ENGLISH PROGRESSION MAP

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	**Key texts:** Owl Babies The Colour Monster Ruby's Worry Stick Man Leaf man The Three Little Pigs The Jolly Christmas Postman The Gingerbread Man The Nativity Story		**Key texts:** The Gruffalo's Child One Snowy Night Clothesline Clues to Jobs People Do Look Inside Things That Go (Usborne Look Inside) Farmer Duck Rosie's Walk What the Ladybird Heard We're Going on a Bear Hunt The Little Red Hen The Easter Story		**Key texts:** Somebody Swallowed Stanley The Rainbow Fish Little People Big Dreams- Greta Thunberg Look Up! Little People Big Dreams- David Attenborough Elmer Harry and the Bucketful of Dinosaurs The Worrysaurus The Tiny Seed The Enormous Turnip	
	Key Concepts/Skills (taken from Development Matters)					
	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. Use some of their print and letter knowledge in their early writing.	Write some or all of their name. Write some letters accurately.	Begin to identify initial sounds in words and convey these in writing.	Form lower-case and capital letters correctly.	Spell words by identifying the sounds and then writing the sound with letter/s.	**ELG:** Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	Why this and why now?					
	As children enter EYFS, they will be encouraged to mark make and begin to assign meaning to the marks that they make on the page. Gross and fine motor skills will also be developed in preparation for writing.	Through regular practise in the provision as well as teacher lead sessions children will become more familiar with the concept that letters make sounds and these can be formed into words.	By this point in the year, children will become increasingly confident with using their phonics to identify initial sounds.	Through the opportunities that the children have received all year, children will be able to write lower case and capital letters correctly.	Children will have learnt all single sounds and special friends (sh, ch, th etc.) at this point in the year. They will be able to employ the skills that they have learnt in their phonics lessons and writing lessons to independently spell words by sounding them out.	By consolidating all of the skills that they have learnt all year. Children will be able to form short sentences by using their phonics to sound out words and recognise the need for a full stop and capital letter.

	Wonderful Me!	UK Explorers	London's Burning	From Little Acorns	Magnificent Mexico	Marvellous Minibeasts
Y1: CYCLE A	**Traditional tales** Gingerbread Man (various) **Labels, lists and captions** **Instructions** Bog Baby by Jeanne Willis	**Recount** The Snail and the Whale by Julia Donaldson **Poetry** Out and About by Shirley Hughes	**Recount** Toby and The Great Fire Of London by Margaret Nash & Jane Cope **Non-chronological report** The Great Fire of London Unclassified by Nick Hunter Report	**Traditional tales** Hansel and Gretel/ Little Red Riding Hood (various authors and versions) **Instructions** The Last Wolf – Mini Gray Instructions (how to look after a wolf)	**Non-chronological report** V&A Introduces - Frida Kahlo by NA **Poetry** Mexican poem	**Non-chronological report** The Big book of Bugs by Yuval Zommer Report – **Narrative** Matisse's magical Trail by Tim Hopgood
	Why this and why now?					
	Children begin the year by consolidating and developing writing skills that have been learnt in EYFS such as writing simple sentences, making phonetically plausible attempts at spelling words. This is done through writing labels and captions along with simple story telling.	In term 2, children begin to explore genres that are new to them. They learn vocabulary which is associated with the text and teachers model how the children can use this in their own writing. Structure and style of writing is beginning to be introduced.	Children have opportunities to develop their recount writing and practise structuring their work in this genre. Non-chronological reports (structure and style of writing) are introduced and simple verse is explored through the poetry topic.	By this point in the academic year, children will have developed stamina for writing. The children will develop their skills for writing in these genres that they accounted at the beginning of the year.	During the summer term, children will write increasingly independently (following the gradual release model). Genres which have been studied earlier in the year are revisited so that children can recall their knowledge of that genre and practise writing in that style. Grammatical features which have learnt will be able to be seen in their writing.	In the final term, children will consolidate their learning by writing both non-fiction and fiction texts. Children will use their knowledge and styles of those genres to create their own pieces of writing.
	Key Concepts/Skills					
	Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it.	Use a capital letter for names of people, places, days of the week, and the personal pronoun *I*.. Joining words and clauses using *and*.	Using –ing, -ed, -er, -est where no change is needed in the spelling of the root word.	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	Using the prefix - un	Consolidation of skills taught throughout the year.

