

Newton Hall Infant School - EYFS & Key Stage 1 English- 2024 Progression

Please note planning needs be adapted for each class. Lessons can be adapted to suit needs of children in own class.

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Phonics Unlocking Letters and Sounds Follow scheme and resources, Unlocking Letters and Sounds Handwriting scheme alongside Phonics scheme. | Phase 2 6 weeks | Phase 3 6 weeks | Phase 3 6 weeks | Phase 3 Mastery 6 weeks | Phase 4 6 weeks | Phase 4 Mastery 6 weeks |

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| <p>Writing</p> | <p>Write own name Represent some sounds</p> | <p>To write cvc words containing taught graphemes</p> | <p>To write cvc words containing taught graphemes</p> <p>To begin to write a short sentence using a sentence stem. I can He is/She is It is</p> <p>Narrative: Retell some familiar phrases of known stories.</p> | <p>Recount/News To begin to compose short sentences and write them using taught graphemes</p> <p>To write a dictated sentence.</p> <p>Narrative: Write sentences to describe a character e.g. He is big. He has a hat.</p> <p>Attempt some more challenging words and story language using their phonics to sound out and spell.</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Recount/News Write simple phrases and sentences that can be read by others.</p> <p>Narrative: Write sentences to describe a character e.g. She has a red hood. She has a basket.</p> <p>Narrative: Retell a familiar three part story (beginning, middle and end) Attempt some more challenging words and story language using their phonics to sound out and spell.</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Recount/News Write simple phrases and sentences that can be read by others.</p> <p>Narrative: Write sentences to describe a character e.g. She has a red hood. She has a basket.</p> <p>Narrative: Retell a familiar three part story</p> <p>Attempt some more challenging words and story language using their phonics to sound out and spell.</p> <p>Include some key features of narrative.</p> |
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| Punctuation and Grammar | | | <i>Finger spaces and full stops.</i> | <i>Capital letters, finger spaces and full stops.</i> | <i>Capital letters, finger spaces and full stops.</i> | <i>Capital letters, finger spaces and full stops.</i> |
| <i>Spoken Language</i> | <p><i>Physical</i></p> <ul style="list-style-type: none"> • <i>To speak audibly so they can be heard and understood</i> • <i>To use gestures to support meaning in play</i> <p><i>Linguistic</i></p> <ul style="list-style-type: none"> • <i>To use talk in play to practice new vocabulary</i> • <i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</i> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • <i>To use 'because' to develop their ideas</i> • <i>To make relevant contributions and asks questions</i> • <i>To describe events that have happened to them in detail</i> <p><i>Social and Emotional</i></p> <ul style="list-style-type: none"> • <i>To look at someone who is speaking to them</i> • <i>To take turns to speak when working in a group</i> | | | | | |

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Phonics</p> <p>Unlocking Letters and Sounds</p> <p>Unlocking Letters and Sounds Handwriting scheme alongside Phonics</p> <p>Please see Y1 NC Requirements in Spelling section</p> | <p>Phase Four (Revision plus Y1 NC requirements)</p> | <p>Phase Five a</p> | <p>Five a) (Mastery plus Y1 NC requirements)</p> | <p>Five b</p> | <p>Five c</p> | <p>Five c</p> |
| <p>Writing</p> <p>News writing weekly with a focus on writing sentences independently. Ensure what is taught in Phonics feeds into writing.</p> | <p>Drawing Club for Narrative</p> <p>Recount real life events: summer holiday recount. Core Learning: Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>To achieve GD - Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p> | <p>Traditional Tales</p> <p>Descriptions/Bonfire Night Core Learning: To write simple adjectives in the present tense using -ing endings.</p> <p>Narrative Core Learning: Retell a simple story with predictable phrases e.g. repetition of key phrases – "huff and puff and blow your house down" Traditional Tales</p> | <ul style="list-style-type: none"> • Dogger • Ruby's Worry <p>Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>TOYS LINK/Christmas Day experiences Recount</p> <p>To achieve GD: Expand by using simple descriptive language to</p> | <ul style="list-style-type: none"> • Cinderella • Prince Cinders • The Tiger Who Came to Tea <p>Recount</p> <p>Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense</p> <p>To achieve GD: Expand by using simple descriptive language to add detail. (write about a tea party link to The Tiger</p> | <ul style="list-style-type: none"> • Handa's Surprise • Oliver's Fruit Salad • Welcome to our table – facts about food around the world) <p>Recount Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense</p> <p>To achieve GD: Expand by using simple descriptive language to add detail. (Easter Holiday Recount) Narrative Character description Core Learning: Retell a familiar story in</p> | <ul style="list-style-type: none"> • The Lighthouse Keepers Lunch • The Singing Mermaid • Texts about Grace Darling and Lighthouses <p>Non-chronological report Grace Darling/ Lighthouses Core Learning: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>To achieve GD: Basic sequencing of ideas under simple sub-headings to form a</p> |

