

English Progression Framework - Core Content

At Star Primary School, we place key emphasis on the teaching of reading, writing, handwriting and spelling. The power of reading is embedded from nursery where, early on, pupils are exposed to a rich library of texts, vibrant storytelling and technical phoneme-grapheme application. This strong reading foundation continues through to Year 6 where pupils will be met with an abundance of rich topic literature to ensure reading is intertwined across the curriculum. We use a robust phonics programme to underpin and heavily support early reading skills and this is followed up by a secure home-school reading programme. Our Star Writing programme is unique as it blends researched 'Talk for Writing' strategies with 'Big Writing'. Our three week cycle approach ensures that vocabulary, rhythm and oracy play a key factor in allowing pupils to internalise, plan, apply and invent pieces of writing. At star we drive oracy at the beginning of each topic to tease out and develop vocabulary.

Curriculum:

[Article 13](#) (freedom of expression) every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

[Article 29](#) (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Core Strands:

Reading;

- [Word Reading](#)
- [Comprehension](#)

Writing:

- [Composition](#)
- [Vocabulary, punctuation and grammar](#)
- [Spelling](#)
- [Handwriting](#)
- [Writing at greater depth](#)

Spoken Language



Curriculum Offer:

Intention	Implementation	Impact
<p>Our mission is to equip children for their future by building strong foundations in Literacy and Language through a broad and balanced cross curricular approach.</p> <p>Developing a love of reading for pleasure as well as for information is at the heart of what we do at Star. By the end of their time at school, all pupils are able to read fluently with confidence across all subjects.</p> <p>Pupils will learn through a creatively planned whole school curriculum, building on their imagination and creativity while being empowered through pupil voice. We aim to nurture imagination, while promoting communication and social skills through a focus on drama and oracy. This leads to fluent transcription and effective composition</p>	<p>Effective provision starts in the Early Years, tackling pupils' low starting points in Literacy and Language, through the systematic teaching of reading through Read Write Inc Phonics, opportunities for imaginative learning through role play, encouraging narratives and the modelling of key vocabulary. A systematic approach to the teaching of reading continues with phonics across KS1 and Big Reading across the rest of the school.</p> <p>From Year 1 to Year 6 children follow the Star Writing programme which takes a child-led, cross-curricular approach. With a focus on oracy, performance and purpose for writing, children develop their writing voice through the explicit exploration of the creative writing processes. Children are introduced to a plethora of high quality model topic texts which link closely to the National Curriculum outcomes. Vocabulary, spelling, grammar and handwriting are taught explicitly as well as being embedded throughout the curriculum.</p>	<p>By the time children leave Star Primary, they will be confident communicators, passionate readers and enthusiastic writers. All pupils make excellent progress against attainment expectations in English and continue to exceed national and local attainment data at the end of KS1 and KS2, with 85% of children leaving school with... in Reading, Writing and Grammar</p>
Enrichment		
<p>Children at Star Primary are given many enrichment opportunities as part of the wider English curriculum. Pupils will take part in World Book Day and bring their favourite characters to life by making and wearing their own costumes. Star pupils have the opportunity to meet with inspiring poets and real-life authors during workshops throughout the year. Our KS2 pupils are offered the chance to attend a poetry retreat, working with published poets and finding inspiration in the great outdoors. Working closely with Canning Town library, pupils are given opportunities to attend writing competitions and illustrator workshops. All of the school trips are chosen purposefully to link with the topic and inspire independent writing. Theatre companies bring the drama to our pupils, showcasing scenes from famous plays and drawing pupils into interactive workshops.</p>		