	Sequence sentence to form short narratives. Re-read what they have written to check that it makes sense. Leave spaces between words Beginning to punctuate sentences using capital letters and a full stop.		Begin to use question marks and exclamation marks.			
	Brilliant Branston	Fossil Hunters	A Castle fit for a King	Seeds, Soil & Sunshine	Amazing Africa	Paws, Claws & Whiskers
Y1: CYCLE B	**Traditional tales** The Three Little Pigs **Recount** In Every House on Every Street – Jess Hitchman	**Instructions** Lighthouse Keeper stories – David and Ronda Armitage **Narrative** The Storm Whale by Benji Davies	**Descriptions** Zog – Julia Donaldson **Recount** Visit to Lincoln Castle	**Non-chronological report** The Big Book of Blooms – Yval Zomer — non-chronological reports **Poetry** Calligrams	**Narrative** Meerkat mail – Emily Gravett **Non-chronological report** Little People Big Dreams – Vanessa Nakate	**Labels, lists and captions** **Instructions** Amazing Animal babies – Chris Packham **Poetry** Riddles Poems Aloud – Joseph Coelho
	Why this and why now?					
	At the beginning of the year children will be consolidating the writing and reading skills that they learnt in EYFS. They will be introduced to new genres and begin to write in those styles.	Children will continue to develop sentence structure as well as use basic punctuation to demarcate sentences. They will be taught about the past tense and how -ed is added to root words	The children to begin to create their own recounts and descriptions. The children will practise writing stories using the grammatical features which they have been learning (such as 'and' to	During the course of the year children have been developing their stamina for writing, The children will develop their skills for writing in fiction, non-fiction and poetry this term.	In term 5, children will revise and revisit genres from earlier in the year. Children have the opportunity to practise writing a non-chronological report this term building on their	In the final term, children will consolidate their learning by writing both non-fiction and poetry. Children will use their knowledge and styles of those genres to create their own pieces of

		(where there is no change to the root word). The children will compose sentence orally using the conjunction 'and' before practicing writing these sentences. This allows children to join their ideas together. They will also learn about new genres and their structure.	join two sentences together) and develop descriptive vocabulary.		learning from the previous term. They will look at the features of these texts again and be able to employ the writing skills which they have learnt to these genres.	writing. Writing will be more detailed and again they given opportunity to refine/ develop their writing across all these genres.
	Key Concepts/Skills					
	Spell words containing each of the 40+ phonemes already taught. Leave spaces between words Beginning to punctuate sentences using capital letters, a full stop and question marks. Name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	Spell words containing each of the 40+ phonemes already taught. Beginning to punctuate sentences using capital letters and a full stop. <u>Use –ed,</u> where no change is needed in the spelling of root words. Joining words and clauses using *and*.	Beginning to punctuate sentences using capital letters, a full stop and question marks. Using –ing, -ed, <u>-er, -est</u> where no change is needed in the spelling of the root word. Joining words and clauses using *and*.	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix - un	Add prefixes and suffixes: -using –er and –est where no change is needed in the spelling of root words [for example, , quicker, quickest].	Consolidation of skills taught throughout the year.

	Wonderful Me!	UK Explorers	London's Burning	From Little Acorns	Magnificent Mexico	Marvellous Minibeasts
Y2: CYCLE A	**Traditional tales** Gingerbread Man (various) **Labels, lists and captions** **Instructions** Bog Baby by Jeanne Willis	**Recount** The Snail and the Whale by Julia Donaldson **Poetry** Out and About by Shirley Hughes	**Recount** Toby and The Great Fire Of London by Margaret Nash & Jane Cope **Non-chronological report** The Great Fire of London Unclassified by Nick Hunter Report	**Traditional tales** Hansel and Gretel/ Little Red Riding Hood (various authors and versions) **Instructions** The Last Wolf – Mini Gray Instructions (how to look after a wolf)	**Non-chronological report** V&A Introduces - Frida Kahlo by NA **Poetry** Mexican poem	**Non-chronological report** The Big book of Bugs by Yuval Zommer Report – **Narrative** Matisse's magical Trail by Tim Hopgood
	Why this and why now?					
	Children will begin the year by practising the writing skills which they learnt in Year 1 and learning how to punctuate with more accuracy. New types of sentence structures will be practised through a range of genres.	Children will encountered these genres taught in Year 1. They will be familiar with the structure and style of writing. By revisiting them early in Year 2, children will be able to recall past learning and begin to use new grammatical skills which they have been taught so far n Year 2.	The non-chronological reports first encountered in Y1 will be recapped and more detailed examples will be shown to the children and modelled. The children will have opportunity to practise writing recounts which were covered last term. Therefore developing their style of writing and knowledge of this genre.	In this term, genres and texts previous studied will be revisited again therefore allowing children to develop their writing styles in these genres and use grammar/ punctuation features that have been taught in the Autumn and Spring terms.	During the summer term, children will write increasingly independently (following the gradual release model). Their knowledge and understanding is well developed and they will be able to recall their features.	In the final term, children will consolidate their learning by writing fiction, non-fiction and poetry. They will employ the grammar and punctuation skills which they have learnt over the course of the year, and all elements of writing (including handwriting) will be coming together to create sustained pieces of writing.
	Key Concepts/Skills					
	Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks and question marks.	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, and exclamation marks question marks,	<u>Apostrophes to mark possession.</u> Learn to use sentences with different forms: statement, question,	Use of the suffixes *–er, -est* in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	Formation of nouns using suffixes such as *–ness, -er* and by compounding (i.e. whiteboard, superman).	Consolidation of skills taught throughout the year.

