

## English

### Writing Long Term Progression Plan

#### EYFS

#### Development Matters

#### Early Learning Goals

	Autumn	Spring	Summer
EYFS	<b>All About Me</b>	<b>Superheroes</b>	<b>Down on the Farm</b>
WOW moments and trips	Local walk	Museum visit Parent visitors	Farm trip
Key Texts:	<b>Fiction texts:</b> <ul style="list-style-type: none"> <li>• Stickman</li> <li>• Traditional Tales- 3 Bears</li> <li>• Family &amp; Me</li> <li>• Colour Monster</li> </ul> <b>Non- Fiction texts:</b> Families, Seasons	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Supertato/ Evil Pea</li> <li>• Nobot the Robot</li> <li>• Traditional Tales- Gingerbread Man</li> <li>• Old Bear</li> </ul> <b>Non- Fiction texts:</b> Real SuperHeroes & other texts about people who help	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Farmer Duck</li> <li>• Mucky Duck</li> <li>• Traditional Tales- Little Red Hen</li> <li>• Mr Wolf's Pancakes</li> </ul> <b>Non- Fiction texts:</b> Farm Animals, Seasons, Weather
Speaking and listening Vocabulary	<b>KEY DM FOCUS</b> Uses sentences of 4-6 words Uses conjunctions: because, or, and Can answer simple 'why' questions <ul style="list-style-type: none"> <li>• Takes part in discussion</li> </ul>	<b>KEY DM FOCUS</b> Uses new vocabulary (e.g from books, topic) Asks questions Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	<b>KEY DM FOCUS</b> Listen attentively and respond with relevant questions, comments Express their ideas and feelings in full sentences  Describe events in some detail

	<ul style="list-style-type: none"> <li>• Develop social phrases – e.g thank you, can I have a turn, how are you?</li> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Listening to stories, rhymes and songs</li> <li>• Respond to two- part instructions</li> <li>• Join in with repeated refrains</li> <li>• Answering ‘how’ and ‘why’ questions</li> <li>• Learning new vocabulary</li> <li>• Learn nursery rhymes</li> <li>• NELI screening</li> </ul>	<p>Engages in story times, including non-fiction, Learn rhymes, poems and songs.</p> <ul style="list-style-type: none"> <li>• Use new vocabulary</li> <li>• Developing own narratives and explanations by connecting ideas or events</li> <li>•</li> <li>• Ask questions to find out more</li> <li>• Articulate ideas in well-formed sentences</li> <li>• Tell me a story - retelling stories using some story language</li> <li>• Giving attention to others and respond appropriately, while engaged in another activity</li> </ul> <p>NELI</p>	<p>Use talk to help organise thinking, explain how things work, why things might happen</p> <p>Retell stories using repetition and own words</p> <p>Talk about non-fiction using new vocabulary</p>
<p>Writing</p>	<p><b>KEY DM FOCUS</b></p> <ul style="list-style-type: none"> <li>• Makes marks to stand for their name</li> <li>• Understands that print has meaning and handles books appropriately</li> <li>• Begins to develop their phonological awareness: identifying rhymes, initial sounds and ‘sound talk’ with support</li> </ul> <p>Use some of their print and letter knowledge in their early writing/mark making</p> <p>Attempt to write some or all of their name</p>	<p><b>KEY DM FOCUS</b></p> <ul style="list-style-type: none"> <li>• Reads most individual letters by saying the sounds for them.</li> <li>• Begins to retell and talk about stories to demonstrate their understanding</li> <li>• Writes their name</li> <li>• Spells simple words by identifying the sounds.</li> <li>• Writes for different purposes</li> </ul> <p>Use most of their print and letter/phoneme knowledge in their early writing.</p> <p>Write their name</p>	<p><b>KEY DM FOCUS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling narratives [ELG]</li> <li>• Read aloud simple sentences [ELG]</li> <li>• Write simple phrases and sentences [ELG]</li> </ul> <p>To form most lower-case letters correctly</p> <p>To orally rehearse sentences before writing.</p> <p>Begin to write sentences with words with known sound-letter</p>

