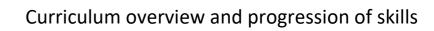


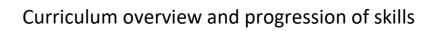
English Writing Overview and Skills Progress

Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Marvellous Me Autumn and Harvest	Celebrations	Where in the World	People Who Help Us Superheroes	Ready, Steady, Grow	Children's Choice	
Reception	Area of study	Fiction - Augustus and his Smile by Catherine Rayner - The Great Big Book of Families by Mary Hoffman - You Choose by Nick Sharratt - Pumpkin Soup Traditional Tales - The Gigantic Turnip - Little Red Hen	Fiction - So Much by Trish Cooke - The Scarecrow's Wedding by Julia Donaldson - Kipper's Birthday by Mick Inkpen - Stickman by Julia Donaldson Non-fiction - Books about Celebrations including Diwali	Fiction - Handa's Stories by Eileen Browne - The Emperor's Egg by Martin Jenkins - The Everywhere Bear by Julia Donaldson - Cleversticks by Bernard Ashley Non-fiction - Books linked to where in the world.	Fiction - 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 Non-fiction - Books linked to people who help us	Fiction - 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 Traditional Tales - Jack and the Beanstalk Non-fiction - Books linked to growing	Children's Choice	
Rec	Early Learning Goals statements	Listening, Attention and Understanding ELG 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. Speaking ELG 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. Fine Motor Skills ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Literacy Comprehension ELG 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.						





	 Word Reading ELG 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. Writing ELG 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 ready by others. 							
Key skills	- 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.	 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. 	 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. 	 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. 	 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 	- 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.		





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	Fiction The Snail and the Whale by Julia Donaldson - Setting description - Journey story Non-fiction Linked to Owls and Rabbits Postcards linked to journeys.	Fiction Little Red Riding Hood - Characters Traditional stories Non-fiction Instructions links to Christmas: - How to make a paper snowflakes. Poetry Link to the senses.	Non-fiction Space - 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	Fiction Bob Man on the Moon by Simon Bartram Poetry Poems with repeating patterns.	Fiction Mr Seahorse by Eric Carle Non-Fiction Fish - Non-chronological report Poetry Poems on a theme - The sea	Fiction Billy's Bucket - A story with a familiar setting
	Key Questions	Can you tell me a sentence? The cat, and another and another What needs to go at the start and end of your sentences? 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 think 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 so you think is the best ending?		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 already know? Your X knows nothing about this. What could you tell them?		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?	
	National Curriculum Statements	English appendix 2: vocabulary, punctuation and grammar English appendix 1: spelling English programmes of study. See pages 12 to 15.					



Curriculum overview and progression of skills

Key skills

Composition

- 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.

Vocabulary, Grammar and Punctuation

- 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 jobdoing words, describing words, name of a person, place or thing.

Transcription

- Use phonic knowledge to spell unknown words.
- Be able to spell tricky words from memory.

Handwriting

- Can form and orientate lower case letters correctly using the correct letter family and know which letter family they belong to.

Composition

- Re-read every sentence to check it makes sense with prompting.

Vocabulary, Grammar and Punctuation

- 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.

Transcription

- 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!

Comprehension

- Be more aware of simple text type features.
- Be able to retell a story and write it substituting some of their own ideas.

Handwriting

- Can form and orientate lower case letters with clear ascenders and descenders.

Composition

- Use familiar plots for structuring the opening, middle and end of their stories.
- Discuss what they have written with a teacher or other children.

Vocabulary, Grammar and Punctuation

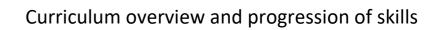
- Can independently use capitals for names of people, places days of week and the pronoun I.
- Identify and use question marks and exclamation marks in a longer piece of their own writing.

Transcription

- 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

Handwriting

- Beginning to write letters with regular size in comparison to each other.





