

Overview:

The English curriculum seeks to equip pupils with a strong command of spoken and written language in readiness for their next phase in education and to be successful life- long learners and participants in society. We acknowledge the importance of English within each subject of the primary curriculum, and believe that a depth of learning secured within all aspects of this core subject, enables access to the full breadth of a rich and vibrant curriculum, and broadens pupils' experiences.

The English curriculum aims to develop effective communication skills so pupils can speak and write fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.

Writing:

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The Writing sequence aims to develop competence in both aspects.

Pupils are taught to express their ideas in a range of written genres, develop a strong awareness of audience, purpose and context and use a wide range of vocabulary and grammar appropriately.

ENGLISH PROGRESSION MAP 4. Writing

In each year, pupils will be learning to:

Themes within subject	Year R	Year 1	Year 2
Composition: Planning	<p>say a complete sentence aloud before writing</p> <p>remember the sentence they have said aloud before writing</p>	<p>say out loud what they are going to write about</p> <p>arrange ideas in sequence</p> <p>use a simple given planning tool eg a story map washing line</p> <p>produce a simple flow chart to orally describe a process</p>	<p>plan what they are going to write about</p> <p>plan to use key words and new vocabulary in writing</p> <p>use a simple given planning tool eg story grid</p> <p>produce a flow chart after a practical activity</p> <p>understand the audience and purpose for their writing</p>
Composition: Drafting	<p>use clearly identifiable letters to write a word that can be read by others</p> <p>write phrases and short sentences that can be read by others, in meaningful contexts</p>	<p>sequence sentences</p> <p>refer to given planning to ensure sequence of ideas</p> <p>compose and rehearse a sentence orally</p>	<p>encapsulate what they want to say, sentence by sentence</p>
Composition: Evaluate and Edit	<p>re-read sentence to check it makes sense</p> <p>listen to or state an idea to improve writing in conversation or discussion</p>	<p>re-read what they have written to check it makes sense</p> <p>read aloud their writing clearly enough to be heard by their peers and teacher</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>re-read to check that verbs to indicate time are used correctly and consistently</p> <p>read aloud their writing with appropriate intonation to make their writing clear</p> <p>evaluate their writing with the teacher or other pupils and make additions, revisions or corrections</p> <p>start to proof read to check for errors in spelling, grammar and punctuation</p>
Word Structure		<p>use plurals - s -es correctly in terms of the meaning of the word</p> <p>use suffixes ing -ed -er and -est where there is no change to the root word</p> <p>use prefix un- for negation</p> <p>build compound words from known words</p>	<p>use suffixes -ness (formation of nouns), -ful, -less, -ment</p> <p>use -ly to turn adjectives in to adverbs for description</p> <p>use two adjectives to describe a noun -er -est</p>
Sentence Structure	<p>break the flow of speech in to words</p> <p>write own name, label and captions</p> <p>write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>use future tense orally</p>	<p>understand how words combine to make sentences</p> <p>join words or clauses using 'and'</p>	<p>use co-ordination – but, so</p> <p>use subordination - when, if, that, because</p> <p>use noun phrases for description and specification</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command</p>

ENGLISH PROGRESSION MAP 4. Writing

<p>Text structure</p>		<p>sequence sentences to form short narratives</p>	<p>sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional)</p> <p>make a correct choice of simple present tense, simple past tense,</p> <p>use present progressive to mark actions in progress</p>
<p>Punctuation</p>	<p>use a capital letter at the start of a sentence</p> <p>use a full stop at the end of a sentence</p>	<p>use capital letters for names and personal pronoun I</p> <p>use capital letters for days of the week</p> <p>use question marks</p> <p>use speech bubbles</p>	<p>use commas to separate items in a list</p> <p>use apostrophe for contractions</p> <p>use apostrophe for singular possession</p> <p>use exclamation marks</p>
<p>Spelling</p> <p>Refer to spelling appendix 1 with split of content y3-6</p> <p>INSERT HYPERLINK TO DOC</p>	<p>segment the sounds in simple words</p> <p>link sounds to letters, naming and sounding the letters of the alphabet</p> <p>spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>spell words with 40+ phonemes</p> <p>spell year 1 common exception words</p> <p>spell the days of the week</p> <p>use letter names to distinguish between alternative spellings</p> <p>use rule to spell -s and -es plurals</p> <p>spell using suffix -ing -ed -er and -est where there are no changes to the root word</p> <p>write dictated sentences with sounds and words learnt</p>	<p>segment spoken words into phonemes and represent these with graphemes</p> <p>learn new ways for spelling phonemes for which one or more spellings are already known</p> <p>spell Year 2 homophones and near homophones</p> <p>spell Year 2 common exception words</p> <p>spell contracted word forms (apostrophes)</p> <p>add suffixes -ment, -ness, -ful, -less, -ly</p> <p>write dictated sentences, using GPCs, words and punctuation learnt</p>
<p>Dictionary Use</p>	<p>use alphabet songs linked to an alphabet chart</p> <p>order letter cards alphabetically</p>	<p>name the letters of the alphabet in order</p> <p>order word cards with the same first sound alphabetically</p> <p>use first illustrated dictionaries, available in class</p>	<p>use first letter to find words in a first dictionary</p>
<p>Handwriting</p> <p>Refer to Handwriting appendix</p> <p>INSERT HYPERLINK</p>	<p>use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>hold a pencil in tripod grip in preparation for fluent writing</p> <p>use a range of small tools, including scissors, paint brushes and cutlery</p> <p>begin to show accuracy and care when drawing</p> <p>form lower case letters correctly using pre-cursive style</p>	<p>sit correctly at a table, hold a pencil using a tripod grip</p> <p>form all lower-case letters using pre cursive style</p> <p>form all capital letters</p> <p>form digits 0-9</p> <p>know which letters belong to which handwriting families</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>use the diagonal and horizontal strokes needed to join letters</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters</p> <p>write digits of the correct size and orientation</p>

ENGLISH PROGRESSION MAP 4. Writing

	<p>develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>separate words with spaces</p>		
<p>Terminology</p> <p>Refer to Glossary for the programmes of study for English glossary: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf</p>	<p>capital letter</p> <p>full stop</p> <p>sentence</p> <p>finger spaces</p>	<p>singular</p> <p>plural</p> <p>punctuation</p> <p>question mark</p> <p>exclamation mark</p> <p>tense</p> <p>(regular)</p> <p>(irregular)</p> <p>(simile – ‘like’)</p> <p>(verb)</p> <p>(phrase)</p>	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>suffix</p> <p>adjective</p> <p>adverb</p> <p>verb</p> <p>past tense</p> <p>present tense</p> <p>present progressive</p> <p>past progressive</p> <p>(coordinating conjunction)</p> <p>(main clause)</p>

Text type	Year R	Year 1	Year 2
<p>Non-fiction</p> <p>Text types guidance to support writing progression map</p>		instructions	instructions information: non-chronological report
recount	(personal) recount	(personal) recount	(impersonal) recount
narrative	retelling of a familiar story	retelling of a familiar story narrative fairy tales retell	narrative fairy tales retelling of a familiar story diary myth
poetry	list poem calligram	list poem calligram question/answer poem	couplets haiku question/answer poem free verse