



Stanton-in-Peak Church of England Primary School

English Skills Progression

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

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| RECEPTION Using a Power of Reading Teaching Sequence to Create an English Curriculum | Spring 1 Bedtime for Monsters by Ed Vere | Spring 2 No Dinner! The Story of the Old Woman and the Pumpkin by Jessica Souhami | Autumn 2 Stanley's Stick by John Hegley and Neal Layton | Summer 2 A Great Big Cuddle by Michael Rosen and Chris Riddell | Summer 1 Surprising Sharks by Nicola Davies and James Croft | Autumn 1 Ruby's Worry by Tom Percival |
| Literary Form | Picturebook with repetitive refrain | Traditional tale | Picturebook with poetic language | Poetry | Non-fiction | Contemporary fiction |
| PSED & Human Theme | Facing our fears – New beginnings | Being Brave | Playing co-operatively | Growing up | Looking after wildlife | What makes me worried Facing our fears |
| Phonics and Early Reading: Experience, Knowledge, Skills and Strategies | 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 |

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| | 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 |
| EYFS Communication and Language (40-60+ months) | <ul style="list-style-type: none"> 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. Answering ‘how’ and ‘why’ questions about their experiences and in response to stories or events. 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. | | | | | |
| Language Competency: through reading, talk and writing | 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 |
| Physical Development | 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: |

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| | 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 |
| Extended Writing Outcome | Alternative monster story | Retelling the story in role | Instructions for a stick game | Poetry in a range of forms | Information booklet | Personal narrative |
| Nursery rhymes | 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 | |
| Maths focus books | <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> |
| Class Reading books | 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 |