

English Curriculum Progression

INTENT: At Lyndhurst we aim to provide an English curriculum that will instil a passion for lifelong learning with an open mind and inquisitive approach. We believe that speaking and listening, reading and writing are integral to all learning and are the key skills needed to succeed in any area of the curriculum. We will provide our children with a broad and balanced curriculum for English that reflects the world we live and encompasses a wide and varied diet of stories, poems and non-fiction to support their understanding of the world. We will nurture the children's interests through fun and engaging topics that excite and inspire the children whilst, at the same time, encouraging them to think critically and emotionally at what they have been presented with. We want the children to be able to communicate their thoughts and feelings in a clear and articulate way that is respected by others.

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

Reading

Children with SEND including autism and social communication needs may have under developed comprehension skills, however can read very complex texts. Visual support is provided to aid comprehension.

Writing

Children with SEND including autism and social communication needs may find writing difficult. This could be due to a physical difficulty, for example, hypermobility or the need for their writing to be perfect without any mistakes. We provide the children with different tools to support them, for example the use of scribes, chrome books, writing slopes and pencil grips.

Our aim is for pupils to:

- become fluent and articulate speakers in a variety of settings.
 - Become fluent and passionate readers
 - To write purposefully in a variety of ways.
 - To spell the key words in all curriculum areas
 - To write with a legible handwriting style

	EYFS	YEAR 1	YEAR 2
Phonics IMPLEMENTATION	<p>At Lyndhurst we use Little Wandle Letters and Sounds Revised to deliver our phonics programme. This includes teaching ‘tricky words’ which will enable every child to read fully, decodable books, fluently and automatically.</p> <p>To support the children’s learning of phonics the children will be sent home sets of the sounds they have been learning in class, to practise. The aim is for the children to become fluent and automatic when recognising sounds and then words.</p> <p>The children will also practise small sets of ‘tricky words’ (according to Little Wandle progression document) but this won’t begin until the children have been taught them in school which is at the end of autumn 1, in Reception.</p> <p>Children in year 1 and 2 will continue to practise ‘tricky words’ at home and will be given phonics and spelling homework based on the phonic sound they have been learning each week.</p> <p>In Reception, the children begin learning phonics from the second full week in the Autumn term.</p>		
	<p>Order of teaching (nb TW= tricky words)</p> <p>Autumn 1 (Phase 2) Week 1: s, a, t, p,</p>	<p>Order of teaching</p> <p>Autumn 1 Week 1: Review Phase 3 GPCs:</p>	<p>During the autumn term, Year 2 children will revisit the summer term of year 1 phonics teaching, to ensure all children become fluent with their phonic knowledge. This will give the children time to consolidate their learning</p>