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| | <p>Narrative Core Learning: <i>Write character descriptions and setting descriptions using adjectives. Tell a basic three part story about a central character.</i></p> <p>Drawing Club link Character, setting, adventure..</p> <p>To achieve GD: Add additional character description.</p> | <p>To achieve GD: Add additional detail joining sentences using 'and'.</p> <p>Instructions Core Learning: <i>Write simple instructions about something they know well including imperative verbs (Bossy Verbs), precise language and commands.</i> To achieve GD: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points Narrative</p> | <p>add detail.</p> <p>Narrative Character description Core Learning: <i>Retell a familiar story in three parts. Include accurate sentence punctuation</i></p> <p>To achieve GD: Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p>Recount – Recount weekend and holiday news.</p> | <p>Who Came to tea)</p> <p>Narrative Focus :-Character description Core Learning: <i>Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.</i></p> <p>To achieve GD: Expand by using simple descriptive language to add detail.</p> | <p><i>three parts. Include accurate sentence punctuation</i></p> <p>Handa's Surprise</p> <p>To achieve GD: Write own version of the story recounting the information in sequence – then, next, after etc. Food Around the World</p> <p>Non-fiction <i>fact sheets about Food Around the World. Non-chronological report (2 weeks)</i></p> <p>Core Learning: <i>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</i></p> <p>To achieve GD: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> | <p>report. Use vocabulary collected from research, reading and cross-curricular learning.</p> <p>Narrative Character description Core Learning: <i>Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</i></p> <p>To achieve GD: Include some of the patterns and language of familiar stories. Write own version of The Singing Mermaid (innovate)</p> |
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| <p>Punctuation and Grammar</p> | <p>Finger spaces</p> <p>Capital letters to begin sentences</p> <p>Full stops</p> <p>Capital letter for personal pronoun I</p> <p>Combining words to make sentences.</p> | <p>Finger spaces</p> <p>Capital letters to begin sentences</p> <p>Full stops</p> <p>Capital letter for personal pronoun I</p> <p>Combining words to make sentences.</p> | <p>Joining words and clauses using and</p> <p>Capital letters for names</p> <p>Sequencing sentences to form short narratives</p> | <p>Exclamation marks</p> <p>Capital letters for names of places and days of the week.</p> <p>Sequencing sentences to form short narratives</p> | <p>Question marks</p> <p>Capital letters for names of places and days of the week.</p> <p>Sequencing sentences to form short narratives</p> | <p>Sequencing sentences to form short narratives</p> |
| <p><u>Spelling</u></p> <p>Please note this may have been covered in Phonics already. This is revision and to ensure coverage of all statutory spelling across Year 1. Please refer to Unlocking Letters and Sounds section for coverage of Phonics Phases.</p> | <p>'ff' and 'ss'</p> <p>'ll', 'zz' and 'ck'</p> <p>Adding -ing, -ed and -er</p> <p>'ng' and 'nk'</p> <p>'ch' and 'tch'</p> <p>'v' and 've'</p> | <p>'ai' and 'oi'</p> <p>'ay' and 'oy'</p> <p>'oa', 'ow' and 'oe'</p> <p>'e' and 'ee'</p> <p>'ea'</p> <p>'ie'</p> | <p>'igh'</p> <p>'ar'</p> <p>Stressed and unstressed 'er' Vowel digraphs 'ir' and 'ur'</p> <p>Adding -er and -est to adjectives</p> <p>Days of the week</p> | <p>'ke', 'ki' and 'ky'</p> <p>The split digraphs 'a-e' and 'e-e'</p> <p>The split digraphs 'i-e' 'o-e'</p> <p>The split digraph 'u-e'</p> <p>The vowel digraph 'oo'</p> <p>The vowel digraphs 'ue' and 'ew'</p> | <p>The vowel digraphs 'ow' and 'ou'</p> <p>Words ending in 'y'</p> <p>The vowel digraph 'or' and the vowel trigraph 'ore'</p> <p>The vowel digraphs 'aw' and 'au'</p> <p>Vowel trigraphs 'air' and 'are'</p> <p>The vowel trigraph 'ear'</p> | <p>'wh' and 'ph'</p> <p>Adding the prefix -un</p> <p>Adding -s or -es to words</p> <p>Compound words</p> <p>Read words with contractions</p> <p>Common exception words</p> |

