

English Curriculum Statement of Intent, Implementation and Impact

Intent

1. The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. At Humshaugh C of E (Aided) First School we believe that communication, both oral and written, and the ability to read a wide range of texts is the key to educational progress, to social integration and to personal development and happiness.
2. We believe that it is the right of every child to experience a nurturing environment where they can become a competent and confident user of the English language; to be able to live, grow and flourish in a literate world. We aim to equip our children with the skills, knowledge and experiences they need to use language effectively. Fluency in the English language is an essential foundation for success in all subjects and the skills that children develop in English are linked to, and applied in, every area of our curriculum.

Implementation: Planning

Our English curriculum is delivered through the Statutory Framework for the Early Years Foundation Stage (2021) and the National Curriculum 2014 Programmes of Study. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

Where appropriate, English units will link to creative curriculum themes to promote cross curricular learning. Units generally include four distinct phases: reading response and analysis, gathering content, writing and presentation. These phases allow the children to thoroughly explore the text type and its features before practising aspects of writing. They can then write more independently to produce their own version of the text type.

Teachers' plans define what we teach and ensure an appropriate balance and distribution of work across each term. Teachers plan activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding through various genres, progression is incorporated into the scheme of work, so that there is an increasing challenge for our children as they move up through our school.

Early reading skills are developed through the teaching of synthetic systematic Phonics in EYFS and KS1 following the Read, Write Inc. phonics programme. Daily spelling and guided reading are continued through Lower KS2 using the Read, Write Inc Spelling programme. Phonics is also taught beyond year two for children still at this stage of learning.

Our objectives in the teaching of English are to enable our children to:

- Read fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our English curriculum is enriched by our Forest School programme whereby words and stories are given a new lease of life in the outside world. Pupils are able to role-play and explore as they immerse themselves in a land of 'Wild Things', 'Narnia' or the 'Forbidden Forest'. In this magical woodland setting children take part in activities which provide a 'hook' to our key texts, for example, potion making, or hunting for mythical beasts, thus increasing their engagement with writing back in the classroom. Forest School also provides a rich source of inspiration for poetry with links to Robert MacFarlane's beautiful work, as well as being a good place to develop speaking and listening skills with thoughts, feelings and stories shared around the fire. Past projects include working with local storyteller Pat Renton and children's author Sarah Fae.

Implementation: Assessment

Teachers assess children's work in English during the lesson, using assessment for learning strategies, and after the lesson, in feedback marking in line with pupils' targets. These short-term assessments help teachers to adjust their daily plans and identify any misconceptions to be addressed. In Key Stage 2 pupils are also encouraged to self-assess their own writing or peer-assess a partner's writing against success criteria, particularly when writing independently at the end of a unit of work.

Termly assessments are used to measure progress using feedback marking against year group targets which measure progress against age-related expectations. This assessment of Key Learning is monitored three times per year using our school tracking system and action is taken, should it be required, to improve progress of individuals or groups of children through differentiation, intervention or focused group work.

Parents are informed of their children's progress three times a year in parental consultations and a written annual report. Parents are also able to talk about their child's progress at any time during the year if they have any concerns. Teachers use the tracking information to ensure smooth progression into the next year group or into high school during transition at the end of the year.


Impact

The leadership of the English curriculum is the responsibility of the Subject Leader, Mrs. Blythe, who follows the school's monitoring cycle. This includes:









- Writing the Subject Leader Action Plan in line with the School Improvement Plan and regularly updating it with actions taken.
- Supporting colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject.
- Providing an annual summary report in which she evaluates the strengths and weaknesses in English and indicates areas for further improvement to the Headteacher and Governors; and
- Monitoring evidence of children's work through book scrutinies, learning walks, pupil interviews and observing English lessons.







ENGLISH TEXTS OVERVIEW

Codes for texts: red = a core text for 2 year olds, green = Nursery core texts, black = Reception Core Texts, purple = other curriculum texts linked to topics or to areas of the curriculum.

 Indicates texts which have been chosen to promote positive messages about respecting diversity including diversity in the form of race, gender, physical ability, socio-economic background, or through membership of the LGBTQ+ community in line with our school vision of being good soil for everyone to grow and flourish (Matthew 13) NB: See Progression Maps for Areas of Learning for subject specific vocabulary.







