



## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

### EYFS

EYFS							
Texts	<b>Guided Reading text:</b>  Tanka Tanka Skunk  <b>Interest based texts/settling in</b>  <b>(Provision based texts/story time)</b> Little Owl's First Day I am too absolutely too small for school Starting school Say please Little Wish Mouse- first day at school	<b>Guided Reading text</b>  Blue Penguin  <b>Environment &amp; group time texts:</b> Non- fiction- arctic animals The Emperor's Egg Betty and the Yeti  Mr Fawkes, the King and the Gunpowder Plot Great Fire of London The Queen's Hat The King who was afraid of the dark  Christmas Story The Jolly Christmas Postman	<b>Guided Reading text:</b>  The Great Explorer  <b>Environment &amp; group time texts:</b> Non-fiction texts about (Neil Armstrong, Amelia Earhart, David Attenborough)  Famous Explorers  Not Lost - John Bond  The Darkest Dark - Chris Hadfield  Shh...we have a plan  We're going on a bear hunt  Where the wild things are  Dear zoo	<b>Guided Reading text:</b>  The Little Red Hen  <b>Environment &amp; group time texts:</b> The Giant /Enormous Turnip  Squash and a Squeeze  Oliver's Vegetables  Jack and the Beanstalk  Handa's Surprise	<b>Guided Reading text:</b>  Tidy - Emily Gravett  <b>Environment &amp; group time texts:</b> Here We Are  Michael Recycle  The Storm Whale  Dear Greenpeace	<b>Guided Reading text:</b>  The Dot  <b>Environment &amp; group time texts:</b> Oh the places you'll go Tad Information books about job roles All About Feelings Me and my world All about me	



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Writing Genres	<p><b>Phonological awareness:</b> -phase 1 listening and attention -gross and fine motor control -oral storytelling -syllables</p> <p><b>Key skills:</b> General sound discrimination Listening and attention skills Awareness of rhythm Awareness of the initial sound in words Ability to distinguish between different vocal sounds and to begin oral blending and segmenting.</p>	<p>Role on the wall Poetry Drama Non- fiction Shared Writes</p> <p><b>Key skills:</b> Questioning Awareness of story narratives Anticipating key events and making predictions To show empathy towards others Awareness of adjectives Fact gathering To use phonics knowledge to write simple words To orally retell a story through role play To describe feelings and emotions To use subject specific vocabulary in meaningful contexts.</p>	<p>Leaflets Posters Instructional Writing (maps/recipes) Oral Storytelling List writing Role on the wall Drama</p> <p><b>Key skills:</b> To begin to use Onomatopoeia To predict what might happen next To use adjectives and make comparisons To explain reasons and choices To use phonics knowledge to write simple words To have an awareness of genres of writing and how these are structured To describe feelings and emotions To orally retell a story through role play To use subject specific vocabulary in meaningful context</p>	<p>Alternative stories Narrative (story language) Creating story books Story structure and sequencing Drama</p> <p><b>Key skills:</b> To understand how stories are structured To orally retell a story through role play To join in with repeated refrains and predict what might happen next To use adjectives and make comparisons To describe feelings and emotions To use phonic knowledge to write simple captions To use subject specific vocabulary in meaningful context</p>	<p>Debate Emotive writing Fact files Posters</p> <p><b>Key skills:</b> To have their own ideas and opinions To understand that others will have different opinions To describe feelings and emotions To know that you can retrieve information from books and computers To know the purpose and structure of a fact file or poster To use subject specific vocabulary in meaningful context To use phonic knowledge to write simple captions</p>	<p>Emotive Writing Targets/goal setting Shared letter writing Shared poem</p> <p><b>Key skills:</b> To have their own ideas and opinions To understand that others will have different opinions To describe feelings and emotions To talk about myself in positive terms To be proud of how they accomplish something, not just the end result. To use phonic knowledge to write simple sentences To write for different purposes To represent their own ideas and feelings through performance poetry To respond to an image using adjectives.</p>
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Writing	<p><b><u>Fundamental skills for writing</u></b></p> <p>Each new text should be introduced to the children using a WOW moment. This should be an exciting and intriguing experience, either in the school environment or through a trip. The use of props, visual resources, instruments and music should set the scene and immerse the children into the new text.</p> <p>Through the planning stage of writing children should be given opportunities to use talk and imaginative role play to:</p> <ol style="list-style-type: none"> <li>1. Link statements and sticks to a main theme or intention</li> <li>2. Organise, sequence and clarify thinking, ideas, feelings and events</li> <li>3. Introduce a storyline or narrative into their play/role play</li> <li>4. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> </ol>
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<b>Literacy</b> Progression of skills EYFS	<p>In EYFS we follow Development Matters (2021) to track children's progress in writing throughout the year.</p> <p>Development Matters - <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf</a> This is facilitated through the strategies below.</p>							
<b>Writing - PD</b>	<p>Begins to use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use some of their print and in their early writing. For example: writing a pretend shopping list that starts at the top of the page;</p> <p>Write some of their name</p>	<p>Uses one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write all of their name</p> <p>Begins to form some recognisable letters</p> <p>Spell some Phase 2 VC &amp; CVC words by identifying the sounds and then writing the sound with letter/s</p> <p>Beginning to write short captions with words with known sound-letter correspondences e.g. in bed</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Begin to use a tripod grip with good control when holding pens and pencils</p> <p>Be independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Spell some Phase 3 words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short captions with words with known sound-letter correspondences including some common exception words e.g. in the van</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Form lower-case and capital letters with increasing accuracy</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Uses a tripod grip with good control when holding pens and pencils</p> <p>Form lower-case and capital letters correctly</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begins to write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><b>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>ELG: Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing</li> <li>- Using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>			



