

This document outlines the intention of the English curriculum at Yewtree Primary School. The implementation of the curriculum ensures that prior skills are secured before moving on and therefore there may be some changes in when different areas are covered.

**Progression in reading/phonics and writing coverage for Nursery**

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Nursery</b>	<b>Reading (including phonics)</b>	<b>Writing</b>	<b>Reading (including phonics)</b>	<b>Writing</b>	<b>Reading (including phonics)</b>	<b>Writing</b>
	<p>Listen to and know well the following key texts/nursery rhymes:</p> <p>The grand old duke of York Hickory dickory dock Where's Spot – Eric Hill Dear Zoo – Rod Cambell Lulu's first day – Anna McQuinn Incredible you – Rhys Brisenden</p>	<p>Exploring different small tools and begins to use with increasing accuracy and care.</p> <p>Mark make and give meaning.</p>	<p>Can recognise and name the picture cards which represent the first single letter sounds.</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>One tomato, two tomatoes The wheels on the bus Jasper's beanstalk – Nick Butterworth &amp; Mick Inkpen The very hungry caterpillar – Eric Carle We're going on a bear hunt – Michael Rosen Brown bear, brown bear, What do you see? – Bill Martin Jr &amp; Eric Carle</p>	<p>Able to hold a pencil with an effective (tripod) grip.</p> <p>Show greater control and begin making/copying a range of different shapes, patterns and lines.</p>	<p>Knows the first 10 single letter sounds m, a, s, d, t, l, n, p, g, o</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>Old MacDonald had a farm Heads, shoulders, knees and toes Hair love – Matthew Cherry Over and under the pond - Kate Messner You choose – Pippa Goodheart &amp; Nick Sharratt Creature features – Natasha Durley</p>	<p>Beginning to write own name with letters formed correctly.</p>
	<p><b>Subject specific vocabulary:</b> book, page, word, sound, phoneme, letter</p> <p><b>Core texts:</b> See above in reading section</p>					

**Progression in reading/phonics and writing coverage for Reception**

Spelling will be taught in phonic lessons and applied in literacy as children progress through the Read, Write Inc. scheme. The reading and phonics column indicates the expectations for certain points in the year but parents/carers should be aware the children are taught in groups according to their phonic knowledge so may need to track up or down depending on where they are. Further information can be given by class teachers.

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Reception</b>	<b>Reading (including phonics)</b>	<b>Writing</b>	<b>Reading (including phonics)</b>	<b>Writing</b>	<b>Reading (including phonics)</b>	<b>Writing</b>
	<p>By half term: Read single letter set 1 sounds m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x</p> <p>By the end of term: Read all set 1 sounds and blend sounds into words orally. See sounds above plus sh, th, ch, qu, ng, nk</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>The Gruffalo – Julia Donaldson Shhh! – Sally Grindley Oi Frog! – Kes Gray The great explorer – Chris Judge The incy wincy spider Hey diddle, diddle</p>	<p>Write and form single letter set 1 sounds with correct letter formation (linked to mnemonic rhymes)</p> <p>Independently hold a pencil with an effective (tripod) grip</p> <p>Writes own name with capital letter</p>	<p>By half term: Blend sounds to read words and read ditty books</p> <p>By the end of term: Read red story books</p> <p>Read the red words: put, the, l, no, of, my, he</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>The tiger who came to tea – Judith Kerr On the way home – Jill Murphy Goldilocks and the 3 bears My Encyclopaedia of very important animals – DK 5 little speckled frogs Mary, Mary quite contrary</p>	<p>Spells words identifying the sounds in the word and applying from the sound previously learnt in phonics.</p> <p>Begins to write some of the red words from reading in writing.</p>	<p>By half term: Read green story books and read some Set 2 sounds: ay, ee, igh, ow, oo, oo.</p> <p>By the end of term: Read green and purple story books</p> <p>Read the red words: no, your, said, you, be, are, to, go, me, baby</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>Pumpkin Soup – Helen Cooper Mr Gumpy's Outing – John Burningham Rosie's Walk – Pat Hutchins Astro girl – Ken Wilson-Max Dingle, dangle scarecrow 5 little men in a flying saucer</p>	<p>Write simple phrases and sentences with recognisable letters correctly formed.</p> <p>Identifies the sounds needed to spell words.</p> <p>Writes recognisable letter shapes that are correctly formed.</p>
	<b>Subject specific vocabulary:</b> phoneme, grapheme, digraph, Fred talk, blend, Fred fingers, special friends, digraph, trigraph, sentence, capital letter, full stop, finger space and rhyme plus previously taught vocabulary.					