CYCLE A-ENGLISH TEXTS

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N/R	<p>THEME-ALL ABOUT ME (NOW AND THE PAST)</p> <p>FOCUS TEXTS:</p> <p>It's ok to be different </p> <p>What I like about me </p> <p>Elmer</p> <p>Super Duper You </p> <p>The Great Big Book of Families </p> <p>Once there were Giants</p> <p>Mommy, Mama and Me </p> <p>This is our house </p> <p>The Three Billy Goats Gruff'</p> <p>The Secret Garden.</p>	<p>THEME-TRADITIONAL TALES</p> <p>FOCUS TEXTS:</p> <p>Goodnight Moon</p> <p>The Three Little Pigs (full Ladybird Version)</p> <p>Red: A crayon's story </p> <p>The Nativity Story: Long Ago in Bethlehem</p> <p>Red Riding Hood</p> <p>The Paper Bag Princess </p>	<p>THEME-WHAT IS IT LIKE IN THE WOOD AND IN THE JUNGLE?</p> <p>FOCUS TEXTS:</p> <p>Dear Zoo</p> <p>The Gruffalo</p> <p>Giraffes can't dance  The</p> <p>Selfish Crocodile</p> <p>My Friend Bear</p> <p>Down in the Jungle</p> <p>Row your boat (songs and stories)</p> <p>Rumble in the Jungle</p> <p>The Naughty Bus</p> <p>Rainforests: Explore My World; (non- fiction)</p>	<p>THEME-WEATHER AND GROWING THINGS</p> <p>FOCUS TEXTS:</p> <p>The Hungry Caterpillar</p> <p>Owl babies</p> <p>Jasper's Beanstalk</p> <p>Jack & the Beanstalk</p> <p>Worm loves Worm </p> <p>Ten Seeds</p> <p>Sunflower House + Non Fiction books and PPTs about Weather.</p>	<p>THEME-PIRATES AND THE SEA</p> <p>FOCUS TEXTS:</p> <p>The Pirates Are Coming</p> <p>Hooray for Fish</p> <p>On a Pirate Ship</p> <p>The Treasure of Pirate Frank</p> <p>Pirate Pete and his Smelly Feet</p> <p>Night Pirates</p> <p>Mr Seahorse </p> <p>Julian is a Mermaid </p> <p>Seaside Poems</p> <p>The Rainbow Fish</p> <p>My Little Book of Ocean Life (Non-fiction)</p>	<p>THEME-PIRATES AND THE SEA</p> <p>FOCUS TEXTS:</p> <p>The Pirates Are Coming</p> <p>Hooray for Fish</p> <p>On a Pirate Ship</p> <p>The Treasure of Pirate Frank</p> <p>Pirate Pete and his Smelly Feet</p> <p>Night Pirates</p> <p>Mr Seahorse </p> <p>Julian is a Mermaid </p> <p>Seaside Poems</p> <p>The Rainbow Fish</p> <p>My Little Book of Ocean Life (Non-fiction)</p>
YEAR 1/2	<p>THEME-FIRE</p> <p>FOCUS TEXTS:</p> <p>George and the Dragon – WS</p> <p>Fergal is Fuming -LS</p> <p>The Worst Princess</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p> <p>Dad David, Baba Chris and Me</p> <p>The Pirate Mums</p>	<p>THEME-ANIMALS/ CHRISTMAS</p> <p>FOCUS TEXTS:</p> <p>The Bog Baby – LS</p> <p>Fantastic Mr. Fox</p> <p>Meercat Christmas</p> <p>Mog's Christmas</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p> <p>Dad David, Baba Chris and Me</p> <p>The Pirate Mums</p>	<p>THEME-THIS IS OUR UK</p> <p>FOCUS TEXTS:</p> <p>The Queen's Hat</p> <p>The Queens Knickers</p> <p>Dogs don't do Ballet</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p> <p>Dad David, Baba Chris and Me</p> <p>The Pirate Mums</p>	<p>THEME-CHOCOLATE</p> <p>FOCUS TEXTS:</p> <p>Charlie and the Choc Factory (WS/LS)</p> <p>Chocolate Mug Cake (WS)</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p> <p>Dad David, Baba Chris and Me</p> <p>The Pirate Mums</p>	<p>THEME-TRADITIONAL TALES</p> <p>FOCUS TEXTS:</p> <p>Who's Afraid of the Big Bad Book (Lauren Child)</p> <p>Little Red (LS)</p> <p>Rapunzel (LS)</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p> <p>Dad David, Baba Chris and Me</p> <p>The Pirate Mums</p>	<p>THEME-AFRICA/ANIMALS</p> <p>FOCUS TEXTS:</p> <p>Elephant (LS)</p> <p>How to Hide a Lion?</p> <p>The Owl who was afraid of the Dark</p> <p>Handa's Surprise (WS)</p> <p></p> <p>Aaaarrgghh! Spider!</p> <p>Kenny Lives with Erica and Martina</p> <p>Perfectly Norman</p> <p>Tyrannosaurus Drip</p> <p>Jacob's New Dress</p> <p>Tough Guys Have Feelings Too</p>

	Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Dad David, Baba Chris and Me The Pirate Mums Who Are You? A Kid's Guide to Gender Identity
YEAR 3/4	THEME-VIKINGS AND MAGIC FOCUS TEXTS: How to be a Viking by Cressida Cowell (LS) How to Train your Dragon by Cressida Cowell (LS) Wizards of Once (WS) Author Study -Cressida Cowell including virtual visit  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-CHRISTMAS AROUND THE WORLD FOCUS TEXTS/ANIMATION: Feast by Disney – Story (WS) One Christmas Wish by Katherine Rundell (LS) Poetry-Turkeys – Benjamin Zephani  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-LONG AGO FOCUS TEXTS/ANIMATION: Beowulf Wolf Brother  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-RAINFOREST FOCUS TEXTS: Miniscule-(WS) Fairtrade Chocolate - Non-Fiction Report Instructional writing -healthy food  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-ROTTEN ROMANS FOCUS TEXTS: Roman Diary-The Journal of Iliona-A Young Slave (WS) Rotten Romans-Horrible Histories  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-ANIMALS FOCUS TEXTS/ANIMATION: Zoo by Anthony Brown (WS) Should we feed animals at National Parks? (WS) David Attenborough – Biography (WS) The Lost Words Poetry-Forest school  Free to Be...You and Me Llama Glamarama Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother

CYCLE B-ENGLISH TEXTS

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N/R	THEME -MAGICAL ME/HOW I AM CHANGING FOCUS TEXTS: It's ok to be different 🌈 Meg and Mog Owl Babies Winnie the Witch Super Duper You 🌈 Room on the Broom The Great Big Book of Families 🌈 I am living in two homes The Growing Story The Magic Porridge Pot	THEME -TRADITIONAL TALES FOCUS TEXTS: Goldilocks & the Three Bears Goldilocks & the Three Bears (full ladybird version) Red: A crayon's story 🌈 The Nativity Story: Baby Jesus The Gingerbread Man Jacob's new dress 🌈	THEME -WHAT IS IT LIKE IN THE WINTER IN THE UK AND ARCTIC? FOCUS TEXTS: The Secrets of Winter (non-fiction) Brown Bear, Brown Bear We're going on a Bear Hunt The Gruffalo Way up in the Arctic (Fiction & non-fiction) The Ugly Duckling The Sissy Duckling 🌈 The Snowman Snow Bear The Snow lambs	THEME -PEOPLE WHO HELP US FOCUS TEXTS: The Enormous Turnip The Jolly Postman Busy People Series: Fire Fighter, Police Officer, Vet, Doctor, Teacher, Librarian My Daddy The Amazing Nurse 🌈 All through the Night Hello Sailor 🌈 At the Hospital The Life of Florence Nightingale + PPTS about different people who help us.	THEME -ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES? FOCUS TEXTS: (Dear Zoo -for 2 year olds link animals to different parts of the world) The Barefoot Books Children of the World (non- fiction) 🌈 What we Wear (non-fiction) Everybody says Shalom (Israel) 🌈 Rosie's Walk (USA) Handa's Surprise (Kenya) 🌈 The Great Race (China) 🌈 Les Couleurs d'Elmer (France) The Story of Rama and Sita (India) 🌈 El Mundo (Spain) Llama Glamarama (link to S. America) 🌈 The Naughty Bus (UK)	THEME -ALL AROUND THE WORLD: WHAT IS IT LIKE IN OTHER COUNTRIES? FOCUS TEXTS: (Dear Zoo -for 2 year olds link animals to different parts of the world) The Barefoot Books Children of the World (non- fiction) 🌈 What we Wear (non-fiction) Everybody says Shalom (Israel) 🌈 Rosie's Walk (USA) Handa's Surprise (Kenya) 🌈 The Great Race (China) 🌈 Les Couleurs d'Elmer (France) The Story of Rama and Sita (India) 🌈 El Mundo (Spain) Llama Glamarama (link to S. America) 🌈 The Naughty Bus (UK)
YEAR 1/2	THEME-DOWN UNDER FOCUS TEXTS: Wombat Goes Walkabout Diary of a Wombat The Koala Who Could (LS) 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me Mister Seahorse	THEME-WINTER WONDERLAND FOCUS TEXTS: The Storm whale in Winter (LS) A Winter's Child Mog's Christmas 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me	THEME-SPACE FOCUS TEXTS: Beegu (LS) The Way Back Home (LS) The Aliens Are Coming 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me Mister Seahorse The Pirate Mums	THEME-TOYS FOCUS TEXTS: Dogger (LS) Pinnochio (WS) Traction Man (LS) 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me	THEME-GOING GREEN FOCUS TEXTS: Plant (WS) If I were to change the World (WS) Growing Good 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me Mister Seahorse The Pirate Mums	THEME-OCEANS AND SEAS FOCUS TEXTS: Grandad's Island The Lighthouse Keeper's Lunch Song of the Sea and the Pirates 🌈 Aaaarrgghh! Spider! Kenny Lives with Erica and Martina Perfectly Norman Tyrannosaurus Drip Jacob's New Dress Tough Guys Have Feelings Too Dad David, Baba Chris and Me Mister Seahorse The Pirate Mums

	The Pirate Mums Who Are You? A Kid's Guide to Gender Identity	Mister Seahorse The Pirate Mums Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Mister Seahorse The Pirate Mums Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity	Who Are You? A Kid's Guide to Gender Identity
YEAR 3/4	THEME- WHO LET THE GODS OUT? FOCUS TEXTS: Orchard book of Greek Myths (Hamilton Trust) Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden (WS)  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME- WAR AND PEACE FOCUS TEXTS: Poetry Fireworks Remembrance Winter  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME- EXTRA TERRESTIAL FOCUS TEXTS / ANIMATION: The Iron Man by Ted Hughes – Sci-fi (WS) Tuesday by David Wiesner (LS) Invasions short film (LS)  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME- OCEANS AND ISLANDS FOCUS TEXTS: Flotsam by David Weisner (LS) An Alternative to Plastic Straws (WS)  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-THE STONE AGE FOCUS TEXTS: Stone Age Boy by Satoshi Kitamura – Story (WS) Skara Brea – Holiday Brochure (WS)  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother	THEME-TRADITIONAL TALES FOCUS TEXTS: The Princess and the Pea by Lauren Child (WS) Snow White in New York Aladdin and the Enchanted Lamp by Philip Pullman (WS) The True Story of Three Little Pigs by Jon Scieszka Goldilocks – Guilty or Not Guilty (WS)  Free to Be...You and Me Llama Glamarama My Footprints Perfectly Norman Princess Princess Ever After Stories for Boys Who Dare to Be Different Better Nate Than Never Bill's New Frock Oliver Button Is a Sissy I Am Jazz Red: A Crayon's Story When Aiden Became a Brother

EYFS Progression in Literacy

What does Literacy look like in Early Years at Humshaugh C of E (Aided) First School?