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading - Word Reading	<p>-Recognises familiar words and signs such as own name and advertising logos.</p> <p>-Hears and says the initial sound in words.</p> <p>-Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>-Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>-Begins to read words and simple sentences.</p> <p>-They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>-They also read some common irregular words.</p>	<p>-apply phonic knowledge and skills as the route to decode words</p> <p>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</p> <p>- read accurately by blending sounds in unfamiliar words</p> <p>-read common exception words, noting unusual correspondences between spelling and sound</p> <p>-read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>-read other words of more than one syllable</p> <p>-read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>-read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>-re-read books to build up their fluency</p>	<p>-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>-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>-read accurately words of two or more syllables</p> <p>-read words containing common suffixes</p> <p>-read further common exception words, noting unusual correspondences between spelling and sound</p> <p>-read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-read aloud books closely matched to their improving phonic knowledge,</p>	<p>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)</p> <p>-when reading longer words, test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print.</p> <p>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)</p> <p>-both to read aloud and to understand the meaning of new words they meet</p> <p>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>-work out any unfamiliar word, focusing on all the letters in a word so that they do not misread similar words</p> <p>-accurately read individual words, which might be key to the meaning of a sentence or paragraph to improve their overall comprehension of a text</p> <p>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>-encounter new vocabulary</p>



		and confidence in word reading	sounding out unfamiliar words accurately, automatically and without undue hesitation			
			-re-read these books to build up their fluency and confidence in word reading			

Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading -Comprehension	<ul style="list-style-type: none"> -Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Listens to stories with increasing attention and recall. -Describes main story settings, events and principal characters. -Shows interest in illustrations and print in books and print in the environment. -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. -They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> -listen to and discuss a wide range of poems, stories and non-fiction -be encouraged to link what they read or hear read to their own experiences -become very familiar with key stories, fairy stories and traditional tales, retelling them. -recognise and join in with predictable phrases -learn to appreciate rhymes and poems, and to recite some by heart -discuss word meanings, linking new meanings to those already known -understand both the books they can already read accurately and fluently and those they listen to by: check that the text 	<ul style="list-style-type: none"> -listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction -discuss the sequence of events in books -becoming increasingly familiar with and retelling a wider range of stories -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discuss and clarify the meanings of words -discuss their favourite words and phrases -continue to build up a repertoire of 	<ul style="list-style-type: none"> -listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -read books that are structured in different ways and reading for a range of purposes - use dictionaries to check the meaning of words that they have read -increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books -prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) -both to read aloud and to understand the meaning of new words they meet -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word -listen to and discuss a wide range of increasingly more complex stories, poems, non-fiction and other writing for a range of purposes, including many whole books -increasing their familiarity with a wide range of books, including authors that they might not choose themselves -learning how to 	<ul style="list-style-type: none"> -listen to whole books, read aloud to them so that they experience books and authors that they might not choose to read themselves continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for 	<ul style="list-style-type: none"> -continuing to listen to whole books, read aloud to them so that they experience books with more complicated subjects and themes than they might be able to read independently and authors that they might not choose to read themselves -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading texts and books that are structured in different ways to learn further conventions of writing, such as the use of first person in autobiographies -continuing to increase their familiarity with a wide range of books, including myths, legends and traditional stories,



