



English - Overview and Progression Grid

Foundation F1					
Vocabulary	<i>Mark, name, letters, list, instruction, story, invitation, recipe, wavy, zigzag, spiral, dot, up, down, straight</i>				
Throughout Foundation 2 children will be exposed to writing knowledge and skills					
Children will be given a wide range of writing opportunities and experiences that will expose them to writing eg. cooking and instructions, celebrations, traditional tales and fables. Children will be exposed to high quality texts to spark their imagination. Mark making and letter formation will be supported through a range of activities and sensory play. Children will be encouraged to communicate using full and accurate sentences. Through Read Write Inc. they will be taught the graphemes for sounds. Gross motor control will be developed through outdoor activities eg. large chalks, water and paint brushes, outdoor painting, climbing and digging. Fine motor control will be developed through tweezer activities, chunky markers, painting, black play, peg boards, art work, IWB.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme					
Nursery Rhymes and Traditional Tales	Stars and Space Christmas &	All around the World	Growing	Mini-beasts and life cycles	Seaside
Writing Outcome					
By the end of autumn children will be able to:		By the end of spring		By the end of Foundation 1 children will be able to:	

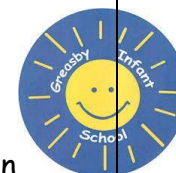
<p>Make marks on a page using paint, chalk, water, chunky pens</p> <p>Build a model out of blocks</p> <p>Complete a simple jigsaw</p> <p>Talk about a story they have been read</p> <p>Sometimes give meaning to marks as they draw and paint.</p> <p>Realise tools can be used for a purpose</p>	<p>Draw circles using gross motor movements.</p> <p>Begin to show preference for a dominant hand.</p> <p>Talk about the picture they have created.</p> <p>Draw horizontal and vertical lines .</p> <p>Draw wavy lines</p> <p>Make some marks that begin to look like letters.</p>	<p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Copy some letters, e.g. letters from their name</p> <p>Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Assign meaning to the marks they make</p> <p>Start at the left hand side of the page when mark making.</p>
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Speaking and Listening

Cognitive (content, structure, clarifying & summarising, self-regulation, reasoning)	Linguistic (vocabulary, language, rhetorical techniques)	Social & Emotional (working with others, listening and responding, confidence in speaking, audience awareness)	Physical (voice, body language)
<p>To express feelings about experiences.</p> <p>To talk about things they heard.</p> <p>To be able to order a sequence of 3 events.</p>	<p>To use a range of vocabulary.</p> <p>Making recite nursery rhymes and number rhymes.</p> <p>To use simple sentences making use of any new vocabulary taught.</p>	<p>To have a two way discussion with a friend.</p> <p>To listen in an age-appropriate way and contribute as required.</p>	<p>To begin to use appropriate eye contact when talking to an adult or child.</p> <p>To speak to communicate needs</p> <p>To copy variations of tone of voice when modelled.</p> <p>To use simple gestures to support thoughts and meaning</p>

Foundation 2					
Vocabulary	Letter, sound out, sentence, full stop, capital letter, list, instruction, story, invitation, recipe, label, caption				
Throughout Foundation 2 children will be exposed to writing knowledge and skills					
Children will be given a wide range of writing opportunities and experiences that will encourage them to write eg. cooking and instructions, celebrations and invitations, traditional tales and recounts. Children will be exposed to high quality texts to spark their imagination. Mark making and letter formation will be supported through a range of activities and sensory play. Children will be encouraged to communicate using full and accurate sentences. Through Read Write Inc. they will be taught the graphemes for sounds.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme					
Friendship Starting School My Family	Bonfire Night Diwali St Andrews Day	Space	Growing Life Cycles Easter	The Seaside	Farms
Writing Outcome					