Our curriculum is based around story books, non-fiction books, rhymes and poems. We want children to gain a love of reading and a joy of books from a very young age. We feel that stories enable the children to find out more about the world around them and have the opportunity to explore real and imaginary places. They enable children to experience different situations, cultures, feelings and learn new facts. Adults share stories and rhymes on a daily basis. Children are encouraged to join in, retell and draw or write their own stories and ideas. They are taught the skills needed to be able to do this. We include parents and carers on this journey and we really value their encouragement and support helping their child to practise the skills that have been taught in school.



In our **2-year-old provision** we sing songs and rhymes daily and encourage the children to join in with the words and actions. They participate in musical ‘Boogie Mites sessions’ to develop their sense of rhythm and early rhyming skills, joining in with their bodies and with instruments. They play games to develop their ability to listen and copy environmental sounds, instrumental sounds and voice sounds. We have chosen books that we focus on to explore further with props and costumes to reinforce vocabulary and provide opportunities to act out different parts of the story and link them to other areas of the curriculum. Sometimes children share stories in a small group, but they also have the opportunity to share stories on an individual basis. They are encouraged to ask questions, find things in the pictures, lift flaps and so on. Children are provided with a wide range of equipment to make marks with both inside and outside. They are encouraged to draw and mark make using a range of resources. Adults play alongside the children commenting on what they are doing and providing support as needed.

In **Nursery** we continue to develop children’s love of stories and their use of story language. Developing and extending their vocabulary and understanding how to handle books carefully. Children will be taught skills to develop their phonological awareness such as clapping syllables in words, recognising rhymes and sorting words that begin with the same sound as well as orally blending and segmenting words. They will begin to understand that print is used for lots of different purposes and they will begin to mark make for a range of purposes, starting to form some symbols and letters accurately. Children have the opportunity to take books home and share them. Songs and rhymes are sung on a daily basis and resources in the environment help to support children’s own explorations.





In **Reception** children learn how to read and write individual letter sounds and then blend these sounds into words for reading and to segment words for writing. We follow a program called Read Write Inc .phonics which is continued in Year 1. The children are also taught common exception words, these are words that cannot be sounded out. We call these words ‘red’ words. Children are taught how to read and write short sentences. They are encouraged to write for different purposes. They take books and sounds home to practise the skills that they have learnt in school which helps to build their confidence and fluency. They also have a Nessy login to access an online individualised phonics program at school and at home to reinforce their developing phonic skills in a fun way. Our class story focus continues with children learning phrases and retelling familiar stories. Children act out, sequence and make links between different stories. They talk about characters, plots and settings and make props and labels to explore the stories further. They use non-fiction books to find out information both linked to their focussed learning and also to explore their own interests.



Indicates those of our **core books** which have been chosen to promote positive messages about respecting diversity including diversity in the form of race, gender, physical ability, socio-economic background, or through membership of the LGBTQ+ community, in line with our school vision of being good soil for everyone to grow and flourish (**Matthew 13**) These positive messages are also frequently included in our **curriculum texts** which are chosen for their links to our topics. Please see also **HFS EYFS 2 Year Curriculum Topic Overview** for these texts.

Year group	Skills	Knowledge	Vocabulary	Resources & Books
2 Year old provision	Core books: <i>It's ok to be different,</i>  <i>What I like about me</i> Year A)  , <i>Meg and Mog</i> (Year B) <i>Dear Zoo, The Hungry Caterpillar, Goldilocks & the Three Bears, Good Night Moon</i> (Year A) or <i>Brown Bear</i> (Year B) (+Curriculum texts)			
	<p>BOOKS, RHYMES AND READING</p> <p>Join in with songs and rhymes and join in with actions.</p> <p>Enjoy sharing a book with an adult.</p> <p>Pay attention and respond to the words or the pictures.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions and make comments about a book.</p> <p>Use props to develop play around familiar stories.</p> <p>Choose favourite books to look at.</p> <p>Look after books and turn pages one-by one.</p>	<p>Understand the nouns ‘book,’ ‘story,’ ‘page,’ ‘picture’ and ‘writing’ in relation to stories and books.</p> <p>Understand comparatives and superlatives with concepts I know i.e. ‘-er’ and ‘-est.’ (bigger/ biggest)</p> <p>Understand the concepts ‘small,’ ‘big,’ ‘little,’ ‘up,’ ‘down,’ ‘over,’ ‘off,’ ‘a bit,’ ‘on,’ ‘in,’ ‘under’ and ‘turn.’</p> <p>Know that we need to look after our books.</p>	<p>Understand the verbs ‘clap,’ ‘shake,’ ‘move,’ ‘dance,’ ‘sing,’ ‘look,’ ‘listen,’ ‘hear,’ ‘sit,’ ‘copy,’ ‘hold,’ ‘make,’ ‘write,’ ‘draw,’ ‘say’ (person/animal,) ‘tell,’ ‘read,’ ‘open,’ ‘close,’ ‘turn’ (page,) ‘take turns,’ ‘share,’ ‘tidy,’ ‘play,’ ‘pretend’ and ‘like.’</p> <p>Specific vocabulary identified from a book.</p>	<p>Indoors</p> <p>Songs, rhymes, poems with props, puppets and dressing up costumes.</p> <p>Song bag</p> <p>Story sacks</p> <p>Curriculum texts related to Topic and enhancements;</p> <p>Stories & Non-fiction books:</p> <p>all in Reading Corner</p> <p>Outdoor Reading Shed with seats, fiction & non-fiction books, mark making materials & story sacks</p> <p>Outdoor classroom with Story Chair and circle of seats</p> <p>Mark making resources in writing shed.</p> <p>Dressing up props</p> <p>Small world props</p> <p>Letters & Sounds Phase 1: a) environmental sounds, body percussion sounds, instrumental sounds and voice sounds.</p> <p>Instruments</p> <p>Listening games, Sound Lotto, objects to represent sounds or songs, voice sound footprints, musical instruments. Boogie Mites sessions to develop early phonological awareness of rhythm and rhyme.</p>