		<p>makes sense to them as they read</p> <p>-discussing the significance of the title and events</p> <p>-making inferences on the basis of what is being said and done</p> <p>-predict what might happen on the basis of what has been read so far</p> <p>-participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>-explain clearly their understanding of what is read to them.</p>	<p>poems learnt by heart, appreciating these and reciting some, with appropriate intonation</p> <p>-understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading, making inferences on the basis of what is being said and done</p> <p>-answering and asking questions</p> <p>-predicting what might happen on the basis of what has been read so far</p> <p>-participate in discussion about books, poems and other works that are read to them and those that they can read for themselves,</p> <p>-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>-discuss words and phrases that capture the reader's interest and imagination</p> <p>-recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-ask questions to improve their understanding of a text</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen from details stated and implied</p> <p>-identifying main ideas drawn from more than one paragraph and summarising these</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from</p>	<p>exercise choice in selecting books</p> <p>-recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</p> <p>-reading texts structured in different ways to learn the conventions of different types of writing e.g. greeting in letters, a diary in the first person</p> <p>-reading, re-reading and rehearsing poems and plays for presentation and performance</p> <p>-discussing language in depth and using drama to support their understanding of meaning, using expression as a reflection of their understanding</p> <p>-continue to check that the text makes sense to them, discuss their understanding and explain the meaning of increasingly more complex words in context</p> <p>-asking questions to improve their understanding of a text</p> <p>-drawing and justifying inferences and justifying inferences with</p>	<p>their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>-learning a wider range of poetry by heart</p> <p>-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>-check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>-asking questions to improve their understanding</p> <p>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen from details stated and implied</p> <p>-summarise the main ideas drawn from more than 1</p>	<p>modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>-recommend books that they have read to their peers, giving reasons for their choices</p> <p>-recognise themes such as loss or heroism</p> <p>-compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), with a text and across more than one text</p> <p>-being taught and accurately using the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>-give and explain the meaning of words in context</p> <p>-retrieve and recording information/identifying key details from fiction and non-fiction books</p> <p>-summarise main ideas from more than one paragraph</p> <p>-make inferences from the text, explain and justify with</p>
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				<p>non-fiction</p> <p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>evidence</p> <p>-continuing to predict what might happen from details stated and implied</p> <p>-continuing to identify main ideas drawn from more than one paragraph and summarising these</p> <p>-identify how language, structure, and presentation contribute to meaning</p> <p><i>-When reading non-fiction, know what information they need to look for before beginning, using contents and indexes to locate information</i></p> <p><i>-Develop an understanding of the kinds of explanations and questions needed to confidently discuss texts for different purposes</i></p>	<p>paragraph, identifying key details that support the main ideas</p> <p>-identify how language, structure and presentation contribute to meaning</p> <p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>-distinguish between statements of fact and opinion</p> <p>-retrieve, record and present information from non-fiction</p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>-provide reasoned justifications for their views</p>	<p>text</p> <p>-predict what might happen from details stated and implied</p> <p>-identify and explain how information or narrative content is related and contributes to meaning as a whole</p> <p>-identify and explain how meaning is enhanced through choice of words and phrases</p> <p>-make comparisons within the text</p> <p>-apply taught retrieval skills, in reading books about the wider curriculum e.g. history, geography and science and in context e.g. leaflets or reviews, where they are genuinely motivated to find out information.</p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>-explain and discuss their understanding of what they have read making links across texts, to their own lives and the world around them, including through formal presentations</p>
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							<p>and debates, maintaining a focus on the topic and using notes where necessary</p> <p>-provide reasoned justifications for their views</p>
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Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>Writing -Composition</p> <p><i>Our children learn to write by...</i></p>	<p>-Sometimes gives meaning to marks as they draw and paint.</p> <p>-Ascribes meanings to marks that they see in different places.</p> <p>-Gives meaning to marks they make as they draw, write and paint.</p> <p>-Begins to break the flow of speech into words.</p> <p>-Hears and says the initial sound in words.</p> <p>-Can segment the sounds in simple words and blend them together</p> <p>-Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>-Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>-They also write some irregular common words.</p> <p>-They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>-saying out loud -what they are going to write about</p> <p>-composing a sentence orally before writing it</p> <p>-sequencing sentences to form short narratives</p> <p>-re-reading what they have written to check that it makes sense</p> <p>-discuss what they have written with the teacher or other pupils</p> <p>-read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p><i>Our children will develop positive attitudes towards and stamina for writing by:</i></p> <p>-writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes</p> <p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p> <p>-writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i> -evaluating their writing (with peers)</p> <p>-re-reading to check that their writing makes sense and verbs to indicate time are used correctly and consistently, including those in the continuous form</p> <p>-proof-reading to check for errors</p>	<p><i>Our children will learn to write a for a wide range of different audience and purposes. They will:</i></p> <p>-discuss writing similar to that which they are planning in order to understand the structure, vocabulary and grammar</p> <p>-compose and rehearse sentences orally as part of the planning process</p> <p>-organise their paragraphs around a theme</p> <p>-in narratives, begin to create settings, characters and plot</p> <p>-in non-narrative, use simple organisational devices</p> <p>-begin to use a range of language devices relevant to the purpose of the writing (e.g exaggeration when persuading)</p> <p>-assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-proofread for spelling and punctuation errors</p>	<p><i>Our children will learn to write a for a wide range of different audience and purposes. They will:</i></p> <p>-discuss writing similar to that which they are planning in order to understand the structure, vocabulary and grammar</p> <p>-compose and rehearse sentences (including dialogue) orally</p> <p>-in a range of narratives, create settings, characters and plot</p> <p>-in non-narrative, use organisational devices</p> <p>-Know when to use a range of language devices relevant to the purpose of the writing (e.g exaggeration when persuading)</p> <p>-propose changes to grammar and vocabulary to improve consistency, including the accurate of pronouns in sentences</p> <p>-read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><i>Our children will plan their writing by:</i></p> <p>-noting and developing initial ideas, drawing on reading and research where necessary</p> <p>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><i>Draft and write by:</i> -precising longer passages</p> <p>-in narratives, using description and dialogue</p> <p>-using a range of devices to build cohesion within a paragraph and link ideas across paragraphs e.g. adverbials of time, place and number</p> <p><i>Evaluate and edit by:</i> -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural -proofread for errors -perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p><i>Our children will Plan their writing by:</i> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p><i>Draft and write by:</i> -selecting appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader</p> <p><i>Evaluate and edit by:</i> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>