	<p>Week 2: i, n, m, d, Week 3: g, o, c, k TW: is Week 4: ck, e, u, r, TW: l Week 5: h, b, f, l TW: the Week 6: Assessment</p> <p>Autumn 2 Week 1: ff, ll, ss, j TW: put, pull, full, as Week 2: v, w, x, y TW: and, has, his, her Week 3: z, zz, qu, ch TW: go, no to, into +plurals – cats, sits Week 4: sh, th, ng, nk TW: she, push, he, of Week 5: words with /s/ added at the end sits, hats Words ending with /z/ his and with /z/ added at the end, e.g. bags TW: we, me, be Week 6: Assessment</p> <p>Spring 1 (Phase 3) Week 1: ai, ee, igh, oa, Week 2: oo (zoom), oo (wood) ar, or, TW: was, you, they Week 3: ur, ow, oi, ear, TW: my, by, all Week 4: air, er, words with double letters – dd, mm, tt, bb, rr, gg, pp, ff TW: are, sure, pure Week 5: Longer words Week 6: Assessment</p> <p>Spring 2 Week 1: Review all phase 3, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear,</p>	<p>ai ee igh oa oo ar or ur oo ow oi ear Week 2: air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3: Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4: Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5: review longer words Week 6: Assessment</p> <p>TW: throughout this half term children will be revising all the tricky words from phase 2-4.</p> <p>Autumn 2 Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn TW: their, oh, people, your Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he TW: Mr, Mrs, Ms, ask Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute TW: could, would, should, our Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw TW: house, mouse, water, want Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue TW: Revision Week 6: Assessment</p> <p>Spring 1 Week 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder TW: any, many, again Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone TW: who, whole, where, two</p>	<p>and for their knowledge to be retained into their long-term memory. For children who are behind or who have gaps in their learning this will give them the opportunity to become fluent at normal speed before moving on to the ‘rapid-catch up’ programme, if needed. Children with significant gaps will continue to have interventions from their last assessment point. If it is necessary, we will re-consider phonics grouping so that children can access the best support needed to progress.</p> <p>Children who did not pass the phonics screener but are reading fluently can be checked using the reading fluency assessment from Little Wandle. If a child can read a set piece (phase 5, set 5) at 60-70 words per minute, they are ready to leave the Little Wandle programme and can move on to our coloured reading band scheme, e.g. turquoise, purple, gold and white.</p> <p>From Spring 1, year 2 will be continuing phonics sessions but the emphasis will be on SPAG as stated in the National Curriculum.</p> <p>This SPAG overview is below. However, at Lyndhurst we are constantly reflecting on our current practise and will, where appropriate, alter the time line to suit the current topic or interests. For example, teaching ‘-er’ and ‘-est’ suffixes when focusing on particular science experiments, e.g. fastest, faster, stronger, strongest, etc</p> <p>Spring 1 The focus for this half term is on alternative spellings for previously taught sounds:</p> <ul style="list-style-type: none"> • ‘a’ family: great, steak, break, again. (words in bold are year 2 spellings from the NC) • ‘e’ family: even, pretty, busy, any, many
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Week 2: Review er, air, words with double letters, longer words
Week 3: Words with 2 or more digraphs.
Week 4: longer words, words ending in -ing,
Week 5: longer words, words with s in the middle /z/, words ending with s, words with es at the end /z/
Week 6: Assessment

Summer 1

Week 1: short vowels CVCC
TW: said, so, have, like
Week 2: Short vowels CVCC CCVC
TW: some, come, love, do
Week 3: short vowels CCVCC, CCCVC, CCCVCC
TW: were, here, little, says
Week 4: longer words
 Compound words
TW: there, when, what, one
Week 5: root words ending in -ing, -ed (t), -ed (id), -ed, -est
TW: out, today
Week 6: Assessment

Summer 2

Week 1: long vowel sounds CVCC CCVC
Week 2: Long vowel sounds CCVC CCCVC CCV CCVCC
Week 3: Phase 4 words ending -s /s/ Phase 4 words ending -s /z/
 Phase 4 words ending -es longer words
Week 4: root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/
Week 5: root word ending in: -er, -est longer words
Week 6: Assessment
 No new tricky words are taught this half term. All tricky words are revised.

Week 3: /l/ le al apple metal /s/ c ice /v/ ve give
TW: school, call, different
Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey
TW: thought, through, friend, work
Week 5: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa
TW: Revision
Week 6: Assessment

Spring 2

Week 1: /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk
TW: once, laugh
Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*
TW: because, eye
Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there
TW: Revision
Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor
TW: Revision
Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze
TW: Revision
Week 6: Assessment

Summer 1

Revision for phonics screening check
Week 1: ay play a-e shake ea each e he
Week 2: ie pie i-e time o go o-e home
Week 3: ue blue rescue ew chew new u-e rude cute aw claw
Week 4: ea head ir bird ou cloud oy toy
Week 5: i tiger a paper ow snow u unicorn
Week 6: ph phone wh wheel ie shield g giant

TW: throughout this half term children will be revising all the tricky words from phase 2-5.

- 'l' family: **eye, kind, child, mind, wild, find, climb, behind**
- 'o' family: **told, old, only, hold, whole, cold, gold, most, both, clothes**
- 'or' family: **sure, floor, door, poor**

Spring 2

- Past and present continuous
- Adding '-ed', '-ing', '-er', and '-est' to root words that end in '-y' with a consonant before it.
- Adding '-ed', '-ing', '-er', and '-est' to words with a single vowel letter and ending with a single consonant.
- Adding '-ed', '-ing', '-er', and '-est' and '-y' to words ending in 'e' with a consonant before it.
- 'ar' as in bath
- 'j' spelt 'dge' and 'ge'
- 's' spelt 'c'
- 'l' spelt 'el', 'le', 'al' or 'il' at the ends of words