	<p>Key opportunities to write: lists, labels, messages, speech bubbles</p>	<p>Continue to form some lower-case and capital letters correctly  Spell words by identifying the sounds, including digraphs and then writing the sound with letter/s.  Attempt to write short phrases/ sentences with words with known sound-letter correspondences  Orally rehearse short sentences before writing.  Key opportunities to write: captions, cards, shopping lists</p>	<p>correspondences using a capital letter and full stop with more accuracy.  Re-read what they have written to check that it makes sense  Key opportunities to write: factfiles, postcards, stories, recounts, recipes</p>
<p><b>Fine motor skills</b></p>	<p>Develop dominant hand  Build upper arm/shoulder strength so that children do not move shoulders as they move hands/fingers  Develop a dominant hand  Have a go forming letters  Draw pictures of choice</p>	<p>Use core strength to sit at a table with good posture  Hold a pencil effectively using the tripod grip frequently  Form some letters correctly  Continue to use a range of small tools, including scissors, paintbrushes and cutlery. Cut with scissors  Show accuracy and care when drawing. Begin to draw diagonal lines.  Copy a square. Begin to draw recognisable pictures</p>	<p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases  Continue to use a range of small tools, including scissors, paintbrushes and cutlery. Cut along a curved line continue to show accuracy and care when drawing  Form letters correctly</p>

## Year 1

### National Curriculum

#### **Transcription:** Statutory requirements Spelling

Pupils should be taught to:

Spell: words containing each of the 40+ phonemes already taught, common exception words, days of the week English.

Name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound, add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, using the prefix un-, using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest], apply simple spelling rules, write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Handwriting:** Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9, understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Ongoing through-out each term.

**Composition:** Pupils should be taught to: write sentences by:

saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher. Discreet teaching in autumn term and ongoing through-out each term.

**Vocabulary, grammar and punctuation:** Pupils should be taught to: develop their understanding of the concepts: leaving spaces between words, joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', learning the grammar for year 1, use the grammatical terminology in discussing their writing.

**Discreet teaching in autumn term and ongoing through-out each term.**

	Autumn		Spring		Summer	
Year 1	All aboard		Brilliant Bodies	Dinosaur Discovery	Going Green	
WOW moments and trips	Trafalgar Day	Christmas performance	Fruit tasting	Horsham museum visit	Woodland days on school grounds	Visit to nature reserve
Key Texts:	<b>Fiction</b> A new home for a pirate The Pirates are Coming <b>Non-Fiction</b> HMS Victory facts (History link)	<b>Non-fiction facts</b> <b>Pirate Blackbeard</b>  <b>Fiction</b> Snowball  Bible- The Christmas Story and	<b>Fiction</b> The Couch Potato by J John and P Oswald Amy Gets Eaten by A Kay and H Parker Argh! There's a skeleton inside you by Bldan Ben-Barak and J Frost	<b>Non- Fiction</b> Mary Anning (Big dreams, little people)  <b>Fiction</b> Fossil Girl Bumpus Jumpus Dinosaurumpus!	<b>Fiction</b> The Runaway Pea Monkey and the Robot in the Garden by Felix Hayes <b>Non-Fiction</b> Eating Plants Rhonda Jenkins	<b>Fiction</b> Somebody Swallowed Stanley <b>Non-Fiction</b> Conservation

		other stories linked to giving gifts (RE link)	<b>Non-Fiction</b> Fact finding and writing Senses poem's	Bible- The Easter Story (RE link)		
Transcription	<b>Spell</b> words by identifying sounds including digraphs in them and representing the sounds with a letter or letters.	<b>Spell:</b> words containing each of the 40+ phonemes already taught, common exception words, days of the week English. <b>Using</b> letter names to distinguish between alternative spellings of the same sound. <b>Add</b> prefixes and suffixes- 'un', 'ed', 'er', 'ing' and 'est'. <b>Write</b> from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <b>Apply</b> simple spelling rules	<b>Spell:</b> words containing each of the 40+ phonemes already taught, common exception words, days of the week English. <b>Name</b> the letters of the alphabet: naming the letters of the alphabet in order. <b>Use</b> prefixes and suffixes- 'un', 'ed', 'er', 'ing' and 'est'. <b>Write</b> from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <b>Apply</b> simple spelling rules			
Handwriting	<b>Sit</b> correctly at a table, holding a pencil comfortably and correctly. <b>Write</b> recognisable letters, most of which are correctly formed	<b>Letter</b> and number formation practise including starting and end points.	<b>Letter</b> and number formation practise including starting and end points.			