Curriculum Progression - Core Content

Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Writing -Vocabulary, punctuation and grammar</p>	<p><i>Our children will learn the basics of sentence structure by:</i> -using finger spaces -starting names with capital letters -starting sentences with capital letters -understanding that I on its own is a capital letter -ending sentences with a full stop -understanding that sounds can be represented by letters and groups of letters -beginning to be able to remember tricky words and spell them</p>	<p>-leaving spaces between words -joining words and joining clauses using "and" -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -learning the grammar for year 1 in English Appendix 2</p>	<p>-use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -use sentences with different forms: statement, question, exclamation, command -use expanded noun phrases -use the present and past tenses correctly and consistently including the progressive form -subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -some features of written Standard English</p>	<p>-write sentences with more than one clause by using a wider range of conjunctions -use the present perfect form of verbs in contrast to the past tense -begin to use and punctuate direct speech correctly -use fronted adverbials -use conjunctions, adverbs and prepositions to express time and cause</p>	<p>-extend the range of sentences with more than one clause by using a wider range of conjunctions -use conjunctions, adverbs and prepositions to express time and cause -use conjunctions, adverbs and prepositions to express time and cause -use commas after fronted adverbials -indicate possession by using the possessive apostrophe with plural nouns -Use nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>-using expanded noun phrases to convey complicated information concisely -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -using modal verbs or adverbs to indicate degrees of possibility -use brackets, dashes or commas to indicate parenthesis -using commas to clarify meaning or avoid ambiguity in writing -use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>-recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using hyphens to avoid ambiguity -using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list and use of semi-colons within lists -punctuating bullet points consistently -explore the use of ellipses -use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing -Spelling	<ul style="list-style-type: none"> -words using the sounds they know -some tricky words they have learnt -Children use their phonic knowledge to write words in ways which match their spoken sounds. -They also write some irregular common words. -They write simple sentences which can be read by themselves and others. -Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> -common exception words -the days of the week -Words containing each of the 40+ phonemes already taught <i>They will add prefixes and suffixes:</i> -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- -using -ing, -ed, -er and -est where no change is needed in the spelling of root words -apply simple spelling rules and guidance, as listed in English Appendix 1 -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> -segmenting spoken words into phonemes and using related graphemes -learning new ways of spelling phonemes for which one or more spellings are already known; learning some words with each spelling, inc. homophones -learning to spell common exception words -learning to spell more words with contracted forms -learning the singular possessive apostrophe (e.g. girl's book) -distinguishing between homophones and near-homophones -applying spelling rules in Appendix 1 	<ul style="list-style-type: none"> -a range of prefixes and suffixes -homophones <i>Children will learn how to use the first two or three letters of a word to check its spelling in a dictionary.</i> 	<ul style="list-style-type: none"> -extend the range of sentences with more than one clause by using a wider range of conjunctions -use conjunctions, adverbs and prepositions to express time and cause -use conjunctions, adverbs and prepositions to express time and cause -use commas after fronted adverbials -indicate possession by using the possessive apostrophe with plural nouns -Use nouns and pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand the guidance for adding them -spell some words with 'silent' letters -continue to distinguish between homophones and other words which are often confused -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> -spell correctly most words from the Year 5/6 spelling list. -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -use a dictionary to check the spelling of uncommon or ambitious vocabulary