By the end of autumn children will be able to:	By the end of spring	By the end of Foundation 2 children will be able to:	
<p>Hold a pencil effectively in order to make marks on a page</p> <p>Form some letters correctly</p> <p>Write CVC words as labels with support</p> <p>Write a dictated caption with support</p> <p>Capital I for pronoun</p> <p>Begin to use finger spaces</p> <p>Write short repeating sentences with support</p> <p>Add an adjective to a noun with support</p>	<p>Hold a pencil with a tripod grip</p> <p>Form most letters correctly</p> <p>Write CVC words as labels independently</p> <p>Write a dictated caption</p> <p>Capital I for pronoun</p> <p>Use finger spaces</p> <p>Write short dictated sentences</p> <p>Add an adjective to a noun</p> <p>Write short sentences using and to join with support</p> <p>Use full stops at the end of sentences sometimes</p>	<p>Write their own name</p> <p>Write recognisable letters most of which are formed correctly</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write CVC words as labels</p> <p>Write Captions</p> <p>Use a capital I for pronoun</p> <p>Use finger spaces</p> <p>Write short repeating sentences</p> <p>Add an adjective to a noun</p> <p>Write short sentences using and to join</p> <p>Use full stops at the end of sentences sometimes.</p> <p>Write a short recount.</p> <p>Be able to write independently</p>	
Speaking and listening			
<p>Cognitive (content, structure, clarifying & summarising, self-regulation, reasoning)</p>	<p>Linguistic (vocabulary, language, rhetorical techniques)</p>	<p>Social & Emotional (working with others, listening and responding, confidence in speaking, audience awareness)</p>	<p>Physical (voice, body language)</p>



<p>To express ideas and feelings about experiences. To make comments about what has been heard and ask simple questions to clarify understanding. To offer simple explanations for why things might happen. To be able to order a sequence of 3 familiar events</p>	<p>To use a range of vocabulary. Making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems (when appropriate). To use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>	<p>To work co-operatively with a partner and take turns to speak. To remember other people's ideas. To listen in an age-appropriate way and contribute as required.</p>	<p>To begin to use appropriate eye contact when working in pairs. To speak to communicate needs. To turn head towards the speaker to indicate engagement. To copy variations of tone of voice when modelled. To use simple gestures to support thoughts and meaning</p>		
<p>Year 1</p>					
<p>Vocabulary</p>	<p>Letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation, adjective, noun, suffix, prefix, paragraph, conjunction</p>				
<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Vehicle Text</p>					
<p>Paper planes</p> 	<p>Rapunzel</p> 	<p>Hermelin</p> 	<p>Where the Wild Things Are</p> 	<p>The Secret of Black Rock</p> 	<p>The Last Wolf</p> 
<p>Writing Outcome & Writing Purpose</p>					

Narrative: Friendship Story	Narrative: A Traditional Tale	Narrative: Detective Story	Narrative: Portal Story	Narrative: Return Story	Narrative: A Hunting Story
Purpose: Recount Messages	Purpose: To narrate	Purpose: To narrate To write letters	Purpose: To narrate To inform	Purpose: To narrate To write postcards	Purpose: To write recipes To instruct
Grammar: Word					
Build on previous year & focus on: Plural suffix -s	Build on previous unit & focus on: Reinforce plural noun suffix s, es Suffix added to verbs er	Build on previous unit & focus on: Reinforce plural noun suffix s, es How prefix un changes the meaning of verbs and adjectives	Build on previous unit & focus on: Suffix added to verbs ing, ed, er	Build on previous unit & focus on: Reinforce plural noun suffix s, es How prefix un changes the meaning of verbs and adjectives	Build on previous unit & focus on: Reinforce plural noun suffix s, es Suffix added to verbs ed
Grammar: Sentence					
Build on previous year & focus on: Combining words to make sentences. Joining words and clauses using and	Build on previous unit & focus on: Combining words to make sentences. Joining words and clauses using and	Build on previous unit & focus on: Combining words to make sentences. Joining words and clauses using and, because, so	Build on previous unit & focus on: Combining words to make sentences. Joining words and clauses using and, because, so, but	Build on previous unit & focus on: Combining words to make sentences. Joining words and clauses using and, because, so, but	Build on previous unit & focus on: Combining words to make sentences. Joining words and clauses using and, because, so, but
Grammar: Text					

