

English Progression Document

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Spring Summer Thankfulness Love Courage	Fire and Ice (T) Wild and Wonderful (L) Atlantis (C)	Fire and Ice (T) Wild and Wonderful (L) Splish, Splash, Splosh (C)	I'm in Otter Class, get me out of here! (T) Remember when (L) Tribal Tales (C) I am Warrior! (C)	Frozen Kingdom (T) Chopsticks and Lanterns (L) Home and Away (C)	Conflict (T) Eco Heroes (L) Stargazers (L) Traders and Raiders (C)	Toga-Tastic! (T) Fallen Stars (T) Survival of the fittest (L) Dream Big (C)

<p>Core Texts</p>	<p>There is no Dragon in this story The Naughty Bus Non fiction texts: Arctic Animals Percy the Park Keeper Cinderella Little people, big dreams, Fantastically great women who changed the world The Great book of the fantastic creatures of Atlantis Atlantis: The legend of the lost city The lost city of Atlantis</p>	<p>Saint George and the Dragon The Knight & the Dragon Tell me a Dragon The Highway Rat Beatrix Potter Flotsam Just So Stories Aesop's Fables Treasure Island</p>	<p>Buddy's Rainforest Rescue The Great Kapok Tree The Vanishing Tree Prince Cinders Cinderella Non fiction texts - visual/audio linked to 1960s technology and inventions Stone Age Boy Ug Non fiction texts - visual/audio linked to Romans technology and inventions</p>	<p>The Last Bear The First Emperor The Great Race The Dragon Kite The Boy who Biked the World Journey Quest Return</p>	<p>Flossie's War My Secret War Diary Letters from the Lighthouse The Lost Words The Many Worlds of Albie Bright Hidden Figures Little Leaders - Bold Women in Black History Women in Science Curiosity - The Story of a Mars Rover Illustrated Norse Myths Beowulf</p>	<p>Who Let the Gods Out? The Boy in the Striped Pyjamas Rose Blanche Holes Wonder</p>
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English Genres	Fairy tales Labels, lists and captions Contemporary fiction writing Instructions Report writing Traditional tales Recount Explanation texts Rhyming Couplets Nursery Rhymes Performance Poetry	Narrative Information Texts Stories with recurring language Biography Myths/Creation stories Fables Writing workshop: narrative techniques Calligrams Kennings Acrostic	Adventure story writing Letter writing Instruction writing Alternative version of Fairy Tales News report (TV/Radio) Explanation Text Story with historical setting Comic strip Persuasive Speech Rainforest poetry linked to images Decades poetry	Narrative including Graphic Novels Newspaper reports (Newspaper) Travel Leaflets Short Stories Magazine Article Ice Poetry China poetry linked to images, experiences and prior learning	Narrative including Writing workshop: diary. newspaper report Picture book writing Biography Factual Leaflets Narrative Saga Myth Writing The Lost Words	Narrative including setting, character, dialogue, flashbacks Brochure Writing Biography Writing Speech Writing Modern day Myth Explanation Texts Recount/diary Remembrance Day Poetry
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<p>Writing Checklist These are the key standards we expect by the end of each year</p>	<p>FS and CL for names and 'I' Joining words: and Finger spaces Describing words ! , ? Sounding out words Say your sentence out loud</p>	<p>CL and FS ! ? Spaces between words Joining words using: when, if, that, because, or, and, but, so Apostrophes used for missing letters (e.g. can't, couldn't) Expanded noun phrases: my beautiful purse, the blue butterfly with colourful wings Write statements, commands, exclamations and questions Adverbs of time, e.g. first, next, second Adverbs, e.g. slowly, quickly, cautiously</p>	<p>CL and FS ! ? " " ' , Commas in a list 'a' and 'an' used correctly Conjunctions using: while, before, after, because, although, if Range of adverbs, e.g. then, soon, next, therefore Prepositions, e.g. before, after, during, in Verbs, e.g. has gone/have been Paragraphs (change of time, place, person) Joined handwriting and correct spellings</p>	<p>CL FS , ! ? " " ' Paragraphs (topic sentence and supporting details) Pronouns and nouns, e.g. he, she, we, Sally Range of adverbs: then, next, soon, therefore Conjunctions, prepositions and adverbs, e.g. when, after, so, because, soon, next, because of, during, in, before, while Expanded noun phrases (e.g. 