Composition	<p><b>Say</b> out loud what they are going to write about and <b>orally</b> rehearse before writing.</p> <p>.</p> <p><b>Compose</b> a sentence orally before writing it.</p> <p><b>Sequencing</b> sentences to form short narratives.</p> <p><b>Re-reading</b> what they have written to check that it makes sense.</p> <p><b>Begin</b> to respond to teacher feedback, e.g. yellow highlighter</p>	<p><b>To Orally</b> rehearse before <b>all</b> writing adding actions when applicable.</p> <p><b>Sequencing</b> sentences to form short narratives</p> <p><b>Re-reading</b> what they have written to check that it makes sense.</p> <p><b>Begin</b> to respond to teacher feedback, e.g. yellow highlighter, green pen, purple polishing and spelling corrections.</p> <p><b>Discuss</b> what they have written with the teacher</p>	<p><b>To Orally</b> rehearse before <b>all</b> writing adding actions when applicable.</p> <p><b>Sequencing</b> sentences to form short narratives.</p> <p><b>Discuss</b> what they have written with the teacher or other pupils.</p> <p><b>Read</b> aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Begin</b> to respond to teacher feedback, e.g. yellow highlighter, green pen, purple polishing and spelling corrections.</p>
Vocabulary, punctuation and grammar	<p><b>Punctuate</b> sentences using a capital letter, full stop and question mark.</p> <p><b>Joining</b> words, 'and' and joining clauses</p>	<p><b>Begin</b> to use question marks and exclamation marks.</p> <p><b>Using</b> a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Joining</b> words and joining clauses, 'and' and 'because'.</p> <p><b>Begin</b> to use adjectives</p> <p><b>Learning</b> the grammar for year 1</p>	<p><b>Use</b> question marks and exclamation marks to punctuate writing.</p> <p><b>Use</b> a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p><b>Joining</b> words and joining clauses</p>

					<p><b>Use</b> the grammatical terminology in discussing their writing</p> <p><b>Use</b> adjectives</p> <p><b>Use</b> the grammar for year 1</p>	
Writing outcome	<p><b>Fiction</b>  <b>Narrative-</b>  Retelling of the story 'A New Home for a Pirate'.</p> <p><b>Non Fiction -</b>  Facts  (geography link)</p>	<p><b>Narrative</b>  Rosie's Walk</p> <p><b>Poetry</b>  Snow/winter poem  <i>Snow is white.</i>  <i>Snow is cold.</i></p>	<p><b>Fiction</b>  <b>Narrative-</b>  Funny Bones  Retelling of the story 'Funny Bones'</p> <p><b>Poetry</b>  Senses  <i>My clever nose can smell and run.</i>  <i>My super ears can hear and pop.</i></p>	<p><b>Non Fiction -</b>  Mary Anning  Narrative of her life and her achievements.</p>	<p><b>Fiction</b>  <b>Narrative-</b>  The Runaway Pea. Retelling of the story.</p> <p><b>Non Fiction -</b>  Fact sheet about woodland animals linked to trip to British Wildlife Centre</p>	<p><b>Non Fiction</b>  Write letter to say what they learnt and enjoyed on school trip. texts linked to recycling, litter and keeping environments safe for animals.  <b>Linked to school trip</b></p>



## **Year 2**

### **National Curriculum**

Transcription: Statutory requirements spelling

Pupils should be taught to: spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones, learning to spell common exception words, learning to spell more words with contracted forms, learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones, add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English - key stages 1 and 2 20 Statutory requirements , apply spelling rules and guidance, write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting**

Pupils should be taught to: form lower-case letters of the correct size relative to one another, start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, write 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. Ongoing through-out each term.

### **Composition**

Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events , writing poetry, writing for different purposes, consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence, make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. **Discreet teaching in autumn term and ongoing through-out each term.**

### **Vocabulary, grammar and punctuation**

Pupils should be taught to: develop their understanding of the concepts: learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but), the grammar for year 2 , some features of written Standard English, use and understand the grammatical terminology discussing their writing. **Discreet teaching in autumn term and ongoing through-out each term.**

	Autumn	Spring	Summer
Year 2	Fantastical Flight	Fire and Ice	Medieval Magic

<p>WOW moments and trips</p>	<p>Space ship crash landing in Playground.</p> <p>Making Cosmic Cup Cakes (following a recipe)</p>	<p>Astronaut Training Day</p> <p>Hot chocolate (following a recipe)</p>	<p>Visit from Fire Service</p>		<p>Arundel Castle Trip visit</p>	
<p>Key Texts:</p>	<p><b>Fiction</b> Beegu</p> <p><b>Non-Fiction</b> Space facts</p> <p><b>Poetry</b> Cosmic cupcake</p>	<p><b>Fiction</b> Man on the Moon by Simon Bartram</p> <p>Polar Express by Chris Van Allsberg</p>	<p>Masha and the Firebird by Margret Bateson-Hill</p> <p>The Great Fire of London by Emma Adams and James Weston Lewis</p>	<p>Non-fiction leaflet- Ice Bear by Nicola Davies</p> <p>Fiction The Great Explorer by Chris Judge.</p>	<p>Non-Fiction - Castles recount</p> <p>Fiction -Jim and the Beanstalk by Raymond Briggs</p>	<p>Arundel Castle - Recount writing</p> <p><b>Poetry</b> Tell Me a Dragon by Jackie Morris</p> <p><b>Fiction</b> The Dragon Machine by Helen Ward and Wayne Anderson</p>