	Learn to use expanded noun phrases to describe and specify. Learn how to use the present and past tenses correctly and consistently. Learn how to use subordination (when, if, that, because).	commas in lists and apostrophes for contraction. Learn to use expanded noun phrases to describe and specify. Learn how to use co-ordination (or, and, but). Learn how to use the present and past tenses correctly and consistently.	exclamation and command.	Learn how to use the present and past tenses correctly and consistently including the progressive form.		
	Brilliant Branston	Fossil Hunters	A Castle fit for a King	Seeds, Soil & Sunshine	Amazing Africa	Paws, Claws & Whiskers
Y2: CYCLE B	**Traditional tales** The Three Little Pigs **Recount** In Every House on Every Street – Jess Hitchman	**Instructions** Lighthouse Keeper stories – David and Ronda Armitage **Narrative** The Storm Whale by Benji Davies	**Descriptions** Tell Me a Dragon by Jackie Morris **Recount** Visit to Lincoln Castle	**Non-chronological report** The Big Book of Blooms – Yval Zomer — non-chronological reports **Poetry** Calligrams	**Narrative** Meerkat mail – Emily Gravett **Non-chronological report** Little People Big Dreams – Vanessa Nakate	**Labels, lists and captions** **Instructions** Amazing Animal babies – Chris Packham **Poetry** Riddles Poems Aloud – Joseph Coelho
	Why this and why now?					
	During the first term, children are building on the basic writing skills that they have learnt in Year 1. Children practise their grammar, spelling and punctuation skills in	Story writing and instructions are then developed even further during this term. They allow for children to practise the new	The recounts first encountered in Y1 will be recapped and more detailed examples will be shown to the children and modelled.	In this term, genres and texts previous studied will be revisited again therefore allowing children to develop their writing styles in these genres. Grammatical	During the summer term, children will write increasingly independently (following the gradual release model). Their knowledge and understanding is well	In the final term, children will consolidate their learning by writing non-fiction and poetry. They will employ the grammar and punctuation skills which they have learnt

	familiar genres and engaging texts.	grammatical skills that they have been taught.		features that have been learnt earlier in the year will be seen in their writing and the children will be using them increasingly independently. They will recall the calligrams that they wrote in Y1 and develop these either further into shape poems with descriptive sentences.	developed and will be able to recall their features.	over the course of the year, and all elements of writing (including handwriting) will be coming together to create sustained pieces of writing.
	Key Concepts/Skills					
	To use co-ordination *and, or, but.* To use expanded noun phrases to describe and specify. To learn how to use both familiar and new punctuation correctly exclamation marks, question marks. **<u>Spelling:</u>** To distinguish between homophones and near-homophones. To add –es to nouns and verbs ending in –y. To add suffixes to spell longer words (-ly).	To be introduced to non-fiction books that are structured in different ways. To use a co-ordination and sub-ordination). To use expanded noun phrases to describe and specify. To write commend sentences. **<u>Spelling:</u>** To add –ed, to words of one syllable ending in a single consonant letter after a single vowel letter.	To learn how to use both familiar and new punctuation correctly exclamation marks, question marks and **commas in lists**. To use expanded noun phrases to describe and specify. **<u>Spelling:</u>** The suffixes –ment, –ness, –ful , –less and –ly.	Use of the suffixes *–er, -est* in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. Apostrophes to mark possession. **<u>Spelling:</u>** Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	Formation of nouns using suffixes such as –*ness, -er* and by compounding (i.e. whiteboard, superman). Apostrophes for contraction. Learn how to use the present and past tenses correctly and consistently <u>including the progressive form.</u> **<u>Spelling:</u>** Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Adding –ed, –ing, –er and –est to a root word	Consolidation of skills taught throughout the year.

					ending in –y with a consonant before it	

Vocabulary
Key vocabulary for each text and genre is detailed in short term planning
Key Concepts/ Skills
These are detailed in English Objective Overview document. Please see this document for full objectives in each topic. Within this overview you will see that the key concepts and skills are revisited and revise along with new learning for each topic/ book.