	<p>Notice familiar print in the environment e.g. name on basket.</p> <p>UNDERSTANDING</p> <p>Discriminate and identify familiar, environmental, human, animal or transport sounds.</p> <p>Point to the right part of a picture or to a person based on their activity/ verb e.g. “Who is sleeping?” “Who is crying?”</p> <p>Ask a variety of questions e.g. ‘What?’ ‘Where?’ and ‘Who?’</p> <p>Recognise something when shown an incomplete object.</p> <p>Notice and comment on details in busy pictures in books and on jigsaws.</p> <p>MARK MAKING</p> <p>Enjoy drawing freely.</p> <p>Make marks which they give meaning to.</p> <p>HFS Curricular Goals for Rising 3s:</p>	<p>Know that different things make different sounds.</p> <p>Understand that we can comment and ask questions about what we see in books</p> <p>Know that their mark making can represent lots of different things.</p>	<p>Understand the words what, where and who.</p>	<p>Incomplete pictures, photos, ‘busy’ pictures</p> <p>Jigsaws, pictures, picture books.</p> <p>A book sent each week to share at home.</p> <p>Sensory mark making resources e.g. foam, finger painting, sand, rice, fake ‘snow’, gloop etc.</p> <p>mark making with large muscle resources e.g. ribbons, sweeping brushes as well as chalks paint brushes, pencils, felt tips etc.</p>
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	<ul style="list-style-type: none"> • Notice some print e.g. initial letter of own name, a door number or familiar logo. • Show awareness of the rhythm of words and tap or clap out 2 syllable words. • Enjoy and initiate listening to favourite stories with an adult, filling in gaps with key words and phrases, and answer who and where questions, sharing own ideas and using story props or costumes in play. • Enjoy making marks with a variety of media and give meaning to the marks they make. 			
Year group	Skills	Knowledge	Vocabulary	Resources /Books
Nursery	Core books: <i>It's ok to be different,</i>  <i>What I like about me (Year A)</i>  , or <i>Meg & Mog (Year B)</i> <i>Dear Zoo, The Hungry Caterpillar, Goldilocks & the Three Bears, What I like about me, Goodnight Moon (Year A) or Brown Bear Year B) + Three Little Pigs, Super Duper You,</i>  <i>Elmer (Year A)</i>  <i>Winnie the Witch (Year B) , The Gruffalo, Owl babies, We're Going on a Bear Hunt (+ Curriculum Texts linked to topic)</i>			
	BOOKS, RHYMES AND READING Listen attentively in medium-sized groups, offering actions, comments or questions. Turn the pages of a book from front to back. Track objects, pictures and text with my finger from left-to - right.	Recognise text in different places for different things. Understand the 5 key concepts about print: 1.print has meaning 2. Print can have different purposes		Songs, rhymes, poems with props and puppets Stories & Non-fiction books Story Bags with props Curriculum stories related to Topics and enhancements - all in Reading Corner Outdoor Reading Shed with seats, books and mark making materials Outdoor classroom with Story Chair and circle of seats

	<p>Discriminate between two short phonemes, distinct then more alike.</p> <p>Orally replicate isolated letter sounds correctly.</p> <p>Recognise words with the same initial sound.</p> <p>Begin to discriminate and name the phonemes at the beginnings of words.</p> <p>Sort by initial phoneme following successful discrimination, with support.</p> <p>Participate in familiar, simple, story-level mantras in repetitive, supported stories.</p> <p>To follow and talk about a story.</p>	<p>3. We read English texts from left to right and from top to bottom.</p> <p>4. The names of the different parts of a book- distinguish between print and illustrations.</p> <p>5. Page sequencing</p> <p>Know some stories really well.</p> <p>Know some key phrases and vocabulary and actions from familiar stories.</p>	<p>Understand: book, front, back, beginning, end, picture, words, letters, writing, page, cover, story (fiction) or information (non-fiction) author.</p> <p>Letter, sound, syllable (or tap), claps beat, rhyme, word, letter sound</p> <p>Understand begin, start, or first</p> <p>Understand the term 'Freddie Frog sound talk' and start to understand the idea of blending,' (or 'putting the sounds together to say the word') and segmenting '(sounding the word out' or 'saying it in Freddie sound talk'); understand sound, letter and word.</p> <p>Understand and use specific vocabulary identified from stories: describing, doing and naming words linked to individual stories e.g. enormous, scuttle, forest, cottage, crept.</p>	<p>Mark making resources in writing shed.</p> <p>Initial letter sound tubs in indoor provision (coloured drawers)</p> <p>Letter stones in outdoor provision</p> <p>Letters & Sounds Phase 1:</p> <p>Alliteration, Rhyme, Oral blending and segmenting CVC words.</p> <p>Listening station with Sound Lotto and story CDS + headphones.</p> <p>Stories with repeated refrains.</p> <p>A book sent each week to share at home.</p>
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	<p>Copy three instruments from a choice of six without visual support in order.</p> <p>Sequence three objects from a choice of six.</p>	<p>Know that when the adult leaves a pause it is time to join in with the mantra.</p> <p>Able to remember and copy a sequence of 3 object names, sounds etc.</p>	<p>Understand 'I wonder...' questions, 'tell me about', 'what is happening' or 'happens,' 'happened' or 'will happen next...' 'Beginning' and 'end'</p> <p>Understand and use specific vocabulary identified from stories: describing, doing and naming words linked to individual stories e.g. enormous, scuttle, forest, cottage, crept, cunning etc.</p> <p>Copy, same</p>	<p>Musical instruments</p> <p>Objects</p>
	<p>Count and clap syllables in words.</p> <p>Blend four syllable words e.g. 'he-li-cop-ter.</p> <p>Segment compound words, initially with visual support.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Be able to take turns and wait their turn.</p>	<p>Know that we can count things other than objects e.g. sounds, words etc.</p> <p>Can count up to 5</p> <p>Know that there are a different number of syllables (taps) in words.</p> <p>Can attend to new stories in a group.</p>	<p>Understand and use some compound words e.g. foot ball.</p>	<p>Drum</p> <p>Small group work for games to develop phonological awareness> early phonics.</p> <p>Tailored intervention for speech and phonological awareness as required.</p> <p>Small world, dressing up</p> <p>Story sacks in Reading Corner and Reading Shed for Core stories,</p> <p>Weekly Curriculum (Topic related texts) shared in class group.</p>