'the teacher' expanded to 'the strict teacher with curly hair') Fronted adverbials with a comma</p>	<p>CL FS ! ? , () - " " ' Sentences with relative clauses: who, which, what, that. E.g. the table that is made of oak is now black with age Adverbs/adverbials, prepositions and conjunctions Expanded noun phrases and interesting vocabulary Modal verbs, e.g. might, could, should, will, must Paragraphs (topic sentence and supporting details) Pronouns and nouns for cohesion: she, Sally, her Cohesion within and between paragraphs: then, after, although,</p>	<p>CL FS " " ! ? , ; : - - () ' ... Brackets, dashes or commas for parenthesis Commas to avoid confusion: Let's eat, Grandma/Let's eat Grandma Colon to introduce a list, semi-colon to separate items within a list Adverbs, preposition phrases and expanded noun phrases Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and</p>
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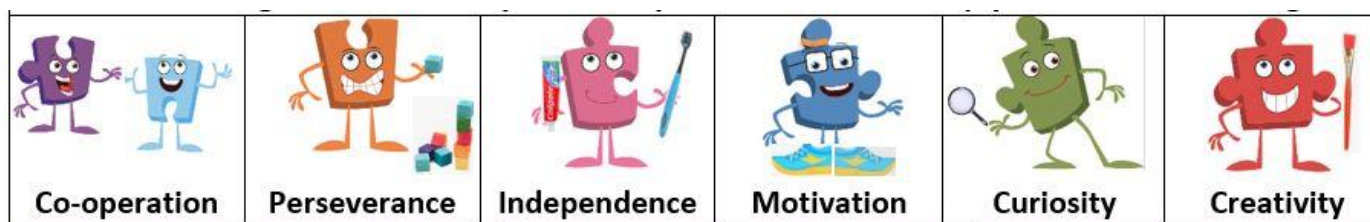
		Joined handwriting and correct spellings		Apostrophes for possession and plural nouns, e.g. the boy's coat/ the boys' coats Joined handwriting and correct spellings	meanwhile, firstly, had been Joined handwriting and correct spellings	conjunctions to link ideas Range of vocabulary and stylistic features Range of sentences Joined handwriting and correct spellings 10. Use passive and modal verbs appropriately
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<p>Phonics and Whole Word Spelling</p>	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
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<p>Other word building spelling</p>	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
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Spelling Lists	No set spelling list for Year 1 - use NC Spelling appendix for examples related to phonics and rules	No set spelling list for Year 2 - use NC Spelling appendix for examples related to phonics and rules	Spelling Shed Progression of spelling rules	Spelling Shed Progression of spelling rules	Spelling Shed Progression of spelling rules	Spelling Shed Progression of spelling rules
Spoken Language To be taught at an age appropriate standard	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 					
Key Vocabulary	See writing checklist, other word building and genres for vocabulary	See writing checklist, other word building and genres for vocabulary	See writing checklist, other word building and genres for vocabulary	See writing checklist, other word building and genres for vocabulary	See writing checklist, other word building and genres for vocabulary	See writing checklist, other word building and genres for vocabulary

Value Links	<p>Fire Service Habitats Animals Plants Trying new things Planning adventures</p>	<p>Fire Service Habitats Animals Plants Trying new things Planning adventures</p>	<p>Appreciation of contrasting environment Gifts from the rainforest How things have changed including inventions Rallying people to a cause</p>	<p>Different Environments Climate change New cultures Sharing and celebrating knowledge/ cultures Exploring new places</p>	<p>Armed Forces Environment Explorers and new new experiences Fighting for what we believe in</p>	<p>Friendship Society, democracy Empathy and understanding Exploring jobs and careers</p>
Metacognition Links	<p>Collaborative Story writing encompassing different people's ideas Co-operation in talk, drama, purpose and outcomes Perseverance to cohesively write in sentences, paragraphs and whole texts Apply knowledge over time to read and comprehend texts Use knowledge and classroom supports to read and write with independence Be motivated to become, and develop as, a reader and writer Use books to learn more about things that interest them Draw on various sources, including art and poetry, to create their own compositions</p>					



See EYFS Communication and Language and Literacy progression document for information on EYFS curriculum.