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing -Handwriting	<ul style="list-style-type: none"> -Shows control in holding and using jugs to pour, hammers, books and mark-making tools. -Beginning to use three fingers (tripod grip) to hold writing tools -Imitates drawing simple shapes such as circles and lines. -Draws lines and circles using gross motor movements. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Holds pencil between thumb and two fingers, no longer using whole-hand grasp. -Holds pencil near point between first two fingers and thumb and uses it with good control. -Can copy some letters, e.g. letters from their name -Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. -Begins to form recognisable letters. 	<ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> -segmenting spoken words into phonemes and using related graphemes learning new ways of spelling phonemes for which one or more spellings are already known; learning some words with each spelling, inc. homophones -learning to spell common exception words -learning to spell more words with contracted forms -learning the singular possessive apostrophe (e.g. girl's book) -distinguishing between homophones and near-homophones -applying spelling rules in Appendix 1 	<ul style="list-style-type: none"> -consistently use the diagonal and horizontal strokes needed to join letters <i>By the end of year three all children will have a clear, legible, cursive style.</i> 	<ul style="list-style-type: none"> -Ensure that downstrokes of letters are parallel and equidistant -Ensure that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> -use the correct diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -maintain legibility in joined handwriting when writing at speed



	-Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.						
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Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing - Writing at greater depth	<p>-Regularly choose to write independently in a variety of contexts</p> <p>-spell phonically regular words of more than one syllable as well as many irregular but high frequency words</p> <p>-use key features of narrative in their own writing</p>	<p>-use a clear voice with evident purpose and audience</p> <p>-show control and restraint both of word choices and structures using models from reading, manipulating them for their own purposes</p>	<p>-will effectively and coherently write for different purposes, drawing on their reading to inform vocabulary and grammar</p> <p>-add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly</p>	<p>-use grammar and punctuation for effect, controlling sentence structure with ease</p> <p>-be able to write at length while still maintaining a sense of audience, purpose and organisation</p>	<p>-use grammar and punctuation for effect, controlling sentence structure with ease</p> <p>-be able to write at length while still maintaining a sense of audience, purpose and organisation</p>	<p><i>-distinguish between the language of speech and writing and choose the appropriate register</i></p> <p><i>-link ideas across paragraphs using tense choices (e.g. he had seen her before)</i></p>	<p><i>-draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</i></p> <p><i>-distinguish between the language of speech and writing and choose the appropriate register</i></p> <p><i>-exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i></p> <p><i>-use the full range of punctuation taught at key stage 2 precisely to enhance meaning</i></p>

Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Spoken Language	<ul style="list-style-type: none"> -Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. -Links statements and sticks to a main theme or intention -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Children express themselves effectively, showing awareness of listeners' needs. -They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. -They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> -Speak clearly and loudly enough to communicate meaningfully. -Ask questions about matters of interest. -Express feelings and ideas when talking about matters of interest. -Start to develop ideas by adding detail to their speech. -Start to understand how to take turns when speaking. -Start to listen to others and respond appropriately. -Join in with imaginative play taking on role of different familiar characters. -Speak in complete sentences after modelling. -Retell a familiar story in sentences, using narrative language. -Recount an event or experience in sentences. -Begin to understand how to change language when speaking to different listeners e.g peers and adults. 	<ul style="list-style-type: none"> Talk about topics that are of interest to them or which they enjoy. -Ask questions to gain information and clarify meaning. -Begin to develop and explain their ideas. -Express themselves using complete sentences when required. -Make more specific vocabulary choices e.g. technical language. -Usually listen carefully and respond appropriately. -Take turns when talking in pairs or small groups. -Begin to be aware that formal and informal situations require a different role and language. -Offer appropriate comments in paired or small group discussion. -Retell a familiar story using narrative language and linking words/phrases. -Recount an event or experience in sentences using specifically chosen vocabulary. -Perform a simple poem from memory. -Hold the attention of listeners by adapting the way they talk. -Begin to understand how to speak for different purposes and audiences. 	<ul style="list-style-type: none"> Talk and listen confidently in different situations. -Show they have listened carefully by asking relevant questions. -Develop and explain their ideas giving reasons. -Sequence and communicate ideas in an organised and logical way in complete sentences as required. -Vary the amount of detail – dependent on purpose and audience. -Participate fully in paired and group discussion. -Vary the use and choice of vocabulary – dependent on the purpose and audience. -Start to show awareness of how and when Standard English is used. -Retell a story using narrative language, adding relevant detail. -Perform poems from memory, adapting expression and tone as appropriate. -Show they have listened carefully through making relevant comments. -Formally present ideas or information to an audience. -Recognise that meaning can be expressed in different ways dependent on the context. -Begin to adapt use of language to meet 	<ul style="list-style-type: none"> Talk and listen confidently in a wide range of contexts. -Ask questions to clarify or develop understanding. -Give an answer and justify evidence. -Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required. -Show understanding of the main points and significant details in a discussion. -Show they have listened carefully through making relevant comments. -Increasingly able to adapt what they say to meet the needs of the audience/listener. -Vary the use and choice of vocabulary dependent on the purpose and audience. -Vary the amount of detail dependent on the purpose and audience. -Show understanding of how and why language choices vary in different contexts. -Use some features of standard English. -Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear. -Perform poems or plays from memory conveying ideas about characters and 	<ul style="list-style-type: none"> Talk and listen confidently in a wide range of contexts including some that are formal. -Engage the interest of the listener by varying their expression and vocabulary. -Adapt spoken language to the audience, purpose and context. -Explain the effect of using different language for different purposes. -Develop ideas and opinions with relevant detail. -Express ideas and options justifying a point of view. -Show understanding of the main points, significant details and implied meanings in a discussion. -Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. -Begin to use Standard English in formal situations. -Begin to use hypothetical language to consider more than one possible language or solution. -Perform their own compositions using appropriate intonation and volume so that meaning is clear. -Perform poems or plays from memory making careful choices how they convey ideas about 	<ul style="list-style-type: none"> Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence. -Ask questions to develop ideas and make contributions that take account of others' views. -Use evidence to support ideas and opinions. -Explain ideas and opinions – elaborating to make meaning explicit. -Take an active part in discussions, taking different roles. -Use hypothetical speculative language to express possibilities. -Use Standard English fluently in formal situations. -Debate an issue maintaining a focused point of view. -Use formal language of persuasion to structure a logical argument. -Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear. -Perform poems or plays from memory making deliberate choices about how they convey ideas about characters, context and atmosphere. -Pay close attention to, and consider the
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				the needs of the audience/listener.	situation by adapting expression and tone. -Understand when the context requires the use of standard English.	characters and situations by adapting expression and tone. -Understand and begin to select the appropriate register according to the context.	view and opinions of others in discussions. -Make contributions to discussions, evaluating others' ideas and responding to them. -Understand and select the appropriate register according to the context.
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In the Classroom						
	Human Rights	Media Mayhem	The Earth Our Home	Express Yourself	Global Treasures	Healthy Hearts
EYFS	Speaking in full sentences Responding to questions Drawing pictures	Recording videos Lists (pictures/initial sounds) Christmas cards (pictures/initial sounds)	Drawing observations Labelling (initial sounds/CVC words) Debates Non-fiction texts	Performing stories Storytelling Listening to and joining in with poems Drawing and writing own stories	Non-fiction texts Letter writing Comparing frame	Recipes Food reviews Ingredients Non-fiction texts
Year One	Description/narrative (Part of RWI) Speeches <i>Capital letters</i> <i>Finger spaces</i> <i>Joining words with 'and'</i> <i>Finger spaces</i> <i>Past tense used accurately</i>	Journalistic/non-fiction Writing. Podcasts <i>Capital letters</i> <i>Finger spaces</i> <i>Adjectives</i> <i>Personal pronouns capitalised</i> <i>Adjectives</i>	-Persuasive Writing Adverts <i>Linked to Geography</i> - Debates <i>(Linked to Geography topic)</i> <i>Sequences of sentences</i> <i>Apply spelling rules</i> <i>Exclamation marks</i>	- Storytelling/writing (Part of RWI) - Performance poetry (Part of poetry day) <i>Rhyming couplets</i> <i>Adjectives</i> <i>Conjunctions</i> <i>Reciting poems</i>	Letters <i>Linked to RWI</i> Fact files <i>Instructional writing</i> <i>Linked with History</i>	Explanation texts <i>Persuasive writing</i> <i>Instructional writing:</i> Recipes
Year Two	Description/narrative	-Journalistic Newspaper report Headlines	-Persuasive Writing Letters <i>(Rhetorical)</i>	- Storytelling/writing <i>Character and setting focus.</i>	Letters <i>Character descriptions</i> <i>Setting descriptions</i>	Recounts <i>Diary Entries</i>



