

CURRICULUM

ENGLISH Year A & B			
THEMES	Non-Fiction	Fiction	Poetry
KS1	Recount - Letters Instructions - How to ... Non Chronological Report	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Riddles Acrostic poems
LKS2	Recount - Letters, Diary, Biography Instructions - Science / History Reports - Non-Chronological Reports Explanation - How? Persuasion - Leaflet	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Kennings Limericks and Haikus Metaphors and Similes
UKS2	Recount - Journalistic Writing, Diary Report - Non-Chronological Reports Explanation - Why? Persuasion - Argument or Letter Discussion - Balanced Argument	Overcoming the Monster Rags to Riches The Quest Voyage and Return Rebirth Comedy Tragedy	Cinquains Sonnets Classic Personification

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WRITING PROGRESSION MAP		
Category of Knowledge	Year Group/ Key Stage	Content
Spelling (Transcription)	Year 1	<ul style="list-style-type: none"> ● Spelling - See Appendix 1 (NC) ● spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words (Harder to read words) - 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.
	Year 2	<ul style="list-style-type: none"> ● Spelling - See Appendix 1 (NC) ● Spell by: <ul style="list-style-type: none"> - 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 (Harder to read 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 ● Apply 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, common exception words and punctuation taught so far.

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	LKS2	<ul style="list-style-type: none"> ● Spelling - See Appendix 1 (NC) ● Use further prefixes and suffixes and understand how to add them (English Appendix 1) ● Spell further homophones spell words that are often misspelt (English Appendix 1) ● Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ● Use the first two or three letters of a word to check its spelling in a dictionary ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	UKS2	<ul style="list-style-type: none"> ● Spelling - See Appendix 1 (NC) ● Use further prefixes and suffixes and understand the guidance for adding them ● Spell some words with 'silent' letters [for example, knight, psalm, solemn] ● Continue to distinguish between homophones and other words which are often confused ● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ● Use dictionaries to check the spelling and meaning of words ● Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● Use a thesaurus.
Handwriting and Presentation	Year 1	<ul style="list-style-type: none"> ● 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.
	Year 2	<ul style="list-style-type: none"> ● 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.

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	LKS2	<ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	UKS2	<ul style="list-style-type: none"> ● Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.
Writing - Composition	Year 1	<ul style="list-style-type: none"> ● write sentences by: <ul style="list-style-type: none"> - 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 their writing aloud, clearly enough to be heard by their peers and the teacher
	Year 2	<ul style="list-style-type: none"> ● develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading 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

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	LKS2	<ul style="list-style-type: none">● plan their writing by:<ul style="list-style-type: none">- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar- discussing and recording ideas● draft and write by:<ul style="list-style-type: none">- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English appendix 2)- in narratives, creating settings, characters and plot- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]● evaluate and edit by:<ul style="list-style-type: none">- assessing the effectiveness of their own and others' writing and suggesting improvements- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences● proofread for spelling and punctuation errors● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	UKS2	<ul style="list-style-type: none">● plan their writing by:<ul style="list-style-type: none">- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own- noting and developing initial ideas, drawing on reading and research where necessary- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed● draft and write by:<ul style="list-style-type: none">- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action- précising longer passages- using a wide range of devices to build cohesion within and across paragraphs- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]● evaluate and edit by:<ul style="list-style-type: none">- assessing the effectiveness of their own and others' writing

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		<ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing - Vocabulary	Year 1	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using ‘and’
	Year 2	<ul style="list-style-type: none"> ● learn how to use: <ul style="list-style-type: none"> - expanded noun phrases to describe and specify [for example, the blue butterfly]
	LKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials
	UKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
Grammar	Year 1	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - learning the grammar for year 1 in English appendix 2 <ul style="list-style-type: none"> * <i>Regular plural noun suffixes (-s, -es</i> * <i>Verb suffixes where root word is unchanged (-ing, -ed, -er)</i> * <i>Un- prefix to change meaning of adjectives / adverbs</i> * <i>To combine words to make sentences, including using and</i> * <i>Sequencing sentences to form short narratives</i> * <i>Separation of words with spaces</i>