Spellings: sugar, every, after, father, everybody, beautiful, Christmas, children, people, who, sure, hour, Mr, Mrs parents, move, improve, prove, path, fast, last, class, plant, pass, bath, half, grass

Summer term

- Adding suffixes '-ment', '-ness', '-ful', '-less' and '-ly'.
- The 'o' sound spelt as 'a' after 'w' or 'qu'.
- The 'er' sound spelt 'or' after a 'w'
- The 'or' sound spelt as 'ar' after 'w'
- 'r' sound spelt as 'wr' at the start of words.
- Omitted apostrophes
- Possessive apostrophe
- Homophones
- The 's' or 'z' sound spelt as 'se' at the end of words
- '-tion'
- 'v' spelling rules
- Adding 'y' to nouns to make adjectives
- The 'air' sound spely as 'ere'
- Quadgraph 'ough'

		<p>Summer 2</p> <p>Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p>TW: busy, beautiful, pretty, hour</p> <p>Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p>TW: move, improve, parents, shoe</p> <p>Week 3: /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4: /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5: review</p> <p>Week 6: Assessment</p>	Spellings: could would should
Developing Vocabulary	Alphabet, letter, sound/phoneme, segment (e.g. 'sound out), blend, digraph, trigraph, 'tricky' word	Suffix, prefix	Nouns, suffixes, adjectives, verbs, adverbs,
Key People and 'real-life' links	<p>The aim of phonics is to build up children's confidence with reading and realise they can read what they are interested in, using the skills taught. Therefore, the children will access age-appropriate books based on their interests, e.g. hobbies, pets, nature, science, history, fairy tales, poems, etc.</p> <p>Children are reminded of why we need to learn to read and links are made to real-life contexts and employment, e.g. reading in maps, instructions, football contracts, song lyrics, etc.</p>		
IMPACT:	Children will confidently use the phonic skills taught to decode unknown words whilst reading. They will develop their fluency through reading high frequency/key words and being able to recognise these quickly when reading.		

	EYFS	YEAR 1	YEAR 2
Reading – word reading IMPLEMENTATION	<p>Lyndhurst uses phonics as the prime approach to reading. In reception and year 1 the children will move through decodable books according to the phonic phase they are on. Once they have completed the Little Wandle programme they can move onto our colour coded books and will be reading from turquoise and above. Children can move onto higher phase books if the teacher feels the children are reading at a higher level.</p>		

	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known-letter sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known-letter sound correspondences where necessary, a few exception words. • Re-read these books to build up their fluency and their understanding and enjoyment. • Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) • Read words consistent with their phonic knowledge by sound-blending (ELG) • Read aloud simple sentences and books that are 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. • Respond speedily with correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes. • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read many common exception words from (See English appendix 1 in the NC) • Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings • Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. • Read other words of more than one syllable that contain taught GPC's • Read words with contractions, e.g. I'm I'll, we'll and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes • Recognise alternative sounds for graphemes. • Read accurately words of two or more syllables that contain graphemes taught so far. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where they occur in the word. • Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. • Read aloud books closely matched to his/her improving phonic knowledge sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books, sounding out unfamiliar words accurately to build up fluency and confidence in word reading.
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	consistent with their phonic knowledge including some common exception words (ELG)	<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. • Re-read phonically decodable books to build up fluency and confidence in word reading. 	
Developing Vocabulary	Alphabet, letter, sound/phoneme, segment (e.g. 'sound out), blend, digraph, trigraph, 'tricky' word	Suffix, prefix	Nouns, suffixes, adjectives, verbs, adverbs,
Key people and 'real-life' links	The aim of phonics is to build up children's confidence with reading and realise they can read what they are interested in, using the skills taught. Therefore, the children will access age-appropriate books based on their interests, e.g. hobbies, pets, nature, science, history, fairy tales, poems, etc. We study a variety of authors, texts and genres written by key/famous people.		
IMPACT	Children will confidently use the phonic skills taught to decode unknown words whilst reading. They will develop their fluency through reading high frequency/key words and being able to recognise these quickly when reading.		

