



Stanton-in-Peak Church of England Primary School

English Skills Progression

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

| Cycle 1 Using a Power of Reading Teaching Sequence to Create an English Curriculum | Autumn 1 The Tin Forest | Autumn 2 Fly Eagle, Fly! An African Tale by Christopher Gregorowski and Niki Daly | Spring 1 The Miraculous Journey of Edward Tulane | Spring 2 Jelly Boots, Smelly Boots by Michael Rosen, illustrated by David Tazzyman | Summer 1 The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady | Summer 2 The Wild Robot By Peter Brown |
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| Literary Form | Picture Book | Tradition Tale | Novel (Graphic/Illustrated) | Poetry Collection | Non-fiction | Illustrated Novel |
| PSED & Human Themes | Loneliness, empathy, caring for others and the environment | Being aspirational | Exploring emotions and identity | Family relationships and personal identity | Looking after our world | Community and citizenship |
| Reading: Experience, Knowledge, Skills and Strategies | Discuss a wide range of fiction Identifying themes Preparing poems to read aloud Developing inference | Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Developing | Discuss words and phrases which capture the readers interest and imagination Draw inferences about characters' thoughts, feelings and motives | Beating pulse and rhythm Performance Poetry Listening to poets Visualisation Drawing on personal experiences and | Reading illustration Scanning and close reading Predicting and summarising Broadening experience in a range of non-fiction voice | Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising |

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| | Making personal connections Predicting and summarising | experience by making intertextual connections | Make predictions based on what is stated or implied | values Affective response | | Performance reading Developing inference Making personal connections |
| National Curriculum Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. Introduction to inverted commas to punctuate direct speech. <u>Terminology</u>: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). | | | | | |
| Language Competency: through reading, talk and writing | Identifying purpose and audience Developing characterisation Selecting appropriate grammar and vocabulary Paragraphs for cohesion Using organisational features Ensuring consistent and correct tense Ensuring subject verb agreement Proof reading Evaluating work Suggesting improvements | Oral storytelling language Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases, personification, alliteration Imperative sentences Dialogue – inverted commas Paragraphs for cohesion Conjunctions and fronted adverbials Word families in context Book Talk | Plan writing by discussing and recording ideas Note and develop initial ideas Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmospheres Use a range of devices to improve cohesion Perform own compositions using appropriate volume and intonation | Poetic language Language and word play: homophones Neo-language and nonsense words Visual patterns in rhyming words – onset and rime Onomatopoeia – consonant clusters Syllabification for spelling Word families in context Narrative poetry Figurative language Invitations Book Talk | Non-fiction explanatory voice Formal tone and register Passive and active Consistent present tense Paragraphs to organise ideas Fronted adverbials and conjunctions in co-ordinating and relative clauses Hypotheses and questions – adverbs indicating possibility Descriptive and scientific language – verb prefixes Precise vocabulary choice Choice of | Narrative voice Consistent past tense; progressive and perfect Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Paragraphs, parenthesis and commas for cohesion Fronted adverbials and conjunctions in co-ordinating and relative clauses Debate, argument |

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| | | | | | nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Morphology – plurals | and persuasive language – subjunctives, modal verbs, active and passive |
| Extended Writing Outcome | Creative writing | Character viewpoint narrative | Autobiography | Poetry in a range of forms | Information booklet | Story sequel |
| Class Books | The Tin Forest | Fly Eagle, Fly! An African Tale by Christopher Gregorowski and Niki Daly | The Miraculous Journey of Edward Tulane | Jelly Boots, Smelly Boots by Michael Rosen, illustrated by David Tazzyman | The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady | The Wild Robot By Peter Brown |