<p>Transcription</p>	<p><b>Add</b> add suffixes to spell longer words, including -ed, -ly. <b>Use</b> the possessive apostrophe.</p>	<p><b>Spell by:</b> segmenting spoken words into phonemes and representing these by graphemes. <b>Spell</b> common exception words.</p>	<p><b>Learn</b> to spell more words with contracted forms <b>Learn</b> the possessive apostrophe (singular) [for example, the girl's book] <b>Distinguish</b> between homophones and near-homophones <b>Add</b> suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>
<p>Handwriting</p>	<p>Write my letters correctly, starting and finishing in the correct way.  I can write my descenders and ascenders correctly.</p>	<p><b>Write</b> capitals letters and lower-case letters correctly and space words appropriately.</p>	<p><b>Start</b> using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  <b>Write</b> capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>
<p>Composition</p>	<p><b>To Orally</b> rehearse before <b>all</b> writing adding actions when applicable. <b>Sequence</b> sentences to form short narratives (real or fictional). <b>Write</b> speech bubbles.</p>	<p><b>To Orally</b> rehearse before <b>all</b> writing adding actions when applicable. <b>Sequence</b> sentences to form short narratives (real or fictional). <b>Write</b> narratives about personal experiences.</p>	<p><b>To Orally</b> rehearse before <b>all</b> writing adding actions when applicable. <b>Develop</b> positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> </ul>

	<p><b>Write</b> for different purposes.</p> <ul style="list-style-type: none"> <li>• Description of a moon setting.</li> <li>• Fact writing.</li> <li>• Answering questions.</li> <li>• Designing and label.</li> <li>• Write in the past/present tense?</li> <li>• <b>Write</b> an advert.</li> <li>• <b>Write</b> poetry (Cosmic cupcake).</li> </ul> <p><b>Use</b> adjectives.</p> <p><b>Use</b> adverb as a sentence opener.</p> <p><b>Make</b> simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense.</li> </ul>	<p><b>Use</b> expanded noun phrases to describe.</p> <p><b>Write</b> for different purposes.</p> <ul style="list-style-type: none"> <li>• Answering questions.</li> <li>• Write in the past/present tense?</li> <li>• Newspaper report.</li> </ul> <p><b>Use</b> adjectives.</p> <p><b>Make</b> simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• write for different purposes</li> </ul> <p><b>Make</b> simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense.</li> </ul>
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<p>Vocabulary, punctuation and grammar</p>	<p><b>Punctuate</b> my sentences with a capital letter and full stop.  <b>Use</b> statement, questions and exclamations sentences.  <b>Use</b> adjectives.  <b>Use</b> noun phrases including adjectives.  <b>Use</b> adverb as a sentence opener.  <b>Use</b> verbs and adverbs.  <b>Use</b> commas for lists.  <b>Use</b> co-ordination (using or, and, or but).  <b>Use</b> subordination (using when, if, that, or because).  <b>Use</b> prepositions.  <b>Use</b> contractions in speech.</p>		<p><b>Punctuate</b> my sentences with a capital letter and full stop.  <b>Use</b> capital letters for proper nouns.  <b>Write</b> command sentences.  <b>Use</b> co-ordination (using or, and, or but).  <b>Use</b> a fronted adverbial.  <b>Use</b> synonyms.  <b>Use</b> adjectives.  <b>Use</b> extended noun phrases including adjectives.</p>		<p><b>Use</b> sentences with different forms: statement, question, exclamation, command  <b>Use</b> expanded noun phrases to describe and specify [for example, the blue butterfly]  <b>Use</b> the present and past tenses correctly and consistently including the progressive form  <b>Use</b> subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  <b>Use</b> the following terms when evaluating their own work -noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	
<p>Main Writing outcome</p>	<p><b>Non Fiction</b> - Fact File about an imaginary planet</p>	<p><b>Non Fiction</b> - Fact File about the Moon   <b>Fiction</b> Narrative- Innovation of</p>	<p><b>Non Fiction</b> - Newspaper Report the Great Fire of London   <b>Fiction</b> narrative</p>	<p><b>Non-fiction</b> Fact file about Polar Bears   <b>Fiction</b> Narrative - Adventure story</p>	<p><b>Non-fiction</b> Recount of school trip.  <b>Fiction</b> - Narrative Fairy Tales Retelling of Jack and the Beanstalk.</p>	<p><b>Fiction</b> - Own Dragon story   <b>Poetry</b> - Own Dragon poem</p>

	Poetry- Cosmic Cupcake	The Man on the Moon	Traditional tale - Innovated Masha and the Firebird	The Great Explorer		
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