Build on previous year & focus on: Sequence sentences to form short narratives	Build on previous unit & focus on: Sequence sentences to form short narratives	Build on previous unit & focus on: Sequence sentences to form short narratives	Build on previous unit & focus on: Sequence sentences to form short narratives	Build on previous unit & focus on: Sequence sentences to form short narratives	Build on previous unit & focus on: Sequence sentences to form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces and capital letters Full stops	Build on previous unit & focus on: Separation of words with spaces and capital letters Full stops	Build on previous unit & focus on: Separation of words with spaces and capital letters Full stops Question marks Exclamation marks	Build on previous unit & focus on: Separation of words with spaces and capital letters Full stops Question marks Exclamation marks	Build on previous unit & focus on: Separation of words with spaces and capital letters Full stops Question marks Exclamation marks Capital letters for names and personal pronoun I	Build on previous unit & focus on: Separation of words with spaces and capital letters Full stops Question marks Exclamation marks Capital letters for names and personal pronoun I
Spelling					
I, to, the, my, by is, his, has, was, said you, me, they, we, be	ask, are, today, no, says where, were, your, go, so love, come, some, one, once	here, there, school, put, push want, pull, full, friend, house Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	Reading focus for this half term in preparation for phonics screening.	clean, dream, seat, scream, real, please. snake, cake, name, same, late, date. Smile, white, nice, like, time, hide. Home, hope, spoke, note, broke, phone.	Review common exception words: The, a , do, to, today, of, said, says, are Were, was, is, his, has, I, you, your, they Be, he, me, she, we, no, go, so, by, my




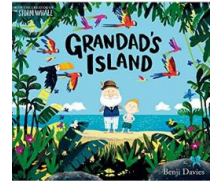


		One, two, three, four, five, six, seven, eight, nine, ten		Tune, rude, huge, brute, use, June. Saw, law, dawn, crawl, paw, yawn. Share, dare, scare, square, bare, care. Nurse, purse, spurt, burn, turn, hurt. Weather, proper, better, corner, after, never.	Here, there, where, love, come, some, one, once Ask, friend, school, put, push, pull, full, house, our
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Speaking and listening

Cognitive (content, structure, clarifying & summarising, self-regulation, reasoning)	Linguistic (vocabulary, language, rhetorical techniques)	Social & Emotional (working with others, listening and responding, confidence in speaking, audience awareness)	Physical (voice, body language)
To be able to give an opinion or share a point of view and give a brief explanation of the reasons behind the opinion (to explain thinking). To be able to disagree respectfully with someone else's opinion.	To use appropriate vocabulary according to the context. To use conjunctions to structure talk and join and sequence ideas (e.g. first, finally, then, after that, next, and, because).	To work co-operatively in pairs or small groups and take turns to speak. To listen respectfully to others and to contribute to discussion and conversation. To begin to link ideas and build on what someone else has said.	To use appropriate eye contact when working in pairs and groups. To speak audibly so that someone else can hear To turn body towards the speaker to indicate engagement. To understand facial expressions to indicate listening and engagement with the speaker.

<p>To be able to ask a question to clarify understanding.</p> <p>To be able to explain an idea.</p> <p>To be able to remember a sequence of 5 familiar events and explain their order</p>		<p>To listen to others and accept that other people may have different opinions.</p>	<p>To understand why someone may use a different tone in their voice.</p> <p>To begin to use body language and gestures(</p>
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Year 2						
Vocabulary		Letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation, adjective, noun, suffix, prefix, paragraph, noun phrase, statement, command, compound, adverb, tense (past/present), apostrophe, comma, conjunction, prepositions				
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Vehicle Text						
A River 	The Night Gardener 	The Bog Baby 	Grandad's Island 	The King Who Banned the Dark 	Rosie Revere 	
Writing Outcome & Writing Purpose						
Narrative: Circular Narrative Information	Narrative: Setting Narrative Dairy	Narrative: Finding Narrative Instructions	Narrative: Return Narrative Letter	Narrative: Mistake Narrative: Persuasive letter	Narrative: Invention Narrative Explanation	

Purpose: To narrate To write a report	Purpose: To narrate To write a diary	Purpose: To narrate To write instructions	Purpose: To narrate To write a letter	Purpose: To narrate To write a letter	Purpose: To narrate To write an explanation
Grammar: Word					
Build on previous year & focus on: Use of suffixes er & est in adjectives	Build on previous unit & focus on: Use of suffix ly to turn adjectives into adverbs	Build on previous unit & focus on: Formation of adjectives using suffixes eg. full, less Use of suffix ly to turn adjectives into adverbs	Build on previous unit & focus on: Use of suffixes er & est in adjectives Use of suffix ly to turn adjectives into adverbs	Build on previous unit & focus on: Formation of nouns using suffixes eg. ness, er and by compounding Formation of adjectives using suffixes eg. full, less Use of suffix ly to turn adjectives into adverbs	Build on previous unit & focus on: Formation of nouns using suffixes eg. ness, er and by compounding Formation of adjectives using suffixes eg. full, less Use of suffix ly to turn adjectives into adverbs
Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but) Sentence indicates its function as a	Build on previous unit & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but) Sentence indicates its function as a	Build on previous unit & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but) Expanded noun phrases for	Build on previous unit & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but)	Build on previous unit & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but) Expanded noun phrases for	Build on previous unit & focus on: Subordination (using when, if, that, because) C-ordination (or, and, but) How the grammatical patterns in a

