



English Whole School Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Texts as a stimulus: What makes me a me (topic work)</p> <p>Drawing club for engagement in mark making.</p> <p>Assess dominant hand, grip and mark making for baseline (name writing and drawing picture of self)</p> <p>Mark making (plenty of opportunities in provision). Giving meaning to marks. Beginning to label -initial sounds. Name writing. Story mapping. Writing for a purpose in role play (mark making).</p>		<p>Texts as a stimulus: Otherwise (animation) There is no dragon in this story Supertato</p> <p>SPAG Recap question mark and Introduce exclamation mark. Using 'and' to join 2 sentences.</p> <p>Narrative Using animation. Creating expanded noun phrases. Planning a story. Writing a story. Focus on story parts. Thought bubble. Generating Questions. Drama Imitate and innovate a story.</p>	<p>fiction wishing tale <i>skills:</i> <i>expanded noun phrases similes adjectives</i></p> <p>non-fiction recount <i>skills:</i> <i>present perfect tense adverbials of time</i></p>	<p>fiction losing tale <i>skills:</i> <i>nouns and pronouns apostrophe for plural possession</i></p> <p>non-fiction explanation <i>skills:</i> <i>subheadings subordinate clause standard english</i></p>	<p>fiction portal story <i>skills:</i> <i>expanded noun phrase relative clause</i></p> <p>non-fiction <i>persuasive text skills:</i> <i>talking directly to the reader emotive vocabulary rhetorical questions</i></p>	<p>fiction portal story <i>skills:</i> <i>active and passive voice colon sentences similes alliteration</i></p> <p>non fiction instructions <i>skills:</i> <i>subordinate clause rhetorical questions bullet points colon for list</i></p>
Autumn 2	<p>Texts as a stimulus: Little Red Hen Talk 4 Writing</p>		<p>Texts as a stimulus: There is no dragon in this story Dinosaur Encyclopedia</p>	<p>Fiction Journey tale <i>skills:</i> <i>Subordinating conjunctions</i></p>	<p>Fiction Wishing tale <i>skills:</i> <i>Ellipsis</i></p>	<p>Fiction Journey tale <i>skills:</i> <i>metaphors personification</i></p>	<p>Fiction Suspense tale <i>skills:</i> <i>sentence of 3 personification</i></p>

	<p>Drawing club for engagement in mark making.</p> <p>Writing and labelling using vc and cvc words (initial and end sounds with possibly middle sound). Mark making/writing opportunities in provision. Writing lists and letters to Santa. Writing for a purpose in role play (mark making).</p>		<p>Fiction Writing a letter Poetry - Acrostic Poem</p> <p>Non-Fiction Non Chronological Report - Dinosaurs Fact File - TREX</p> <p>SPAG Commas Alphabetical Order Dictionary Skills Expanded Noun Phrases with Specification Suffix 'ed' - use of past tense Adjectives</p> <p>Cross Curricular/Science/History - Dinosaur Project.</p>	<p><i>Fronted adverbials</i> <i>alliteration</i> <i>similes</i></p>	<p><i>fronted adverbials</i> <i>alliteration</i> <i>direct speech</i></p>	<p><i>relative clause</i> <i>similes</i></p>	<p><i>dashes for parenthesis</i> <i>semi-colon</i> <i>sentence</i></p>
<p>Sprig 1</p>	<p>Texts as a stimulus: We're Going on a Bear Hunt Talk 4 Writing</p> <p>WoW writing - Some linked to Bear Hunt, some stand alone CVC words etc. Writing and labelling using cvc, ccvc and cvcc words.</p>		<p>Texts a stimulus: The plague The Great Fire of London. Samuel Pepys</p> <p>Fiction Poetry based on GFOL - senses</p> <p>Non-Fiction</p>	<p>Non-fiction Information text <i>skills:</i> <i>compound adjective</i> <i>relative clause (that)</i> <i>fronted adverbials</i></p>	<p>Non-fiction Information text <i>skills:</i> <i>relative clause</i> <i>sentence of 3 rhetorical question</i></p>	<p>Non-fiction Discursive - balanced <i>skills:</i> <i>colon</i> <i>relative clause</i> <i>rhetorical questions</i></p>	<p>Non-fiction Report writing <i>skills:</i> <i>complex sentences</i> <i>hyphens</i> <i>modal verbs</i></p>