	EYFS	YEAR 1	YEAR 2
Reading Comprehension IMPLEMENTATION	At Lyndhurst we want to develop a life-long love of reading. We recognise that comprehension starts from birth through talking and sharing books and will only fully develop if all adults are skilled in their understanding of the importance of reading for pleasure. Alongside word-reading the children will be immersed into books through planned topics (key-texts), daily shared reading (which incorporates children's interests and a spine of core texts), library visits and whole-school reading events (world book day, picture book award, etc). Speaking and listening is the core thread that ties these skills together. It is recognised that children have the time and space to talk about their love of reading in a relaxed environment where skilled adults can facilitate the children's development.		

	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG). • Anticipate (where appropriate) key events in stories (ELG). • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play (ELG). 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • Being encouraged to talk about events in what is read or heard read and link them to his/her own experiences • Retelling some of a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) • Joining in with predictable phrases • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Learning to appreciate rhymes and poems and to recite some by heart • Discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • Drawing on what is already known or on background information and vocabulary provided by the teacher. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing his/her favourite words and phrases • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • Drawing on what is already known or on background information and vocabulary provided by the teacher. • Checking that the text makes sense as he/she reads and corrects inaccurate reading. • Answering questions and making inferences on the basis of what is being said and done • Make inferences on the basis of what is being said and done in a book he/she is reading independently.
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		<ul style="list-style-type: none"> • Checking that the text makes sense as he/she reads and corrects inaccurate reading. • Discussing the significance of the title and the events • Making inferences on the basis of what is being said and done • Predicting what might happen on the basis of what has been read so far. • Participate in discussion about what is read to him/her, taking turns and listening to what others say • Explain clearly his/her understanding of what is read to him/her • Answer questions in discussion with the teacher and make simple inferences 	<ul style="list-style-type: none"> • Answering and asking questions and making links. • Making plausible predictions about what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself, taking turns and listening to what others say • Explain and discuss his/her understanding of books, poems and other materials, both those that he/she listens to and those that he/she reads for himself/herself.
Developing Vocabulary	Book, print, characters, events,	Title, events, predict, explain, inference	Sequence, intonation
Key people and 'real life' links	Children will be able to choose a variety of books that hold their interest. Children can access 'shared reading' books within the classroom and from the library. They will recognise and understand that 'reading for pleasure' can be through a range of text types, for example, leaflets, posters, comics, digital texts, etc. That all reading is valid and celebrated!		
IMPACT	The children will be able to discuss favourite books/texts and demonstrate a love of reading through a variety of ways – speaking, art- work, writing, role-play, etc. They will be able to join in with predictable phrases and rhymes and be able to recite known stories or poems.		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION WRITING - Transcription - <u>Spelling</u>	<p>At Lyndhurst we aim for pupils to become confident, accurate spellers, applying phonic knowledge and learning which words follow rules and which do not. Spellings in EYFS and Year One are taught as part of the Little Wandle Phonics Programme and pupils move onto the Year 2 expectations for spelling (see phase 6 phonic overview).</p> <p>All children have access to phonic and key word displays and sound and words mats to use in class. In KS1 children learn to use a personal dictionary. Words gradually become 'zero tolerance' as children progress through the school and children are taught to take personal responsibility for spelling correctly; checking and editing in purple pen with increasing independence as they progress through the school.</p>		
	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. • Write recognisable letters, most of which are formed correctly (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG). • Write simple phrases and sentences that can be read by others (ELG). 	<p>The pupil can after discussion with the teacher:</p> <ul style="list-style-type: none"> • Name the letters of the alphabet • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others (<i>at Phase 5</i>) • Spell some common exception words (<i>ALL Yr1 words</i>) <p><i>Uses sound mats and displays to check representations of sounds. Uses exception words mat to check correct spellings. Beginning to use personal dictionaries to check spellings. With support from teacher, re-reading and</i></p>	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Write from memory dictated sentences including GPC's up to the end of Phase 5 • Spell many common exception words (<i>Yr1 and Yr2 words</i>) • Learn to spell more words with contracted forms <p><i>Uses sound mats and displays to check representations of sounds. Uses exception word mats to check correct spellings. Uses personal dictionaries to check spellings. Independently re-reading and editing work with purple pen to correct spelling mistakes.</i></p>