	<p>UNDERSTANDING</p> <p>Be able to play ‘odd-one-out’ games and explain reasons.</p> <p>Inference & Prediction: Lift less obvious meaning from pictures e.g. “Where do you think he is going?” or “What do you think they are making?”</p> <p>Match two words that rhyme in games such as ‘rhyming lotto.’</p> <p>Join in with and begin to predict rhyme.</p> <p>Notice rhymes in stories and suggest own rhymes.</p> <p>Add real or nonsense words to a rhyming string.</p> <p>WRITING</p> <p>Begin to hold a pencil using a modified tripod grip.</p> <p>To develop hand strength to produce enough pressure to make a mark.</p> <p>Give meaning to marks and write some letters accurately.</p> <p>To develop control when creating lines and shapes.</p>	<p>To link their prior knowledge to new situations.</p> <p>Can think and talk beyond the ‘here and now’</p> <p>Know what a rhyming word is.</p> <p>Starting to know how to ‘pinch and flick’ with a pencil.</p> <p>Begin to develop visual distinction of shapes and letters.</p>	<p>Match, same, different, odd, why, because</p> <p>Think, might</p> <p>Rhyme/same</p> <p>pinch, flick</p>	<p>Use of challenging questioning.</p> <p>Pictures, picture books, and puzzles.</p> <p>Rhyming lotto</p> <p>Rhyming books</p> <p>Nursery rhymes</p> <p>Triangular pencils, pencil grips.</p> <p>Finger gym resources</p> <p>Wide variety of mark making both inside and outside.</p> <p>Dancing Doodles Sessions Sensory writing materials.</p> <p>Wide range of mark makers and paper in provision.</p>
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	<p>Be able to draw the pre-writing symbols and understand the language used.</p> <p>Draw a person on request with head, legs and body</p> <p>Trace their name</p> <p>Copy their name</p> <p>Write some of the letters of their name independently.</p> <p>I know that a letter (grapheme) makes a ‘sound’ and may know some such as ones in their name.</p> <p>Begin to use some of their print and letter knowledge in their early writing.</p> <p>HFS Curricular Goals for End of Nursery:</p> <ul style="list-style-type: none">• Recognise some letters of own name in other words, orally blend C-V-C to make a word, add to a rhyming string and hear and say initial sounds in words.• Listen to stories to the end, answer questions about them and able to retell familiar ones.• Copy own name and use ‘writing’ in independent play.	<p>Have awareness of own body in space and different body parts.</p> <p>Recognise my name.</p> <p>Know some of the letters in their name.</p> <p>Can use a pencil effectively using a modified tripod grasp</p>	<p>Top, bottom, across, around, start, curl, straight.</p> <p>Body part vocabulary.</p>	<p>Handwriting Hero cape awarded weekly</p> <p>Opportunities to write across the provision indoors and outdoors.</p>
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Year group	Skills	Knowledge	Vocabulary	Resources /Books
Reception	Core Books: <i>(It's ok to be different, 🌈, What I like about me 🌈 (Year A), Meg and Mog (Year B), Dear Zoo, The Hungry Caterpillar, Goldilocks & the Three Bears, Goodnight Moon (Year A) or Brown Bear, Brown Bear (Year B) + (Three Little Pigs, Super Duper you 🌈, The Gruffalo, Owl Babies, Elmer (Year A) 🌈 Winnie the Witch (Year B), We're Going on A bear Hunt) + The Naughty Bus, Jasper's Beanstalk (Year A) or Room on the Broom (Year B), Red: a Crayon's Story, 🌈 The Great Big Book of Families, The Nativity Story: Long Ago in Bethlehem (Year A) or Baby Jesus (Year B), 🌈 Giraffe's can't dance (Year A) 🌈 or Way up in the Arctic (Year B) Handa's Surprise (Year B) 🌈 or The Pirates are coming (Year A) 🌈 + wide range of Curriculum Texts.</i>			
	READING Read individual letters by saying the sounds for them. Read some digraphs and understand they represent one sound. Blend sounds into words and read short words. Discriminate and name phonemes at the beginning in the middle and end of words. Hold five, six then seven words in my auditory memory and begin to use simple memory strategies. e.g. when Grandma went to market... Blend four phoneme words with ccvc, cvcc, cvcv and vcvc blends e.g. 's-t-o-p,' 'm-a-s-k,' 'w-a-t-er' and 'o-p-e-n.' Read familiar, phonetic words and key sight vocabulary at word-level.	Know the RWI sounds, pictures and handwriting rhymes. Know how to add sound buttons to words to show digraphs, and single sounds. Understand that you can blend (put together) sounds in a word to read and to segment the sounds (say them in Freddie sound talk) to spell a word. Able to sequence at least 3 objects, sounds etc. Auditory memory capacity 5-7 items	Understand and start to use: letter, sound, word, sentence digraphs (two letters to spell one sound) trigraphs (three letters to spell one sound) finger space capital letter, lower case letter. letter name, letter sound, full stop, sentence, word, question mark, exclamation mark Begin or start, middle, end.	RWI Programme & Resources Initial letter sound tubs in coloured drawers. Phonic grapheme spots for games in hall or outdoors. Magnetic letters Tailored interventions for phonics, early reading and handwriting as required. Building words with magnetic letters green words, red word cards Circle games, 'Hold a sentence' activities. Songs, rhymes, poems RWI Story Books

