

**English Curriculum Overview – Progression in skills 22-23**

**Nursery: 3- & 4-year olds**

	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<b>Weekly CL</b>	Sing a large repertoire of songs. Know many rhymes. Concept cat.					
<b>Weekly PD</b>	Use large-muscle movements to wave flags and streamers, paint and make marks. Dough disco.					
<b>Autumn 1</b>	Pay attention to more than one thing at a time, which can be difficult.	Use longer sentences of four to six words.	To spot rhymes.	To suggest rhymes.	To count and clap syllables.	To recognise words with the same initial sound.
<b>Autumn 2</b>	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Use a wider range of vocabulary.	To understand that print has meaning.	To understand that print can have different purposes.	To understand that we read English text from left to right and from top to bottom.	To names different parts of a book - page sequencing.
<b>Weekly CL</b>	Sing a large repertoire of songs. Know many rhymes. Concept cat.					
<b>Weekly PD</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Squiggle/Dough disco.					
<b>Weekly L</b>	Use some of their print and letter knowledge in their early writing. For example: Writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.					
<b>Spring 1</b>	Enjoy listening to longer stories and can remember much of what happens.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	To spot and rhymes.	To suggest rhymes.	To count and clap syllables.	To recognise words with the same initial sound.
<b>Spring 2</b>	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Use a wider range of vocabulary.	To understand that print has meaning.	To understand that print can have different purposes.	To understand that we read English text from left to right and from top to bottom.	To names different parts of a book - page sequencing.
<b>Weekly CL</b>	Sing a large repertoire of songs. Know many rhymes. Concept cat.					
<b>Weekly PD</b>	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Squiggle/Dough disco.					
<b>Weekly L</b>	Sound of the week. Write some letters correctly. Write some or all of their name.					
<b>Summer 1</b>	Be able to talk about familiar books, and be able to tell a long story.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.	To spot and rhymes.	To suggest rhymes.	To count and clap syllables.	To recognise words with the same initial sound.
<b>Summer 2</b>	Engage in extended conversations about stories, learning new vocabulary.	Use a wider range of vocabulary.	To understand that print has meaning.	To understand that print can have different purposes.	To understand that we read English text from left to right and from top to bottom.	To names different parts of a book - page sequencing.

## Reception

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Autumn 1 Weekly CL</b>	Develop social phrases. Understand how to listen carefully. Learn new vocabulary. Listen to stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Daily communication and language opportunities within lessons and circle time. Word games. Concept cat. Rhyme of the week.					
<b>Weekly PD</b>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Read individual letters by saying the sounds for them.					
<b>Autumn 1</b>	Develop their small motor skills Suggested tools: pencils for drawing and writing	Develop their small motor skills Suggested tools: paintbrushes  Write own name	Understand why listening is important  Develop their small motor skills Suggested tools: scissors	Develop their small motor skills Suggested tools: knives, forks and spoons  Blend sounds into words, so that they can read short words. Read simple phrases  Write labels	Spell words by identifying the sounds and then writing the sound with letter/s	Assess against EYFS statement  Retrieval
<b>Autumn 2 Weekly CL</b>	Learn rhymes and songs. Listen to and talk about stories to build familiarity and understanding. Listen to non-fiction.					
<b>Weekly PD</b>	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Read simple phrases and sentences made up of words with known GPC and a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment					
<b>Autumn 2</b>	Write cvc words  <i>Talk 4 Writing - Story</i>  <i>Use a story map to retell/begin to write a caption</i>	Write CVC  <i>Talk 4 Writing - Story</i>	Talk about selected non-fiction  <i>Talk 4 Writing - Story</i>	Talk about selected non-fiction	Talk about selected non-fiction  <i>Write a list for santa</i>	Assess against EYFS statement  Retrieval
<b>Spring 1 Weekly CL</b>	Articulate their ideas and thoughts in sentences. Learn rhymes, poems and songs. Use new vocabulary. Engage in story times					
<b>Weekly PD</b>	Develop the foundations of a handwriting style. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Read a few common exception words. Re-read these books to build up their confidence in word reading., their fluency and their understanding and enjoyment.					
<b>Spring 1</b>			<i>Instructions - give, follow, retell. Discuss features. Write words/captions/</i>	<i>Talk 4 Writing - Story</i>	<i>Talk 4 Writing - Story</i>	<i>Talk 4 Writing - Story</i>  Assess against EYFS statement