	<i>Beginning to use some Ph3 phonic sounds in writing, using sound mats to find correct representations. Beginning to use exception word cards (or similar) to spell words correctly</i>	<i>editing work with purple pen to correct spelling mistakes.</i>	
Developing Vocabulary	Letter, sound/phoneme, segment (e.g. 'stretch out'), digraph, trigraph, alphabet, 'tricky' word	Letter, letter name, sound, phoneme, alternative spelling, dictionary, edit, alphabetical order, exception word, singular, plural, punctuation,	Contraction, omitted/missing letters, apostrophe, co-ordination, subordination, noun, noun phrases, adjective, adverb, verb, tense, comma
Key people and 'real-life' links	<p>Writing for a purpose e.g. invitations, Christmas letters, shopping lists</p> <p>Opportunities to present their work to an audience – e.g. reading poems aloud, sharing stories with another child</p> <p>Cross curricular writing</p> <p>Focus authors linked to topics – consider female/male and BAME representation</p> <p>Use of videos of authors talking about their own work</p> <p>Writing as a job – becoming an author, poet, scientific reports, findings as historian, etc</p>		
IMPACT	Children will become confident spellers who are able to apply their skills with increasing independence, editing errors using purple pen. They will be able to spell a wide range of exception words correctly. Children will be able to make phonetically plausible attempts at spelling words, applying known rules.		

	EYFS	YEAR 1	YEAR 2
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<p>IMPLEMENTATION</p> <p>WRITING Transcription - Handwriting</p>	<p>Good presentation and handwriting is valued and consistently modelled by all adults in school. PenPals handwriting progression followed across the school, but class teachers use own judgements as appropriate to the stage of groups/individuals. Children to access a range of gross and fine motor activities alongside regular handwriting practise to support their developing skills e.g. Dough Disco, Funky Fingers etc. Children to progress to using lined paper in Year R</p>		
	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. • Write recognisable letters, most of which are formed correctly (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG). • Write simple phrases and sentences that can be read by others (ELG). <p><i>Daily name writing practise using correct formation.</i></p>	<ul style="list-style-type: none"> • Form the digits 0 – 9 • Sit correctly at the table, holding pencil comfortably and correctly • Form lower case letters in the correct direction, starting and finishing in the right place • Form lower case letters of the correct size relative to one another in some of their writing • Begin to form capital letters <p><i>Daily name writing practice if required. Uses lined paper to write – larger size. Learning to join in taught sessions.</i></p>	<ul style="list-style-type: none"> • Write letters with the correct ascenders and descenders • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters <p><i>Uses lined paper to write – smaller size. Beginning to join in independent writing.</i></p>

	<i>Progresses towards using lined paper by end of year (if stage appropriate)</i>		
Developing Vocabulary	Letter, size, shape, tall, round Letter 'groups' – long ladder, curly caterpillars, one armed robots, zigzag monsters	Lower case, capital letter, direction, clockwise, anticlockwise, join	Capital letter, ascender, descender, horizontal (join), diagonal (join)
Key people and 'real life' links	<p>Writing for a purpose e.g. invitations, Christmas letters, shopping lists</p> <p>Opportunities to present their work to an audience – e.g. reading poems aloud, sharing stories with another child</p> <p>Cross curricular writing</p> <p>Focus authors linked to topics – consider female/male and BAME representation</p> <p>Use of videos of authors talking about their own work</p> <p>Writing as a job – becoming an author, poet etc</p>		
IMPACT	Children will take pride in their work and present it well. They will be able to form letters correctly, showing an understanding of sizing and spacing, and will begin to join their writing.		

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION WRITING <u>Composition</u>	<p>Children will explore writing across a range of genres including narrative (real and fictional), stories, poetry, instructions, letters, non-fiction, recounts. Use of quality texts to see 'good' examples of writing, with female/male and BAME representation considered. Children will be given opportunities to write across a wide range of genres using the simple features of each. Good presentation will be valued – use of paper, writing frames making mini-books etc - and children will use lined paper to write. Children will be given opportunities to showcase their work e.g. by performing their poems aloud, sharing a story they have written with another child.</p>		