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| <p>Spoken Language</p> | <p>Physical</p> <ul style="list-style-type: none"> To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. To speak clearly and confidently in a range of contexts <p>Linguistic</p> <ul style="list-style-type: none"> To use vocabulary appropriate specific to the topic at hand To take opportunities to try out new language, even if not always used correctly. To take opportunities to try out new language, even if not always used correctly. To take opportunities to try out new language, even if not always used correctly. To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. <p>Cognitive</p> <ul style="list-style-type: none"> To offer reasons for their opinions To recognise when they haven't understood something and asks a question to help with this. To disagree with someone else's opinion politely. To explain ideas and events in chronological order. <p>Social and Emotional</p> <ul style="list-style-type: none"> Listens to others and is willing to change their mind based on what they have heard To organise group discussions independently of an adult. |
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| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Writing</p> <p>Recount real life event Summer holiday using own pictures then sentences</p> <p>Dear Teacher/ Here We Are Core Learning: <i>Retell a 3 part story that has a key central character.</i></p> <p>The Secret Sky Garden Narrative Core Learning: <i>Retell a 3 part story that has a key central character. Adapt the ending to include own ideas..</i></p> <p>GD write own version of The Secret Sky Garden changing character and setting.</p> <p>Instructions (link to move to Year 2) Core Learning: <i>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</i></p> <p>To achieve GD: Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> | <p>The Owl who was afraid of the Dark</p> <p>Core Learning: <i>Retell a 3 part story that has a key central character.</i></p> <p>To achieve GD: Change character/ setting</p> <p>Owls Nocturnal Animals Non-Chronological Report Core Learning: <i>Use the language and structural features in a specific form e.g. fact sheet</i></p> <p>To achieve GD: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>Letter to Santa Letter Core Learning: <i>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter. To achieve GD: Expand by using simple descriptive language to add detail.</i></p> | <p>The Lonely Beast</p> <p>Narrative Core Learning: <i>Plan and then write a story in 3 parts. To achieve GD: Write own version of story The Lonely Beast.</i></p> <p>An amazing holiday they have been on. Write a recount</p> <p>Recount Core Learning: <i>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a post card or an email.</i></p> <p>To achieve GD: Write same recount as a third person recount.</p> <p>Amazing Islands 100 places that will Boggle your Mind Explanation Core Learning: <i>Write a series of extended sentences, organised appropriately for a specific form to</i></p> | <p>The Dragon Sitters Castle</p> <p>Narrative Core Learning: <i>Plan and tell a story in four parts with clear use of subordination and co-ordination. To achieve GD: Expand on the main event with a focus on use of verbs and adverbs.</i></p> <p>Trip Raby Castle Recount/Letter Core Learning: <i>Write a narrative recount in role. Write about a real experience. To achieve GD: Change the form of the recount e.g. diary or letter considering how language and vocabulary choices may change.</i></p> <p>King Charles Little People Big Dreams Facts about King Charles</p> | <p>Inside the Villans</p> <p>Narrative Core Learning: <i>To plan and write your own four part story showing the use of a range of sentence types and language to add detail. To achieve GD: Expand on the language by introducing simple figurative language and more adventurous vocabulary.</i></p> <p>Gaudi - Non-Chronological Report Core Learning: <i>Use the language and structural features in a specific form e.g. leaflet. To achieve GD: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</i></p> | <p>The Pirates Next Door</p> <p>Narrative Core Learning: <i>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2. To achieve GD: Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</i></p> <p>The Twits Persuasion Core Learning: <i>Use simple persuasive language to write a persuasion based on a fictional book e.g. in the form of a letter to a character in a book. (Mr Twit)</i></p> <p>To achieve GD: Expand on information using emotive language to create a persuasive leaflet for visit.</p> <p>To write clear instructions How to carry out tricks.</p> <p>Poetry Core Learning: <i>Write poetry based on the structure/style of poems. Roly Poly Bird's Words</i></p> | |