	<p>Read simple phrases and sentences which are pure phonics and some common exception words as they have been taught.</p> <p>Be able to read phase 2 and 3 tricky (red) words accurately.</p> <p>Begin to read phase 4 tricky (red) words.</p> <p>Be able to read with fluency and understanding.</p> <p>To read for enjoyment.</p> <p>Retell a familiar story in order</p> <p>Create rhyming strings and join in with the rhythm of a rhyming poem or couplet</p>	<p>Know that 'red' words don't follow the rules, (but usually start with the right sound).</p> <p>Be able to answer simple questions about a story.</p>	<p>I go to the no into</p> <p>he she we me be you are her was all they my</p> <p>said, have, so, do, some, come little, one, were, there, what when, out</p> <p>Understand question words who, where, what happened, when, why and how</p>	<p>RWI Book bag books</p> <p>Red wall display in Home Room</p> <p>Stories & Non-fiction books</p> <p>Story sacks with props</p> <p>Curriculum stories related to Topics and enhancements - all in Reading Corner</p> <p>Outdoor Reading Shed with seats, books and story sacks.</p> <p>Outdoor classroom with Story Chair and circle of seats. Visits, and visitors, e.g. drama groups, theatre visit, authors, reading volunteers, reading dog, reading buddies from Class 3</p> <p>Library slot.</p> <p>Story sequencing pictures</p> <p>Picture Books, rhyming books, poems.</p>
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	<p>Be able to talk about characters, setting and plot in familiar stories.</p> <p>Be able to discuss some features of traditional tales, a poem, the difference between an information book and a story (fiction & non-fiction)</p> <p>Say what an author, illustrator and an actor do, and some of the different features of a book.</p> <p>WRITING</p> <p>Form individual letters correctly. (lowercase and some capitals)</p> <p>Spell words by identifying the sounds and then writing the letters to match the sounds- use Fred Fingers</p>	<p>Knows how to order everyday events in time sequence e.g. first, then, last.</p> <p>Knows how to sequence up to 6 pictures to re-tell a story.</p> <p>Understand how to create a rhyming string (change the starting sound/s) Know what a rhyming word is and how you can change the sounds at the end</p> <p>Know that a story typically has a beginning, middle and end.</p> <p>Know that the characters are the people or animals who are in the story, the setting is where the story is set, the plot and events are what happened in a story,</p> <p>Understand the difference between information books (non-fiction) stories, traditional tales and poems (fiction) as we talk about books, stories or role play.</p> <p>Know that the author is the writer, the illustrator is the person who draws the pictures and an actor is someone who plays a role in a story or play (e.g. playing a shepherd in our nativity play)</p>	<p>Can use story vocabulary</p> <p>Rhyme, rhyming string</p> <p>Beginning, middle, end</p> <p>Understand: describe, explain, recall or remember, re-tell, plan, invent, create, imagine, illustrate, happen, character, setting, plot, event, fiction, non-fiction, Information book, Story, Poem</p> <p>made up, pretend,</p> <p>Traditional Tale</p> <p>Once upon a time...</p> <p>The End...</p> <p>They all lived happily ever after.</p> <p>Thewas never seen again!</p> <p>Author, illustrator, actor, play, role, act, cover, pages, blurb, title, contents page.</p>	<p>Daily Class Story sessions</p> <p>Individual reading of book bag books with adult</p> <p>RWI Reading Groups with teacher</p> <p>3 Home Reading books:</p> <ul style="list-style-type: none"> I can read We can read You read to me <p>Reward scheme used for home reading and phonics homework.</p> <p>Triangular pencils, pencil grips, air writing, forming letter shapes with our bodies or playdough</p> <p>Dancing Doodles sessions</p> <p>Sensory letter formation resources</p> <p>Fred Frog puppet, blending and segmenting games,</p> <p>Objects-match and spell type games (orchard toys)</p> <p>Write a ditty for a silly picture, e.g. cat in a hat. Match the sentence to the picture games</p> <p>‘Hold a sentence’ activities</p> <p>Weekly ‘Big Write’ session to practise using phonic skills, common exception words and punctuation in writing.</p>
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	<p>Use syllable skills when attempting to write longer words.</p> <p>Write a sentence, holding words and phonemes using a capital letter, finger spaces and a full stop.</p> <p>Learn to read and write RWI Set 2 and Set 3 sounds in words,</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Start to write labels, captions, then phrases and sentences independently in child initiated activities.</p>	<p>Know how to hold and manipulate a pencil</p> <p>Know the correct position for writing (tripod grip).</p> <p>Recognise letters and know their corresponding sounds</p> <p>Know how to use to segment words' Fred Fingers' to help segment words</p> <p>Know how to tap out and count then number of syllables in a word.</p> <p>Know how to use 'Fred finger's for sounding a word out to spell it.</p> <p>Know how to say a sentence, 'hold the sentence' using fingers and then write the sentence.</p> <p>Know that some letters or digraphs can say more than one sound e.g. 's' in <u>s</u>ee and in <u>h</u>is, 'oo' in <u>z</u>oo and in <u>l</u>ook that two or more different spellings can say the same sound e.g. 'u' in <u>l</u>uck, 'oo' in <u>l</u>ook)</p>	<p>RWI letter formation rhymes.</p> <p>Sound out, spell, Syllables</p> <p>Word, sentence, capital letters, full stops, finger spaces.</p> <p>Check, make sense, sort it out, reflect</p>	<p>RWI, magnetic letters and digraphs for word building. Phoneme spots.</p> <p>Peer review- what have they done well, what could they do to make it even better next time?</p> <p>Handwriting Hero cape awarded weekly</p> <p>Opportunities and resources available for writing across the provision. Adults model writing.</p> <p>Independent writing framed and displayed. Children encouraged to be 'Brave Writers'</p>
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	<p>HFS Curricular Goals for End of Reception:</p> <ul style="list-style-type: none"> • Read books containing RWI Set 2 and Set 3 sounds. • Show understanding of stories through relevant comments, predictions and questions, retelling them in their own words and answering more complex questions about them e.g. when? why? or how? • Write simple sentences for a range of purposes that can be read by others, including phonetically plausible spellings and some correctly spelled key words. 			
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Literacy ELG