			sentences appropriate to phonics phase			Retrieval
<b>Spring 2 Weekly CL</b>	Articulate their ideas and thoughts in well-formed sentences. Talk about non-fiction books.					
<b>Weekly PD</b>	Develop the foundations of a handwriting style which is fast, accurate and efficient. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Read some letter groups that each represent one sound and say sounds for them. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.					
<b>Spring 2</b>	Story – World Book Week	Non-Fiction Page	Non-Fiction Page	Poetry	Poetry	Assess against EYFS statement Retrieval
<b>Summer 1 Weekly CL</b>	Describe events. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.					
<b>Weekly PD</b>	Form lower-case and capital letters correctly. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Re-read what they have written to check that it makes sense.					
<b>Summer 1</b>	Talk 4 Writing - Story	Talk 4 Writing - Story	Talk 4 Writing - Story	Poetry	Poetry	Assess against EYFS statement Retrieval
<b>Summer 2 Weekly CL</b>	Describe events in some detail. Engage in non-fiction books. Explain how things work and why they might happen.					
<b>Weekly PD</b>	Form lower-case and capital letters correctly. Squiggle/Dough disco. Big write.					
<b>Weekly L</b>	Little Wandle phonics - daily, reading practise sessions x3 a week. Re-read what they have written to check that it makes sense.					
<b>Summer 2</b>	Recount	Recount	Recount	Writing Assessment		

**Genre in red – aim for 1 genre a term plus a revisit of a previous genre. Poetry/nursery rhymes every half term. Follow the progression document for teaching genres.**

**Year 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Daily</b>	Little Wandle phonics, story, nursery rhyme/poem, reading for pleasure, speaking and listening opportunities spelling practise reading practise sessions x3, handwriting x3, SPAG/word workout/word aware/vocab session x1					
<b>Autumn 1</b>	Non-fiction: Write Labels and captions Writing Assessment	Talk 4 writing - Story Write Labels and captions	Talk 4 writing – Story Write Labels and captions	Talk 4 writing – Story Write Labels and captions	Non-fiction: Instructions	Little Wandle Assessment
<b>Autumn 2</b>	Non-fiction: Information page	Non-fiction: Information page	Non-fiction: Information page	Non-Fiction: Poetry	Non-fiction Poetry	Non-Fiction: Poetry Little Wandle Assessment Writing Assessment Running records
<b>Spring 1</b>	Non-Fiction: Poetry	Non-fiction: Instructions	Non-fiction: Instructions	Talk 4 writing – Story	Talk 4 writing – Story	Talk 4 writing – Story Little Wandle Assessment Salfords Writing Assessment Running records
<b>Spring 2</b>	Story – World Book Week	Non-fiction: Information page	Non-fiction: Information page	Non-Fiction: Poetry	Non-Fiction: Poetry	Little Wandle Assessment Writing Assessment Running records
<b>Summer 1</b>	Talk 4 writing - Story	Talk 4 writing - Story	Talk 4 writing - Story	Non-Fiction: Poetry	Non-Fiction: Poetry	Little Wandle Assessment Writing Assessment Running records
<b>Summer 2</b>	Recount Phonic Screening	Recount	Recount	Writing Assessment Running records		

**Genre in red – aim for 1 genre a term plus a revisit of a previous genre. Poetry/nursery rhymes every half term. Follow the progression document for teaching genres.**

**Year 2**

	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>	<i>Week 5</i>	<i>Week 6</i>
<b>Daily</b>	Little Wandle phonics, story, nursery rhyme/poem, reading for pleasure, speaking and listening opportunities spelling practise reading practise sessions x3, handwriting x3, SPAG x1, word workout/word aware/vocab session x1					
<b>Autumn 1</b>	Instructions Writing Assessment	Instructions	Instructions	Non-Fiction: Information page	Non-Fiction: Information page	Non-Fiction: Information page Running records
<b>Autumn 2</b>	Story	Story	Story	Non-Fiction: Letter Writing	Non-Fiction: Letter Writing	Non-Fiction: Poetry Writing Assessment Running records
<b>Spring 1</b>	Non-Fiction: Information page/book	Non-Fiction: Information page/book	Non-Fiction: Information page/book Salfords	Non-Fiction: Poetry	Instructions	Instructions  Writing Assessment Running records
<b>Spring 2</b>	Story – World Book Week	Story	Story	Story	Non-Fiction: Information page	Non-Fiction: Information page Writing Assessment Running records
<b>Summer 1</b>	Instructions	Instructions	Non-Fiction: Information page	Non-Fiction: Information page	Non-Fiction: Poetry	Writing Assessment Running records
<b>Summer 2</b>	Recount Phonic Screening - retest	Recount	Recount			Writing Assessment Running records

**Genre in red – aim for 1 genre a term plus a revisit of a previous genre. Poetry/nursery rhymes every half term. Follow the progression document for teaching genres.**