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<b>Comprehension</b>	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>Print has meaning</p> <p>We read English text from left to right</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Beginning to use storylines in their pretend play.</p> <p>Learn and use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use new vocabulary through the day.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Engage in story times.</p>	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>Print can have different purposes.</p> <p>We read English text from left to right and from top to bottom</p> <p>To know the names of the different parts of a book</p> <p>Page sequencing</p> <p>Re-read books to build up their confidence and their understanding and enjoyment.</p> <p>Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Develop storylines in their pretend play.</p> <p>Learn and use a wider range of vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p>	<p>To use oral storytelling and use of <b>'Helicopter Stories'</b></p> <p>Page sequencing</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Develop stories that contain a beginning, middle and end; using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Learn and use a wider range of vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Be able to express a point of view when they disagree with an adult or a friend, using words as well as actions.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p>	<p>Develop stories that contain a beginning, middle and end; using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Learn and use a wider range of vocabulary.</p> <p>Be able to express a point of view when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use new vocabulary in different contexts.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> </ul> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p><b>ELG: Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>
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<b>Word Reading</b>	See Phonics PoSK							
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### Key Vocabulary

- Teachers to plan specific, age appropriate vocabulary linked to:
- Writing genre
  - Class Text
  - Theme/specific subject focus
- These should be introduced as Star Words at the beginning of every lesson/sequence of lessons  
Subject Leader will monitor the planning and implementation of vocabulary

### Year 1

Year 1								
Texts	<p><b>Guided Reading (writing) text:</b></p> <p>The Three Little Pigs (link to Science and Geography)</p> <p>Alternative stories e.g. The True Story of the Three Little Pigs</p> <p><b>Group time and Enhancement texts:</b> Goldilocks and the three bears</p>	<p><b>Guided Reading (writing) text:</b></p> <p>Great Fire of London - (Non-fiction/Videos)</p> <p><b>Group time and Enhancement texts:</b> Mr Fawkes, the King and the Gunpowder Plot</p> <p>Where the Poppies Now Grow</p>	<p><b>Guided Reading (writing) text:</b></p> <p>The Jolly Christmas Postman</p> <p><b>Group time and Enhancement texts:</b> Stickman</p> <p>Jack Frost</p> <p>The Snowman</p> <p>A Pirate's Night Before Christmas</p>	<p><b>Guided Reading text:</b></p> <p>Christopher Columbus (through History/Geography)</p> <p><b>Writing Text:</b> Traction man (writing text)</p> <p><b>Group time and Enhancement texts:</b> Famous Explorers:</p>	<p><b>Guided Reading text:</b></p> <p>The Chinese Dragon</p> <p>Chinese New Year (through History/Geography)</p> <p><b>Writing Text:</b> N/A - writing to be taught through experiences and Non-Fiction texts</p> <p><b>Group time and Enhancement texts:</b></p>	<p><b>Guided Reading text:</b></p> <p>The Gigantic Turnip (Science and Geography focus)</p> <p><b>Writing text:</b></p> <p>The Gigantic Turnip</p> <p><b>Group time and Enhancement texts:</b> Handa's Surprise</p>	<p><b>Guided Reading text:</b></p> <p>Leaf (Science, Geography and Music focus)</p> <p><b>Writing text:</b></p> <p>Leaf</p> <p><b>Group time and Enhancement texts:</b> Snail and the whale</p> <p>Wild</p>	<p><b>Guided Reading text:</b></p> <p>Can I Build another me? (Science &amp; History focus)</p> <p><b>Writing text:</b></p> <p>Can I Build another me?</p> <p><b>Group time and Enhancement texts:</b> The Hodgeheg</p>