	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. • Write recognisable letters, most of which are formed correctly (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG). • Write simple phrases and sentences that can be read by others (ELG). <p><i>Counting the number of words in a sentence. Verbally rehearsing sentences before writing. Opportunities to re-read their writing back to self/peers/teacher.</i></p>	<ul style="list-style-type: none"> • Say aloud what they are going to write about • Compose a sentence orally before writing it • Write sentences that are sequenced to form a short narrative (real or fictional) • Read aloud their writing clearly, enough to be heard by their peers and the teacher • Re-read what they have written to check it makes sense <p><i>Verbally rehearsing sentences before writing e.g. use of voice recorders. Opportunities to re-read their writing back to self/peers/teacher. Opportunities to edit to work in purple pen, as guided by teacher.</i></p>	<ul style="list-style-type: none"> • Write sentences with different forms: statements, questions, exclamations and commands • Write about real events, recording these simply and clearly • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Re-read to check it makes sense and proof-read to check errors in spelling, grammar and punctuation <p><i>Opportunities to edit to work independently in purple pen. Beginning to use a thesaurus to develop word choices.</i></p>
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	<i>Opportunities to make simple edits to work in purple pen, as guided by teacher– e.g. adding a full stop, correcting a key word spelling.</i>		
Developing Vocabulary	Word, sentence, logo, label, caption, story, instructions, list, letter, speech bubble, recount, information/non-fiction, order	Story, narrative, setting, character, beginning, build-up, problem, resolution, ending, non-fiction, heading, title, label, text box, poem, instruction, recount, event, sequence, order, description, author	
		Can you use a better word for ...? Does it make sense? Why have you chosen that ... (word etc)?	Statement, question, command, exclamation, coherence, thesaurus, effective, edit, Why have you chosen that ... (word etc)? Does it make sense? Is it coherent?
Key people and 'real-life' links	<p>Writing for a purpose e.g. invitations, Christmas letters, shopping lists</p> <p>Opportunities to present their work to an audience – e.g. reading poems aloud, sharing stories with another child</p> <p>Cross curricular writing</p> <p>Focus authors linked to topics – consider female/male and BAME representation</p> <p>Use of videos of authors talking about their own work</p> <p>Writing as a job – becoming an author, poet etc</p>		
IMPACT	Children will be able to draw on their skills in spelling, handwriting, vocabulary, punctuation and grammar to compose writing across a variety of genres, using the simple features of each. They will develop their 'author voice' and be able to talk about some of the words they have chosen and why. They will improve their stamina to extend the length of their writing.		

	EYFS	YEAR 1	YEAR 2
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<p>IMPLEMENTATION</p> <p>WRITING <u>Vocabulary,</u> <u>grammar &</u> <u>punctuation</u></p>	<p>Children will explore key texts at both a word and sentence level. Vocabulary building is a key part of topic teaching, with time to pre-teach new words to embed understanding. Use of SPAG displays in classrooms to support skill acquisition.</p>		
<p>Developing Vocabulary</p>	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. • Write recognisable letters, most of which are formed correctly (ELG) • Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG). • Write simple phrases and sentences that can be read by others (ELG). • 	<ul style="list-style-type: none"> • Demarcate some sentences with capital letters and full stops • Use spaces between words • <i>Join clauses with 'and' and 'because'</i> • Begins to use suffixes <i>_ing</i> and <i>_ed</i> • Use capitals for the pronoun <i>I</i> and for names of people 	<ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary • Demarcate most sentences in their writing with capital letters and full stops, and use question marks <i>and exclamation marks</i> correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (eg, <i>or/and/but</i>) and some subordination (eg <i>when/if/that/because</i>) to join clauses • Use expanded noun phrases to describe and specify • Use suffixes <i>_ing, _ed, _er</i> and <i>_est</i> • Use the rules for plurals <i>_s</i> and <i>_es</i> • Use capitals for <i>I, people, places</i> and days of the week
	<p>Finer space, full stop, capital letter, word, sentence</p>	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past & present) apostrophe, comma</p>

Key people and 'real-life' links	<p>Writing for a purpose e.g. invitations, Christmas letters, shopping lists</p> <p>Opportunities to present their work to an audience – e.g. reading poems aloud, sharing stories with another child</p> <p>Cross curricular writing</p> <p>Focus authors linked to topics – consider female/male and BAME representation</p> <p>Use of videos of authors talking about their own work</p> <p>Writing as a job – becoming an author, poet etc</p>
IMPACT	<p>Children will develop their vocabulary, learning new and interesting words, to use in their own compositions. They will be able to write a variety of sentence types and use the correct punctuation for these. They will be able to write in the correct tense and use co-ordination and subordination. They will be able to give extra detail using expanded noun phrases and use capital letters correctly.</p>