ELG: Comprehension: Children at the expected level of development will:

- 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.

ELG: Word Reading Children at the expected level of development will:

- 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.

ELG: Writing: Children at the expected level of development will:

- 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 read by others.

YEARS 1 TO 4 Progression in English

English: Reading Progression Map

Reading – Word Reading				
	Year 1	Year 2	Year 3	Year 4
Phonetic Knowledge We use Read, Write, Inc. Phonics And RWI Spellings	<p>To apply phonic knowledge and skills to decode words. To blend sounds in unfamiliar words.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</p> <p>To begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>To read aloud fluently</p>
	To read Y1 common exception words, noting unusual correspondences between spelling and sounds.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sounds.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spellings.
	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	

Reading Comprehension				
	Year 1	Year 2	Year 3	Year 4
Comparing, contrasting and commenting	<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 link what they have read or have read to them and their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to others.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>
Words in context and Author choice	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>
Inference and Prediction	<p>To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>
Poetry and Performance	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>
Non-Fiction	<p>. To listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p>	<p>To recognise that non- fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read</p>

English: Writing Progression Map

Writing: Spelling				
	Year 1	Year 2	Year 3	Year 4
Phonics and Spelling Rules	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules **	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules **	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).
Common Exception Words	To spell all Y1 common exception words correctly. ** To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.
Prefixes and Suffixes	To use -s and -es to form regular plurals correctly. To use the prefix 'un -' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis -, mis -, bi -, re - and de - correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/ -ed/ - ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/ -ed/ - en/ -ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in -, il -, im -, ir -, sub -, super -, anti -, auto -, inter -, ex - and non - (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)

Other Spelling Conventions	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single - syllable and multi - syllabic words. To self -correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell some more complex homophones and near - homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.
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Writing: Handwriting				
	Year 1	Year 2	Year 3	Year 4
Letter formation, placement and positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Letter joins		To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency

Writing: Composition				
	Year 1	Year 2	Year 3	Year 4
Planning, Writing and Editing	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly)	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion
Awareness of Audience, Purpose and Structure	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in nonfiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar and Punctuation				
	Year 1	Year 2	Year 3	Year 4
Sentence Construction and Tense	To write simple sentence structures.	To use the present tense and past tense mostly and correctly. To form sentence with different forms: statement, question, exclamation and command. To use some features of written Standard English.	To try and maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
Use of Phrases and Clauses	To use the joining word 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use coordinating conjunctions (and/or/but) To use some subordinating conjunctions (when/if/that/because) To use expanded noun phrases to describe and specify (e.g the big, blue butterfly)	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending sentences with more than one clause by using a wider range of conjunctions. To consistently choose nouns and pronouns appropriately. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.
Punctuation	To use capital letters for names, places, the days of the week and personal pronoun I. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 including - Capital letter - Question marks - Exclamation marks - Commas in lists - Apostrophes	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately including the use of inverted commas.	To use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within inverted commas. To consistently use apostrophes for singular and plural possession.
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, present tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, vowel letter and inverted commas.	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.