	<p>Speeches</p> <p><i>Emotive language</i> <i>Adjectives</i> <i>Adverbs</i> <i>Exclamation marks</i> <i>Commas</i> <i>Writing note form (key words)</i> <i>Narrative writing</i></p>	<p>Descriptive Writing</p> <p>Blogs/diary entry (linked to media Mayhem) <i>Emotive language</i> <i>A range of sentence types</i> <i>Exclamation marks</i> <i>Commas</i> <i>Accounts</i></p>	<p><i>questions/present tense)</i></p> <p>-Debates <i>(Linked to Geography topic)</i> <i>Corrections and adapting work</i> <i>Emotive language</i> <i>Statements</i> <i>Rhetorical questions</i> <i>Powerful verbs</i></p>	<p><i>Sequences sentence by sentence to compose longer narratives</i></p> <p>-Performance poetry <i>Rhyming couplets</i> <i>Poems (acrostic etc)</i> <i>Planning writing</i> <i>Reciting poems by heart</i></p>	<p>Leaflet Instructional writing <i>Linked with History</i></p>	<p>Non Fiction- Instructional</p> <p>Instructional Writing <i>Explanation Texts</i> <i>Recipes</i></p>
Year Three	<p>Description/narrative <i>Diaries</i> <i>Letters</i> <i>Character descriptions</i></p> <p>Speeches (Linked with history)</p>	<p>-Journalistic Article Writing Headlines 5 W's Advert</p> <p>Email thread/letter correspondence (linked to</p>	<p>-Persuasive Writing Letters <i>(Express time, place and cause using conjunctions Use present perfect form of verbs)</i></p> <p>-Debates</p>	<p>-Storytelling/writing <i>composes longer narratives, beginning to create settings, characters and basic plots.</i></p> <p>-Performance poetry</p>	<p>Play script- (cold/hot write) -<i>grammar features + stage directions</i></p> <p>-with opportunities for performance</p> <p>Fact Page <i>(Did you know?)</i> Information Pages <i>Linked with History</i></p>	<p>Recounts</p> <p>Explanation Texts</p> <p>Instructional Writing Explanation Texts</p>
Year Four	<p>Description/narrative</p> <p>Speeches <i>Alliteration</i> <i>Facts</i> <i>Opinion</i> <i>Repetition</i> <i>Emotive language</i></p> <p>(Linked with history)</p>	<p>-Journalistic Report Writing 5 W's Headlines Direct speech <i>(quotations)</i> Interviews</p> <p>Slide presentation. (linked to computing)</p>	<p>-Persuasive Writing Leaflets <i>Create cohesion through the use of nouns and pronouns. Use adverbials and paragraphs. sections</i></p> <p>-Debates</p>	<p>-Storytelling/writing- <i>develops setting, character and plot in longer narratives</i></p> <p>-Performance poetry</p>	<p>Play script- (cold/hot write) <i>grammar features + stage directions +character directions</i></p> <p>-with opportunities for performance</p> <p>Non-Chronological Reports Biography Fact pages <i>Linked with History</i></p>	<p>Recounts</p> <p>Non-chronological reports Instructional Writing Explanation Texts</p>
Year Five	<p>Description/narrative</p> <p>Speeches</p>	<p>-Journalistic Newspaper report Interviews</p>	<p>-Persuasive Writing Tourist Brochure</p>	<p>-Storytelling/writing - <i>further develops plot</i></p>	<p>Play script- (cold/hot write) <i>grammar features +</i></p>	<p>Recounts Diary Entries Persuasive writing</p>