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	Room on the broom Jack and the Beanstalk Gingerbread Man	The Great Fire of London		Non-fictions texts about different explorers Transport Fact books  Famous Explorers: David Attenborough	Non-fiction texts	What the LadyBird Heard  A Squash and a Squeeze  The Little Red Hen	The Storm Whale  Grandads Island	Owl Babies  Tadpole's promise
Writing Genres	Alternative stories Narrative Creating Story Books Poetry Whole class play script  <b>Key skills:</b>  Using phonic knowledge to match their spoken sound  Orally rehearse  Sentences Types Punctuation Time connectives	Shared Writes Drama/Role play Story maps Emotive language  <b>Key skills:</b>  Orally rehearse Composition Punctuation Adjectives Time connectives Fact finding	Poetry Lists Letters Drama  <b>Key skills:</b>  Orally rehearse Composition Punctuation Vocabulary Focus	Newspaper Reports Non-Chronological Report List writing Diary entries  <b>Key skills:</b>  Orally rehearse Composition Punctuation Expanded noun phrases Sequencing of events Subject specific vocabulary Plurals Connectives Sentence types Fact gathering	Non-Chronological Report  <b>Key skills:</b>  Orally rehearse Composition Expanded noun phrases Connectives Different sentence types Subject specific vocabulary Fact gathering	Instructional Writing Recipes Leaflets Posters  <b>Key skills:</b>  Orally rehearse Composition Vocabulary Focus Suffixes Editing work Handwriting/Presentati on	Persuasive writing Write their own speeches Debates Fact-files Conscience alley  <b>Key skills:</b>  Orally rehearse Composition Persuasive language Punctuation - exclamation marks and question marks Reading aloud work to check it makes sense Editing work Range of sentence starters	Poetry 'Words of Wisdom' to hand down to previous year group Targets/goal setting Letter writing Feelings and empathy  <b>Key skills:</b>  Orally rehearse Past Tense Composition Key vocabulary Reading aloud work to check it makes sense Editing work Range of sentence starters



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<b>Writing</b> Progression of skills Year 1	<p>To attempt to write simple sentences in meaningful contexts that can be read by themselves and others</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To spell some words in a phonetically plausible way, even if sometimes incorrect.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To have an awareness of the use of capital letters ( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To have an awareness of the different sentence types.</p> <p>Can write some 'tricky words' that have been taught so far.</p>	<p>To compose a sentence orally before writing it.</p> <p>to sequence sentences to form short narratives.</p> <p>To begin to use a range of connectives.</p> <p>To have an awareness of the use of capital letters ( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to independently explore the different sentence types.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To sequence sentences to form short narratives.</p> <p>To begin to independently explore the different sentence types.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use a range of connectives.</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to use a range of connectives.</p> <p>To use a range of sentence types to add interest/meaning tio their writing.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To begin to use a range of connectives.</p> <p>To use a range of sentence types to add interest/meaning tio their writing.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>Show a degree of accuracy when using capital letters( for names, places, the days of the week and the personal pronoun 'I')</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To use a range of sentence types to add interest/meaning tio their writing.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To consistently use capital letters( for names, places, the days of the week and the</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>personal pronoun 'I')</p> <p>To use finger spaces of consistent size within their writing.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use the correct punctuation for the different sentence types.</p> <p>Have an awareness of the use of commas.</p>	<p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To add some common suffixes when writing when the root word does not need changing e.g. -y -s -es -est -er -ed -ing</p> <p>To write common exception words correctly</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To consistently use capital letters(for names, places, the days of the week and the personal pronoun 'I')</p> <p>To use finger spaces and the correct punctuation for the sentence type.</p> <p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to</p>
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								<p>one another and use spacing between words that reflects the size of the letters.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To begin to use the correct punctuation for the different sentence types.</p> <p>Have an awareness of the use of commas.</p>
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<b>Reading</b> Progression of skills Year 1	<p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To apply phonic knowledge and skills as the route to decode unfamiliar words and read them aloud accurately.</p> <p>Can read some 'tricky' words that have been taught so far.</p> <p>To orally retell familiar stories.</p> <p>Demonstrate understanding when talking with others about what they have read by:</p> <p>Checking that a text makes sense to them as they read.</p> <p>Making simple predictions about what might happen on the basis of what has been read so far.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To begin to link what they have read or have read to them to their own experiences.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To begin to link what they have read or have read to them to their own experiences.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To read most Y1 common exception words.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To know the alternative sounds and use to read with increased accuracy.</p> <p>To accurately read Y1 common exception words</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To know the alternative sounds and use to read with increased accuracy.</p> <p>To accurately read Y1 common exception words</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	<p>To know the alternative sounds and use to read accurately.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To accurately read Y1 common exception words.</p> <p>To discuss the significance of titles and events.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To make simple inferences based on what is being said and done.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>
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## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

