about its purpose
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