	<p>Alliteration Facts Opinion Repetition/ rhetorical questions Emotive language Power of three</p> <p>(Linked with history)</p>	<p>Orientation Reorientation Report speech Direct speech (quotations)</p> <p>Informative Writing Interviews Letters</p> <p>Blog writing (linked to computing)</p>	<p>Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.</p> <p>-Debates</p>	<p>in longer narratives, using descriptions of settings, characters and atmospheres.</p> <p>-Performance poetry</p>	<p>stage directions+character building + scene setting</p> <p>-with opportunities for performance</p> <p>Non-chronological report Recounts of historical events. (Linked with History)</p>	<p>Discursive</p> <p>Non-chronological reports Instructional Writing Explanation Texts</p>
Year Six	<p>Description/narrative</p> <p>Speeches Alliteration Facts Opinion Repetition/ rhetorical questions Emotive language Statistics Triple (power of 3)</p> <p>(Linked with history)</p>	<p>-Journalistic Newspaper report Interviews Orientation Reorientation Report speech Direct speech (quotations) Opinion</p> <p>Biographies compound and complex sentences,</p> <p>Scripts-Vlogs (linked to computing)</p>	<p>-Persuasive Writing Political Pamphlet -Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented Adapt degrees of formality and informality</p> <p>-Debates</p>	<p>-Storytelling/writing skilfully integrates action, description and dialogue appropriately to develop and establish settings, characters and atmospheres in longer narratives.</p> <p>-Performance poetry</p>	<p>Play script- (cold/hot write) <i>grammar features + stage directions+character building + scene setting</i></p> <p>-with opportunities for performance</p> <p>Report Writing Mayan Storytelling Mayan Legend Bedtime Stories (Linked with History)</p>	<p>Recounts Diary Entries Persuasive writing Discursive</p> <p>Non-chronological reports Instructional Writing Explanation Texts</p>