	<p>Begin to write captions and short sentences. Writing for a purpose in provision - beginning to make phonetically plausible attempts at words.</p>		<p>Instructions for bread making. Plague adverb. Plague cure.</p> <p>SPAG Time conjunctions Adverbs Imperative Verbs Similes</p>			<p><i>subordinate clause</i></p>	
<p>Spring 2</p>	<p>Texts as a stimulus: Handa's Surprise</p> <p>WoW Writing linked to Handa's Surprise (linked to phonics knowledge). Drawing Club linked to Handa's Surprise (engagement and imagination). Some dictated sentences linked to phonics (looking towards ELG).</p> <p>Writing and labelling using cvc, ccvc and cvcc words. Begin to write captions and short sentences. Writing for a purpose in provision</p>		<p>Texts as a stimulus: Who was Samuel Pepys? Who was Florence Nightingale? Who was Mary Seacole?</p> <p>Non - Fiction Biography Writing Fact File Letter</p> <p>SPAG Use commas in a list. Use apostrophes.</p>	<p>Fiction suspense tale <i>skills:</i> <i>adverbs</i> <i>collective nouns</i> <i>prepositional phrase</i></p> <p>Non-fiction instructions <i>skills:</i> <i>subheading and headings</i> <i>bullet points</i> <i>prepositions</i></p>	<p>Fiction defeat the monster tale <i>skills:</i> <i>apostrophe for possession</i> <i>metaphors</i></p> <p>Non-fiction newspaper report <i>skills:</i> <i>present perfect tense</i> <i>direct and reported speech</i></p>	<p>Fiction suspense tale <i>skills:</i> <i>commas for clarification</i> <i>parenthesis</i> <i>-dashes</i> <i>personification</i></p> <p>Non-fiction instructions <i>skills:</i> <i>colon for lists</i> <i>bullet points</i> <i>modal verbs</i> <i>imperative verbs</i></p>	<p>Fiction journey tale <i>skills:</i> <i>repetition</i> <i>metaphors</i> <i>compound and complex sentences</i> <i>subordinating and coordinating conjunctions</i></p> <p>Non fiction newspaper article <i>skills:</i> <i>semi-colon sentences</i></p>

	- beginning to make phonetically plausible attempts at words.						<i>reported and direct speech</i>
Sum mer 1	Texts as a stimulus: The Very Hungry Caterpillar Drawing Club - Burglar Bill. Wow Writing - dedicated sentences/writing sentences to match pictures beginning of term. Wow Writing - Retelling The Very Hungry Caterpillar. Writing captions and short sentences using known sound-letter correspondences and 'red words'. Re-reading to check sense. Story mapping and rewriting story.			Poetry unit	Poetry unit	Poetry unit	Poetry unit

<p>Sum mer 2</p>	<p>Texts as a stimulus: Superworm</p> <p>Wow Writing - Superworm character description of SW, wanted poster for WL, retelling story and creating own super animal and writing a description.</p> <p>Writing captions and short sentences using known sounds-letter correspondences and 'red words'. Re-reading to check sense. Labelling life cycles. The Very Hungry Caterpillar - story mapping and rewriting.</p>			<p>Fiction</p> <p>meeting tale <i>skills:</i> <i>subordinating conjunctions</i> <i>relative clause</i> <i>prepositional phrase</i> <i>short sentences</i></p> <p>Additional writing unit</p> <p>fairytale <i>skills:</i> <i>building cohesion into paragraphs (linking sentences)</i> <i>planning and creating a story</i></p>	<p>Fiction</p> <p>suspense <i>skills:</i> <i>short sentences</i> <i>repetition</i> <i>relative clause</i> <i>adverbs</i></p> <p>Additional writing unit</p> <p>playscript <i>skills:</i> <i>present perfect tense</i> <i>varying tenses</i></p>	<p>Fiction</p> <p>meeting tale <i>skills:</i> <i>figurative language - similes, alliteration</i> <i>compound and complex sentences</i></p> <p>Additional writing unit</p> <p>myths and legends <i>skills:</i> <i>cohesion between paragraphs</i> <i>organising and planning ideas effectively</i></p>	<p>Fiction</p> <p>warning tale ellipsis emotive language parenthesis</p> <p>Additional writing unit</p> <p>playscript <i>skills:</i> <i>colon sentences</i> <i>vary tenses</i> <i>cohesion within writing</i></p>
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