

English Unit Progression

Nursery					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Whatever Next Brown Bear Stickman	Duck in the Truck Animal Train The Gingerbread Man	Duck and the Truck/Little Blue Car Animal Train	Bear Hunt Little Red Hen Pet Sale	Handa’s surprise Farmer Duck Jasper’s Beanstalk	Goldilocks Hungry caterpillar Superwporm
Transcription			Composition		
Reception					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The Three Little Pigs Pete the cat	Elmer Three Billy Goats Gruff	The Gruffalo The Emperor’s Egg	Supertato Dinosaurs?	Jack and the Beanstalk Class two at the Zoo	Little Red Riding Hood
Transcription Mark making of simple story patterns using s-shape story map pattern, including their own story. Write <u>some</u> initial sound letters & simple labels using sounds taught: Set 1: s, a, t, p; Set 2: i, n, m, d; Set 3: g, o, c, k Set 4: ck, e, u, r; Set 5: h, b, f, ff, l, ll, ss			Composition Oral composition of stories including <u>some</u> typical story language features from the below: Once upon a time there was a... who... So... And... After that... Simple innovation of own stories through changing bus to...		
Year One					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
In Every House (info) Peace at Last (Wishing story)	How to catch a Star (Journey story) Owls (Non Chron Report)	The Tiger Who Came to Tea Instructions	Jack and the Beanstalk (Fantasy) Poetry	Whatever Next (Journey story) Non-chron space	Paddington (letters) Paddington (Journey story) Recount?
Transcription Spelling (see English Appendix 1) • spell: • words containing each of the 40+ phonemes already taught • common exception words			Composition 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		

<ul style="list-style-type: none"> • the days of the week • 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: <ul style="list-style-type: none"> • 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 and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
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Year Two

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
The Rainbow Bear Polar Bears (non chron)	The Magic Paintbrush (Persuasive letter)	Traction Man Mary Seacole (Biography)	The Papaya that spoke (Cumulative) Diary entry Recount trip	Kassim and the Greedy Dragon (Warning story) Dragons (Non-Chron)	George's Marvellous medicine (Journey stories) Instructions

<p>Transcription</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</p> <p>Distinguishing between homophones and near-homophones</p> <p>Learning the possessive apostrophe (singular)</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Form lower-case letters of the correct size relative to one another</p>	<p>Composition</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events, writing poetry, writing for different purpose</p> <p>Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. Use appropriate features of Standard English. Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Write about real events, maintaining form and purpose. Use some varied vocabulary to create detail and interest, including adjectives to</p>
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<p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Apply spelling rules and guidelines from Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Write from memory, simple dictated sentences which include familiar words and GPCs.</p>	<p>make noun phrases; adverbs and verbs.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Sometimes use subordination e.g. when, if, because. Co-ordinate sentences using and, or, but.</p> <p>Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</p> <p>Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p>
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Year Three

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Exploring an island (Journey Tale)</p> <p>Minpins (Non-chron report)</p>	<p>Minpins (Story)</p> <p>Wild Robot (Diary entry)</p>	<p>Iron Man (Defeating the monster story)</p> <p>Iron Man (Letter)</p>	<p>If I had wings (Poetry)</p> <p>Mummification (Instructions)</p>	<p>Stone Age Boy (Portal Story)</p> <p>Stone Age Boy: Write about trip (Recount)</p>	<p>Stone Soup (Cumulative tale)</p> <p>Should boys do cookery? (Persuasive/Discussion)</p>