statement and question. Expanded noun phrases for description and specification.	statement and question. Expanded noun phrases for description and specification.	description and specification. How the grammatical patterns in a sentence indicates its function as a statement, question and command		description and specification. How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement.	sentence indicates its function as a question, exclamation and statement. Expanded noun phrases for description and specification.
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Grammar: Text

Build on previous year & focus on:	Build on previous unit & focus on:	Build on previous unit & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous unit & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous unit & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous unit & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
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Grammar: Punctuation

Build on previous year & focus on: Use of capital letters, full stops and question marks to demarcate sentences	Build on previous unit & focus on: Use of capital letters, full stops and question marks to demarcate sentences.	Build on previous unit & focus on: Use of capital letters, full stops and question marks to demarcate sentences.	Build on previous unit & focus on: Use of capital letters, full stops and question marks and	Build on previous unit & focus on: Use of capital letters, full stops and question marks and	Build on previous unit & focus on: Use of capital letters, full stops and question marks to demarcate sentences
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	Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Apostrophes to mark where letters are missing in spelling (contractions) Commas to separate items in a list	exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns	exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns Commas to separate items in a list	Apostrophes to mark singular possession in nouns Commas to separate items in a list
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Spelling

Spelling rule: kn, gn, silent w After, again, any, bath, beautiful, because, both, behind break, busy, child, children, Christmas, class, climb, clothes could, cold, door, even, every, everybody, eye, fast father, find, floor, gold, grass, great, half, hold	Spelling rule: le, igh/y, j as dge/ge Move, Mr, Mrs, old, only, parents, pass, past Path, people, plant, poor, pretty, prove, should, steak	Spelling rule: Double the consonant / just add Replacing y with i Or spelt with a before l// Sugar, sure, told, water, whole, who, wild, wood Hour, improve, kind, last, many, mind, money, most	Spelling rule: Review double consonant rule Sound ee spelt with ey	Spelling rule: Suffixes ment, ness, full Contractions Possessive apostrophe	Spelling rule: Homophones Suffixes less/ly
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Speaking and listening

Cognitive (content, structure, clarifying & summarising, self-regulation, reasoning)	Linguistic (vocabulary, language, rhetorical techniques)	Social & Emotional (working with others, listening and responding, confidence in speaking, audience awareness)	Physical (voice, body language)
<p>To be able to give a detailed opinion or share a point of view and give a brief explanation of the reasons behind the opinion (to explain thinking).</p> <p>To be able to disagree respectfully with someone else's opinion using an appropriate phrase.</p> <p>To be able to ask a question to find information which provides clarification.</p> <p>To be able to explain an idea with increasing detail and complexity.</p> <p>To be able to remember a sequence of events and explain 6 events in order, with increasing detail.</p>	<p>To use increasingly technical vocabulary in the appropriate tense according to the context.</p> <p>To use an increased number of conjunctions to structure talk and join and sequence ideas (e.g. but).</p>	<p>To work co-operatively with peers and take turns to speak.</p> <p>To listen respectfully to others and to contribute meaningfully to discussion and conversation in an increasingly sophisticated way.</p> <p>To use evidence from a range of places to articulate ideas.</p> <p>To listen to others and be open to change their own opinions based on what someone else has said.</p>	<p>To use appropriate eye contact when conversing with a wide range of people.</p> <p>To speak audibly so that most people can hear.</p> <p>To turn body towards the speaker and remain engaged for increasing periods of time.</p> <p>To use facial expressions to indicate listening and engagement with the speaker.</p> <p>To use a varied tone of voice according to the context.</p> <p>To use and understand body language and gestures</p>