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| | | | <p><i>explain a process.</i></p> <p>To achieve GD: Write a new explanation text where relevant items are grouped together and enough details are included.</p> | | | To achieve GD: Use increasingly precise adjectives and verbs. |
| <p>Punctuation and Grammar</p> <p>Follow Mrs Mactivity Spelling and Grammar Scheme</p> | Capital letters and full stops | <p>Co-ordinating , Conjunction 'or'</p> <p>Questions, statements and commands</p> | Present tense | <p>Exclamation sentences</p> <p>Commas in a list</p> | Consolidate P&G | Consolidate P&G |
| | <p>Co-ordinating Conjunctions 'and' & 'but'</p> <p>Noun phrases</p> | Past tense | <p>Sub-ordinating conjunctions 'because' 'when' 'if' & 'that'</p> | <p>Apostrophes for contractions and possession</p> | | |

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| <p>Spelling</p> | <p>n – spelt kn & gn r – spelt wr s – spelt c j – spelt dge and ge j – spelt j or g Common Exception Words</p> | <p>l – spelt le, al, el & il igh – spelt y at the end of words add -ies Common Exception Words</p> | <p>-ed -er -est -ing to words ending in y with a consonant before it</p> <p>-ed -er -est -ing to words ending in -e with a consonant before it</p> <p>-ed -er -est -ing when doubling the consonant – short vowel sound</p> <p>or – a</p> <p>Common Exception Words</p> | <p>u – spelt o ee – spelt ey o – spelt a er – spelt or zh – spelt s Common Exception Words</p> | <p>Suffixes -ment -ness -ful Suffixes -less - ly -tion Contraction s Possessive apostrophe Common Exception Words</p> | <p>Homophones and near homophones Months of the year Question words</p> |
| <p>Spoken Language</p> | <p>Physical</p> <ul style="list-style-type: none"> To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them. <p>Linguistic</p> <ul style="list-style-type: none"> To adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas. <p>Cognitive</p> <ul style="list-style-type: none"> To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences. <p>Social and Emotional</p> <ul style="list-style-type: none"> To start to develop an awareness of audience e.g. what might interest a certain group. To be aware of others who have not spoken and to invite them into discussion. Confident delivery of short pre-prepared material. | | | | | |

Oracy Objectives

EYFS Early Learning Goals:

- *Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.*
- *Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.*
- *Communication and Language: Speaking- 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.*

National Curriculum Objectives Spoken Language

Year 1-6:

- *listen and respond appropriately to adults and their peers*
- *ask relevant questions to extend their understanding and knowledge*
- *use relevant strategies to build their vocabulary*
- *articulate and justify answers, arguments and opinions*
- *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- *speak audibly and fluently with an increasing command of Standard English*
- *participate in discussions, presentations, performances, role play/improvisations and debates*
- *gain, maintain and monitor the interest of the listener(s)*
- *consider and evaluate different viewpoints, attending to and building on the contributions of others*
- *select and use appropriate registers for effective communication*