<p>Transcription</p> <ul style="list-style-type: none"> • Use the present and past tense mostly correctly • Use co-ordination (or/and/but/yet/so/moreover/ as well) • Use subordination (when/if/that/because/as/since) • Use adverbs to add detail • Use expanded noun phrases • Use prepositions to add detail such as time/cause/place • Use 'an' and 'a' correctly • Use pronouns to avoid repetition • Make some use of inverted commas to punctuate direct speech • Mostly use an apostrophe for contraction (can't, wouldn't) • Begin to use apostrophes for possession • Use commas in a list 	<p>Composition</p> <ul style="list-style-type: none"> • Generate ideas, drafts, redraft and edit written work to ensure the meaning and impact on reader is clear • Show some understanding of audience and purpose • Organise simple paragraphs around a theme • Create simple setting, characters and a basic plot in narratives • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Begin to use simple organisational devices in non-narrative material (headings and sub-headings) • Spell words using taught year 3 prefixes and suffixes • Correctly spell some frequently used homophones (there/they're/their) • Spell most of the Year 3 words correctly • Join letters and understand which letters are best left unjoined
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Year 4

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>Narrative</p> <p>Non-Chron report</p>	<p>The secret of Platform 13 Diary</p> <p>Recount/newspaper</p>	<p>Thieves of Ostia</p> <p>Cliffhanger</p> <p>Diary</p>	<p>Romans</p> <p>Persuasive Writing</p> <p>Poetry</p>	<p>Dr Who (?? Story)</p> <p>Dr Who (Instructions)</p>	<p>Story</p> <p>Persuasive</p>

<p>Transcription</p> <ul style="list-style-type: none"> • Sometimes use fronted adverbials followed by a comma • Use possessive apostrophe for single and plural nouns • Use full stops, capital letters, question marks and exclamation marks correctly • Use standard English verb inflections (we were instead of we was) • Use a wider range of subordinating conjunctions 	<p>Composition</p> <ul style="list-style-type: none"> • Plan, draft, redraft and edit written work to ensure the meaning and impact on reader is clear • Identify the audience for and purpose of the writing • Organise writing into paragraphs, keeping the same theme across all • Begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the
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(although, since, while...) <ul style="list-style-type: none"> • Use extended noun phrases, including with prepositions • Punctuate direct speech correctly • Sometimes use commas for clarity 	action in narratives <ul style="list-style-type: none"> • Check spellings in a dictionary • Spell a wider range of homophones • Spell most of the year 4 words correctly • Use a widening range of prefixes and suffixes • Join handwriting with quality and consistency. Use the diagonal and horizontal strokes that are needed to join letters.
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Year 5

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Non-Chron-Planets Newspaper report-Moon landing	Narrative Instructions	Diary Non-Chronological report	The River (Adventure story) Ferry Meadows (Persuasive leaflet)	Narrative Greek Gods (Non-chronological report)	A star is born (Narrative) A star is born (Persuasive)

Transcription <ul style="list-style-type: none"> • Mostly use the correct tense throughout a piece of writing • Mostly ensure the correct subject and verb agreement when using singular and plural • Use prepositional phrases effectively to add detail, qualification and precision • Add most prefixes and suffixes accurately • Correctly use homophones most of the time • Use expanded noun phrases effectively to add detail, qualification and precision • Use commas to clarify meaning or avoid ambiguity in writing • Use relative clauses beginning with who, which, when, whose that or with an implied relative pronoun • Sometimes use brackets, dashes or commas to indicate parenthesis • Begin to use colons and semi-colons • Use modal verbs or adverbs in the correct form most of the time 	Composition <ul style="list-style-type: none"> • Can plan, draft, redraft and edit written work to ensure the meaning and impact on reader is clear • Identify the audience for and purpose of the writing • Mostly describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives • Begin to use a range of devices to build cohesion within and across paragraphs • Begin to use some organisational and presentational devices to structure text and to guide the reader (e.g. headings and bullet points) • Spell most Year 5 words correctly • Join handwriting with quality and consistency
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Year 6

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Non-chron WW2 (Narrative) WW2 (Diary Entry)	Kristallnacht (Narrative) Duxford (Review)	Evolution (Narrative) Charles Darwin (Biography)	Wolf Brother (Narrative) Animals (Non-chronological report)	Revision units Diary Setting description	Revision units Biography ??
Transcription			Composition		