



## Stanton-in-Peak Church of England Primary School

### English Skills Progression

*"Life in all its fullness." John 10:10*

<b>RECEPTION</b> Using a Power of Reading Teaching Sequence to Create an English Curriculum	<b>Autumn 1</b> Bedtime for Monsters by Ed Vere	<b>Autumn 2</b> No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souhami	<b>Spring 1</b> Stanley's Stick by John Hegley and Neal Layton	<b>Spring 2</b> A Great Big Cuddle by Michael Rosen and Chris Riddell	<b>Summer 1</b> Surprising Sharks by Nicola Davies and James Croft	<b>Summer 2</b> Ruby's Worry by Tom Percival
<b>Literary Form</b>	Picture book with repetitive refrain	Traditional tale	Picture book with poetic language	Poetry	Non-fiction	Contemporary fiction
<b>PSED &amp; Human Theme</b>	Facing our fears – New beginnings	Being Brave	Playing co-operatively	Growing up	Looking after wildlife	What makes me worried Facing our fears
<b>Phonics and Early Reading: Experience, Knowledge, Skills and Strategies</b>	Soundscaping with untuned instruments and voice sounds Teaching the Basic Code and Consonant clusters in context Developing fluency	Environmental sound discrimination Teaching the Basic Code in context Opportunity for Complex Code: /er/ Developing fluency	Rhythm and rhyme Alliteration and assonance Teaching the Basic Code in context Consonant cluster: 'st' Lifting meaning through	Rhythm, rhyme, body percussion and voice sounds Word and language play Matching aural patterns like rhyming pairs to	Alliteration using names Related songs about fish Words as tags – matching text and illustration Reading own writing	Voice sounds – emotional expression Teaching the Basic Code in context Opportunity for Complex Code: 'y' at end of words like

	through repetitive refrain Lifting meaning through performance reading Developing inference Reading illustration	through repetitive refrain Developing inference Reading illustration	performance reading Developing inference Reading illustration Reading own writing	visual patterns by onset and rime Neo-language – reading pseudo words in context Performance reading Reading own poetry		Ruby, worry Developing fluency through high frequency words Developing inference Reading illustration Reading own writing
<b>EYFS Communication and Language (40-60+ months)</b>	<ul style="list-style-type: none"> <li>Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity.</li> <li>Answering ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</li> <li>Expressing themselves effectively, showing awareness of listeners’ needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>					
<b>Language Competency: through reading, talk and writing</b>	Strong narrative voice addressing the reader Past and present tense, including progressive Adverbial phrases Subordinate and co-ordinating clauses Visual patterns in words Plural suffixes	Traditional tale voice Repetitive refrains Sequencing sentences in retelling Conjunctions and fronted adverbial Dialogue Comparative language Persuasive voice Visualising Exclamations	Poetic voice and language Present tense, including progressive Expanded noun phrases Language related to size and comparison Apostrophe for possession	Expressive and figurative language Neo-language Language and word play Expanded noun phrases Investigating spelling patterns Visualising Reader response	Voice and tunes of narrative, information and song Book talk and reader response Descriptive, comparative and technical language Precise language of movement – verbs and adverbials Plural suffixes	Simple narrative voice Past tense consistency and conjunctions in telling personal stories Word collections: exploring colloquial language of families, synonyms Language related to size and comparison Apostrophe for possession
<b>Physical Development</b>	Re-enacting the monster’s journey – moving body through obstacles Making monster traps	Encourage the children to move like the animals in the story. Using appropriate	Making stick toys, sculptures and towers Active play with sticks Climbing	Children might incorporate simple sequences of dance movements into performance readings	Investigating bicycles Catching fish and water play Action and finger rhymes	Gross motor: active play and moving bodies in different ways Fine motor:

	Creating own dough monster and storybox	apparatus encourage the children to explore actions the animals might do; climb, slide, jump	trees Playing 'Capture the Flag'		Painting and sculpture Book Talk	make pom-pom worries
<b>Extended Writing Outcome</b>	<b>Alternative monster story</b>	<b>Retelling the story in role</b>	<b>Instructions for a stick game</b>	<b>Poetry in a range of forms</b>	<b>Information booklet</b>	<b>Personal narrative</b>
<b>Nursery rhymes</b>	Five Currant Buns Old Macdonald's Farm Here We Go Round The Mulberry Bush Wind The Bobbin Up Five Little Monkeys		Ring O Ring O Roses Five Speckled Frogs Little Bo Peep Hickory Dickory Dock If You're Happy & You Know It		Once I Caught A Fish Alive A Sailor Went To Sea Farmers In His Den Wheels On The Bus Five Little Men In A Flying Saucer	
<b>Maths focus books</b>	<i>The Bear in the Cave – Peace at Last – Dear Zoo- 1,2,3 at the Zoo- I'm Number One</i>	<i>Each, Peach, Pear Plum Day Monkey, Night Monkey Funnybones The Very Hungry Caterpillar</i>	<i>Zero is the Leaves on the Tree Room on the Broom A Beach for Albert</i>	<i>The Giraffw who got a knot Jim and the Beanstalk Six Dinner Sid How do Dinosaurs count to 10?</i>	<i>One Moose, 20 Mice Snail Trail – A Journey through modern art Monster Math</i>	<i>One Odd Day What the Ladybird heard Mr Grumpy's Outing</i>
<b>Class Reading books</b>	I like Books  Stuck  My First Day  Rainbow Fish	The Way Back Home  The Book with No Pictures	I want my Hat Back  Where the Wild Things Are	The Bad Tempered Ladybird  Zoo	The Day the Crayons Quit	The Boy Who Lost his Bumble