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		<ul style="list-style-type: none"> * <i>Sentence demarcation (. ! ?)</i> * <i>Capital letters for names and pronoun 'I'</i> ● use the grammatical terminology in English English appendix 2 in discussing their writing
	Year 2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly - see English appendix 2, 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: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - 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) - some features of written Standard English * <i>Suffixes to form new words (-ful, -er, -ness)</i> * <i>Sentence demarcation (. ! ?)</i> * <i>Commas in lists</i> * <i>Apostrophes for omission & singular possession</i> ● use and understand the grammatical terminology in English appendix 2 in discussing their writing
	LKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - learning the grammar for years 3 and 4 in [English appendix) ● indicate grammatical and other features by: <ul style="list-style-type: none"> - using fronted adverbials - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech * <i>Form nouns using prefixes (super-, anti-)</i> * <i>Use the correct form of 'a' or 'an'</i> * <i>Word families based on common words (solve, solution, dissolve, insoluble)</i> * <i>Extended noun phrases with prepositions</i> * <i>Appropriate choice of pronoun or noun to create cohesion</i>

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		<ul style="list-style-type: none"> ● use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading
	UKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <ul style="list-style-type: none"> * <i>Converting nouns or adjectives into verbs</i> * <i>Verb prefixes</i> * <i>Differences in informal and formal language</i> * <i>Synonyms & Antonyms</i> * <i>Further cohesive devices such as grammatical connections and adverbials of time, place and number</i> * <i>Use of ellipsis</i> ● use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
Punctuation	Year 1	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> * <i>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i> * <i>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i>
	Year 2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> - 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)
	LKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> * <i>using commas after fronted adverbials</i> * <i>indicating possession by using the possessive apostrophe with plural nouns</i> * <i>using and punctuating direct speech (including punctuation within and surrounding the inverted commas)</i>
	UKS2	<ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> * <i>using commas to clarify meaning or avoid ambiguity in writing</i> * <i>using hyphens to avoid ambiguity</i> * <i>using brackets, dashes or commas to indicate parenthesis</i> * <i>using semicolons, colons or dashes to mark boundaries between independent clauses</i> * <i>using a colon to introduce a list</i>

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		<i>* punctuating bullet points consistently</i>
Use of Phrase and Clauses	Year 1	<ul style="list-style-type: none"> <i>* To use the joining word (conjunction) 'and' to link ideas and sentences.</i> <i>* To begin to form simple compound sentences.</i>
	Year 2	<ul style="list-style-type: none"> <i>* To using co-ordination (or/and/but)</i> <i>* To use some subordination (when / if / that / because)</i> <i>* To use expanded noun phrases to describe and specify (e.g. the blue butterfly)</i>
	LKS2	<ul style="list-style-type: none"> <i>* To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences</i> <i>* To use a range of conjunctions, adverbs and prepositions to show time, place and cause</i> <i>* To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit</i> <i>* To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</i>
	UKS2	<ul style="list-style-type: none"> <i>* To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)</i> <i>* To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery</i> <i>* To use the subjunctive form in formal writing</i> <i>* To use the perfect form of verbs to mark relationships of time and cause</i> <i>* To use the passive voice</i> <i>* To use question tags in informal writing</i>
Grammatical terminology	Year 1	<ul style="list-style-type: none"> <i>* letter</i> <i>* capital letter</i> <i>* word</i> <i>* singular</i> <i>* plural</i> <i>* sentence punctuation</i> <i>* full stop</i> <i>* question mark</i> <i>* exclamation mark</i>

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	Year 2	<ul style="list-style-type: none">* <i>noun</i>* <i>noun phrase</i>* <i>statement</i>* <i>question</i>* <i>exclamation</i>* <i>command</i>* <i>compound</i>* <i>adjective</i>* <i>verb</i>* <i>suffix</i>* <i>adverb tense (past, present)</i>* <i>apostrophe</i>* <i>comma</i>
	LKS2	<ul style="list-style-type: none">* <i>adverb</i>* <i>preposition conjunction</i>* <i>word family</i>* <i>prefix</i>* <i>clause</i>* <i>subordinate clause</i>* <i>direct speech</i>* <i>consonant</i>* <i>vowel</i>* <i>inverted commas (or 'speech marks')</i>* <i>determiner</i>* <i>pronoun</i>* <i>possessive pronoun</i>* <i>adverbial</i>
	UKS2	<ul style="list-style-type: none">* <i>modal verb</i>* <i>relative pronoun</i>* <i>relative clause</i>* <i>parenthesis</i>* <i>bracket</i>* <i>dash</i>* <i>cohesion</i>* <i>ambiguity</i>* <i>subject</i>

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- * *object*
- * *active*
- * *passive*
- * *synonym*
- * *antonym*
- * *ellipsis*
- * *hyphen*
- * *colon*
- * *semi-colon*
- * *bullet points*

(Steps marked with an asterisk and written in italics have not been taken directly from statements in National Curriculum)