

## 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><b>Core Texts</b></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 &amp; 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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<b>English Genres</b>	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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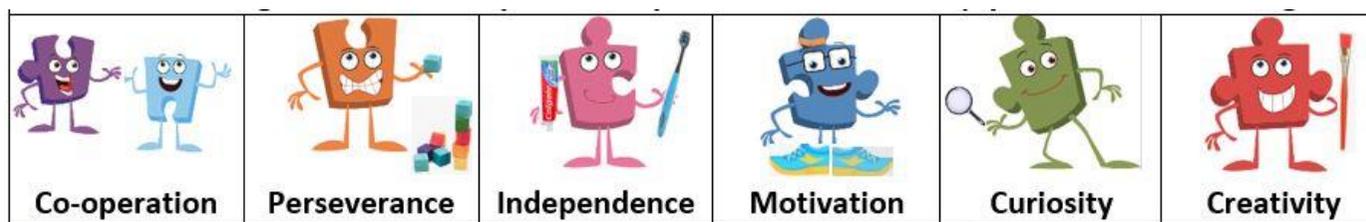
		<p>Joined handwriting and correct spellings</p>		<p>Apostrophes for possession and plural nouns, e.g. the boy's coat/ the boys' coats</p> <p>Joined handwriting and correct spellings</p>	<p>meanwhile, firstly, had been</p> <p>Joined handwriting and correct spellings</p>	<p>conjunctions to link ideas</p> <p>Range of vocabulary and stylistic features</p> <p>Range of sentences</p> <p>Joined handwriting and correct spellings</p> <p>10. Use passive and modal verbs appropriately</p>
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<p><b>Phonics and Whole Word Spelling</b></p>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> </ul>
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<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
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<b>Spelling Lists</b>	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
<b>Spoken Language</b> To be taught at an age appropriate standard	<ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
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.*