### Key Vocabulary

Teachers to plan specific, age appropriate vocabulary linked to:

- Writing genre
  - Class Text
  - Theme/specific subject focus
- These should be introduced as Star Words at the beginning of every lesson/sequence of lessons  
Subject Leader will monitor the planning and implementation of vocabulary

## Year 2

Texts	<p><b>Writing Text:</b> Little Red Riding Hood/ The Wolf Story by Toby Forward and Izhar Cohen</p> <p><b>Guided Reading:</b> Magical themed short texts</p> <p><b>Class story:</b> Mr Majeka</p>	<p><b>Writing Text:</b> The Gunpowder Plot</p> <p><b>Guided Reading:</b> Where the Poppies Now Grow</p> <p><b>Class Story:</b> The Lion and the Unicorn</p>	<p><b>Writing Text:</b> The Nutcracker</p> <p><b>Guided Reading:</b> Christmas Story (All)</p> <p><b>Class Story:</b> The Princess and White Bear</p> <p>Fiction stories about christmas</p>	<p><b>Writing Text:</b> Florence Nightingale and Mary Seacole (Non-Fiction Text)</p> <p><b>Guided Reading:</b> Various texts relating to historical figures and the NHS</p> <ul style="list-style-type: none"> <li>- Particular nurses/doctors</li> </ul> <p><b>Class Story:</b> The Man on the Moon by Simon Bartram Zeraffa Giraffa by Francis Lincoln</p>	<p><b>Writing Text:</b> Li's Chinese New Year</p> <p><b>Guided Reading:</b> The Great Race</p> <p><b>Class Story:</b> The Runaway Wok</p>	<p><b>Writing Text:</b> Fantastic Mr Fox</p> <p><b>Guided Reading:</b> Charlotte's Web, Jack and the Beanstalk and farm related non-fiction</p> <p><b>Class Story:</b> Fiction and non-fiction about farm life. Maybe Charlotte's web?</p>	<p><b>Writing Text:</b> The Kapok Tree</p> <p><b>Guided Reading:</b> The lighthouse keeper's lunch</p> <p>The Lighthouse Keeper's Tea</p> <p><b>Class Story:</b> Fiction about rainforests and beaches.</p>	<p><b>Writing Text:</b> 'Little People, Big Dreams: Amelia Earhart'</p> <p><b>Guided Reading:</b> Fiction stories about being brave/growing up</p> <p><b>Class Story:</b> Matilda</p>
Writing Genres	Alternative stories, Narrative Creating Story Books Poetry Vocabulary Focus	Emotive Writing Drama Poetry Focus - onomatopoeia and Similes Presentation and editing	Narrative Lists 1) Retell 2) Letters - focus on use of appropriate vocab and sentence types. Explore use of punctuation. (begin to drip feed in past tense	Newspaper Reports Fact Writing Non-Chronological Report	Drama - Puppets, retell, hot seating Dance - Chinese dance Script writing - Write their own Chinese New Year script Similes	Instructional Writing- Recipes Diary Entries  <i>Key Skills:</i> Commas Sentences Types Connectives Handwriting/ Presentation	Persuasive writing Write their own Speeches Debates Fact-files Similes	Persuasive writing Write their own Speeches Debates Fact-files



## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

			in preparation for next term)					
<b>Writing</b> Progression of skills Year 2	<p>Uses their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Sequences sentences to form short narratives.</p> <p>To know the alternative sounds and use to spell with increased accuracy.</p> <p>To be able to spell most of the Year 2 high frequency words. Some words are spelt correctly and others are phonetically plausible, for example 'house' the children may write 'hows'.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to one another and use spacing between words that reflects the size of the letters.</p>	<p>To use finger spaces and the correct punctuation for the sentence type.</p> <p>To make phonetically-plausible attempts at words that are beyond their phonetic/spelling development.</p> <p>To spell more words in contracted form</p> <p>To be able to spell most of the Year 2 high frequency words.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To form letters of the correct size, relative to one another and use spacing between words that reflects the size of the letters.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use sentences with different forms: statement, question, exclamation, command mostly using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use commas with a degree of accuracy.</p>		<p>To make phonetically-plausible attempts at words that are beyond their phonetic/spelling development.</p> <p>To know some common homophones (e.g. bare/bear, blue/blew, night/knight)</p> <p>To spell more words in contracted form</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to spell most of the Year 2 high frequency words.</p> <p>To begin to correctly join letters.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p>	<p>To know some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To spell more words in contracted form</p> <p>To be able to spell most of the Year 2 high frequency words.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To begin to correctly join letters.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p>	<p>To know some common homophones (e.g. bare/bear, blue/blew, night/knight)</p> <p>To spell more words in contracted form</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p>	<p>To independently use expanded noun phrases</p> <p>To spell most Year 2 common exception words correctly</p> <p>To spell words in contracted form</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>To spell most Year 2 common exception words correctly</p> <p>To spell words in contracted form</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to use Year 2 high frequency words accurately.</p> <p>To apply common suffixes when writing and to know the associated spelling rule e.g. If a word ends in an 'y' you change the 'y' to an 'i' and add 'ed'.</p>



## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To independently use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use sentences with different forms: statement, question, exclamation, command mostly using the correct punctuation.</p> <p>To use a range of connectives to expand and add detail to their sentences.</p>	<p>To use a range of connectives to expand and add detail to their sentences.</p> <p>To begin to use a range of interesting words and phrases to start new sentence/paragraphs.</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To begin to use a range of interesting words and phrases to start new sentences/paragraphs.</p>	<p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To use a range of interesting words and phrases to start new sentences/paragraphs.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To explore using a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To add a sense of 'flow' and author 'style' to their writing. (metaphors, synonyms, similes)</p>	<p>Demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To explore using a range of punctuation to add interest to their writing.</p> <p>To use sentences with different forms: statement, question, exclamation, command using the correct punctuation.</p> <p>To use a range of punctuation to add interest to their writing. inc. the use of commas.</p> <p>To add a sense of 'flow' and author 'style' to their writing. (metaphors, synonyms, similes)</p>	<p>To re-read their writing to check that it makes sense and to independently begin to make simple additions and revisions.</p> <p>To independently use expanded noun phrases that demonstrate vocabulary knowledge which adds interest and excitement to their writing.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>
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## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

<b>Reading Progression of skills Year 2</b>	<p>To continue to apply phonic knowledge and skills as the route to decode unfamiliar words.</p> <p>To respond speedily to the correct sound to all 40+ phonemes, including where applicable alternative sounds for graphemes (letters or groups of letters).</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To read all Y1 and some Y2 common exception words.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To make simple inferences based on what is being said and done.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words.</p> <p>To know the alternative sounds and use to read accurately.</p> <p>To read all Y1 and some Y2 common exception words.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss the sequence of events in books with increasing accuracy.</p> <p>To ask and answer simple questions about a text.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To read some words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words.</p> <p>To read most Y2 common exception words.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss the sequence of events in books with increasing accuracy.</p> <p>To ask and answer simple questions about a text and begin to make links between the text they are reading and other texts they have read.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To read some words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read most words containing common suffixes.</p> <p>To read most words in contracted form.</p> <p>To read most Y2 common exception words.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer simple questions about a text and begin to make links between the text they are reading and other texts they have read.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read most Y2 common exception words.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read.</p> <p>To make inferences on the basis of what is being said and done.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> <p>To read Y2 common exception words accurately.</p> <p>To read words accurately and fluently without overt sounding and blending</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to others.</p> <p>To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read Y2 common exception words accurately.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>To show understanding by participating in discussion about books, poems and other works they have read explaining their understanding and expressing their views.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to others.</p> <p>To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read Y2 common exception words accurately.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>To show understanding by participating in discussion about books, poems and other works they have read explaining their understanding and expressing their views.</p> <p>To ask and answer questions about a text and make links between the text they are reading and other texts they have read and explaining their thinking to others.</p> <p>To make inferences on the basis of what is being said and done based on characters' feelings, thoughts and motives.</p>
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## English Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

	To read some words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll							
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### Key Vocabulary

- Teachers to plan specific, age appropriate vocabulary linked to:
- Writing genre
  - Class Text
  - Theme/specific subject focus
- These should be introduced as Star Words at the beginning of every lesson/sequence of lessons  
Subject Leader will monitor the planning and implementation of vocabulary