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| Cycle 2 Using a Power of Reading Teaching Sequence to Create an English Curriculum | Autumn 1 Into The Forest | Autumn 2 The Lion and The Unicorn and Other Hairy Tales by Jane Ray | Spring 1 The Boy At The Back Of The Class | Spring 2 How The Stars Came To Be | Summer 1 One Plastic Bag Isatou Ceesay and the Recycling Women of Gambia by Miranda Paul and Elizabeth Zunon | Summer 2 Arthur and The Golden Rope |
| Literary Form | Picture Book | Tradition Tale | Novel (Graphic/Illustrated) | Poetry | Non-fiction | Novel |

| PSED & Human Themes | Friendship and exploration | Honesty and personal values | Refugees and rights respecting schools | Respect for one another beliefs | Creative problem solving | Perseverance and bravery |
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| Reading: Experience, Knowledge, Skills and Strategies | Develop positive attitudes by reading a wide range of fiction Identifying themes and conventions Prepare poems and play scripts to be read aloud Ask questions to improve understanding Justify inferences with evidence Make predictions | Visualising Predicting and summarising Developing inference Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections | Discuss words and phrases which capture the readers interest and imagination Draw inferences about characters' thoughts, feelings and motives Make predictions based on what is stated or implied | Check that a text makes sense to them. Visualising Scanning and close reading Predicting and summarising Broadening reading material to include distinctive style and tone of traditional tales Making intertextual connections | Visualising Reading illustration Scanning and close reading Predicting and summarising Developing inference Making personal connections Broadening reading material to include distinctive style and tone of advertising | Reading illustration Lifting meaning through performance reading Predicting Developing inference Developing experience by making intertextual connections Looking at language |
| National Curriculum Vocabulary, Grammar, Punctuation (and Spelling) | <ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial. | | | | | |
| Language Competency: through reading, talk and writing | Discuss similar writing to explore structure, vocabulary and grammar Plan writing by discussing and recording ideas Orally rehearse ideas Organise ideas into paragraphs | Traditional tale voice Consistent past tense, including progressive Descriptive language and precise vocabulary Choice Debate, discussion and | Plan writing by discussing and recording ideas Note and develop initial ideas Draft and write by selecting appropriate grammar and vocabulary | Discuss and record ideas Compose and orally rehearse sentences Organise paragraphs around a theme In narratives create settings, characters and plots | Present tense, including progressive Precise and memorable description: expanded verb, adverbial and noun phrases Determiners Paragraphs to | Narrative voice Fronted adverbials and conjunctions in co-ordinating clauses Debate, argument and persuasive language – modal verbs and subjunctives Descriptive language |

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| | <p>Writing about fictional experiences</p> <p>Proof read for spelling and punctuation errors</p> <p>Discuss the effectiveness of writing</p> | <p>dilemma – subjunctive, modal verbs Fronted adverbials and conjunctions in co-ordinating and relative clauses</p> <p>Morphology – plurals Plural possession – apostrophes Book Talk</p> | <p>Describe settings, characters and atmospheres</p> <p>Use a range of devices to improve cohesion</p> <p>Perform own compositions using appropriate volume and intonation</p> | <p>Use simple organisation features</p> <p>Evaluate effectiveness of writing</p> <p>Propose changes to grammar and vocabulary</p> <p>Read aloud own writing</p> | <p>organise ideas</p> <p>Hypotheses and questions Debate, argument and persuasive language: modal verbs, conjunctions and subjunctives</p> <p>Word families in context</p> <p>Book Talk</p> | <p>and precise vocabulary choice: expanded verb, adverbial and noun phrases Imagined and improvised dialogue – inverted commas Command sentences</p> <p>Paragraphs for cohesion Book Talk</p> |
| Extended Writing Outcome | Recount | Traditional tales | Cook Book and Scripted Cookery Show | Original Creation Porquous Story | Advertising campaign piece | Comic book narrative |
| Class Books | Into The Forest | The Lion and The Unicorn and Other Hairy Tales by Jane Ray | The Boy At The Back Of The Class | How The Stars Came To Be | One Plastic Bag Isatou Ceesay and the Recycling Women of Gambia by Miranda Paul and Elizabeth Zunon | Arthur and The Golden Rope |