Year Group		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Explorers	Explorers	Castles	Castles	Let your Imagination Soar	Let your Imagination Soar
	Area of study	Fiction Journey by Aaron Becker - Setting description - Adventure story Poetry Linked to Journey by Aaron Becker.	Non-fiction Captain Robert Falcon Scott - Chronological report / biography. Diary entry: - The day I received my pilot licence (Bessy Coleman) Ext if time — Narrative: - What really happened to Amelia Earhart?	Fiction The Princess and the White Bear King by Tanya Batt: - Descriptive language - Formal letter - Narrative - Instructions	Non-Fiction Castles: - Conjunctions and connectives - Information text Poetry Dragon poetry	Fiction Anthony Browne author study including Gorilla, The Tunnel and Silly Billy: - Predictions - Diary entry - Descriptive language - Conjunctions and connectives - Setting description - Script	Fiction The Magic Finger by Roald Dahl: - Persuasive letter - Recount - Poetry
Year 2	Key Questions	 - 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. 	 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? 	 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? 	 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. 	- 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?	- 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?
	National Curriculum Statements	See https://assets.publishing.service for National Curriculum Program		em/uploads/attachment_data/file	e/335186/PRIMARY_national_curi	riculumEnglish_220714.pdf	



Curriculum overview and progression of skills

Key skills	Composition	Composition	Composition	Composition	Composition	Composition
Key Skills	- Plan what to write about in	Writing for different	Writing for different	Writing for different	For narrative:	Writing for different
	different ways e.g. use story	purposes:	purposes:	purposes:	- Use story settings from	purposes:
	maps, and other planning	- Identify and use the features	- Identify and use the features	- Identify and use the features	reading.	- Identify and use the features
	tools.	of a chronological report	of a letter.	of a non-chronological report	- Using descriptive language	of persuasive writing.
	- Write poems with	based on a real event e.g.	- Be able to describe in	e.g. using conjunctions.	to describe settings.	Eg Collecting reasons for and
	onomatopoeia, repetition,	using subheadings to group	narratives.	- Write poems with	to describe settings.	against an argument prior to
	patterns focussing on	information, using time	1.0.1.0.1.0.1	alliteration and rhyming.	- Write poems with	writing.
	different word classes.	connectives.	- Proof reading to check for	ameeracion and mynning.	similes, repeating phrases	
	- Develop editing skills: with	- Identify and use the features	mistakes in spelling,	Vocabulary, Grammar and	- Use different types of poem	- Use when working on the
	support begin to make simple	of an instruction text. E.g.	punctuation and grammar.	Punctuation	as a model for own writing	focus text to discuss
	changes to writing to improve	using the imperative.	- Develop editing skills: begin	- Be able to punctuate most	e.g. haiku, acrostic.	characters and settings.
	it.	asing the imperative.	to make simple changes to	sentences correctly and	eig. Hama, acrescie.	- Be able to use a range of
	- Proof reading to check for	Vocabulary, Grammar and	writing to improve it.	independently in a piece of	Vocabulary, Grammar and	strategies to link ideas and
	mistakes in spelling and	Punctuation	The state of the s	writing.	Punctuation	events.
	punctuation.	Know ways to make writing	Vocabulary, Grammar and	- Be able to write using a	- Be able to draw from and	
		more interesting.	Punctuation	mixture of subordinating and	apply growing knowledge of	Vocabulary, Grammar and
		- Drawing in reader with	- Use the senses to develop	coordinating conjunctions.	words and spelling structure,	Punctuation
	Vocabulary, Grammar and	rhetorical questions in	and extend use of adjectives.	,	suffixes and root words.	- Be able to select an
	Punctuation	introductory paragraphs.	- Know how to add suffixes			adjective thinking about its
	- Write poems with	- VSPACE openers.	and prefixes to make new		Transcription	
	onomatopoeia, repetition,	- Use different types of	words. As listed in appendix		- Know and use the year 2	purpose
	patterns focussing on	sentence.	2.		common exception words.	
	different word classes.		- Make use of adverbs in		·	
	- With support begin to group	- Be able to use capital letters	writing.			
	ideas-using paragraphs	consistently for proper nouns				
	- Be able to use commas in a	- Make use of expanded noun	Handwriting			
	list	phrases to describe and	- Cursive handwriting is used.			
	- Reinforce the use of	specify				
	exclamation marks.					
	- Consolidate use of	<u>Transcription</u>				
	adjectives.	- Begin to know and follow				
		the year 2 spelling rules. See				
	<u>Transcription</u>	link to appendix 1.				
	- Be able to use year 1					
	phonics and spelling rules.	Handwriting				
	See Appendix 1	- Use strokes to join letters				
		and know which letters to				
	Handwriting	leave unjoined.				
	- 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.					