### Progression in reading/phonics and writing coverage for Year 1.

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.

Spelling will be taught in phonic lessons and applied in English as children progress through the Read, Write Inc. scheme. See also, spelling appendix for additional spelling expectations which will be taught over the year. The reading and phonics column indicates the expectations for certain points in the year but parents/carers should be aware the children are taught in groups according to their phonic knowledge so may need to track up or down depending on where they are. Further information can be

	Autumn Term		Spring Term		Summer Term	
Year 1	Reading (including phonics)	Writing	Reading (including phonics)	Writing	Reading (including phonics)	Writing
	By half term: Read purple storybooks; read first 6 set 2 speed sounds speedily: ay, ee, igh, ow, oo, oo. Read the red words: go, baby, into, want, is By the end of term: Read pink storybooks; read all set 2 sounds speedily: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oi Read the red words: all, like, I've, was, call, we, they, her, so, washing, some, there	*Labels, lists and captions linked to the text: Plenty of love to go around *Securing sentence writing linked to the text: Stanley's stick *Instructions linked to the text: Gruffalo Crumble *Recounts linked to the text: Mr Big *Stories with predictable phrasing linked to the text: Farmer duck *Vocabulary building linked to the poem: one silver speck	By half term: Read orange storybooks; read some set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious/cious Read the red words: what, do, old, friend, full, has, his, house By the end of term: Read yellow storybooks and some set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious/cious Read the red words: one, saw, watch, watches, school, small, by, wall, fall, who, tall, brother, I'm, their, any, pull, push	*Report writing based on Florence Nightingale *Poetry (rhyming couplets) linked to the poem: On the Ning Nang Nong *Stories from other cultures linked to the text: Handa's surprise *Writing letters linked to the text: Here comes Mr Postmouse *Story writing linked to the text: The last noonoo	By half term: Read yellow storybooks and all set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious/cious By the end of term: Read blue storybooks. Read the red words: other, two, could, would, anyone, over, water, does, through, once, here, son, you're, why, humans, whole, where, were	*Non chronological reports linked to the text: Bats *Poetry linked to the poem: Purple is... *Traditional tales linked to the text: Little Red Riding Hood *Fairytales linked to the text: Jack and the beanstalk *Free verse poetry linked to a cross curricular topic *Explanation texts
	<b>Subject specific vocabulary:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark plus previously taught vocabulary <b>Core texts:</b> Plenty of love to go around, Stanley's stick, Mr Big, Farmer duck, One silver speck On the Ning Nang Nong, Handa's surprise, Here comes Mr Postmouse, The last Noonoo, Purple is..., Little Red Riding Hood, Jack and the beanstalk, The Gruffalo					

given by class teachers.

### Progression in reading/phonics and writing coverage for Year 2.

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.

Spelling will be taught in phonic lessons and applied in English as children progress through the Read, Write Inc. scheme. See also, spelling appendix for additional spelling expectations which will be taught over the year. The reading and phonics column indicates the expectations for certain points in the year but parents/carers should be aware the children are taught in groups according to their phonic knowledge so may need to track up or down depending on where they are. Further information can be given by class teachers.

	Autumn Term		Spring Term		Summer Term	
Year 2	Reading (including phonics)	Writing	Reading (including phonics)	Writing	Reading (including phonics)	Writing
	<p>By half term: Read blue storybooks and all set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious/cious</p> <p>By the end of term: Read blue storybooks with increasing fluency and comprehension (60-70 words per minute)</p> <p>Read the red words: does, two, other, ball, could, wash, water, would, anyone, over, wasn't, once, son, through, whole, people</p>	<p>*Story writing &amp; securing sentence work linked to the text: Frog and the Stranger</p> <p>*Instruction writing linked to the text: Scaredy squirrel</p> <p>*Story writing linked to the text: Augustus and his smile.</p> <p>*Fairytale linked to Rapunzel</p> <p>*Recounts: linked to the great first of London</p> <p>*Poetry calligrams: linked to Winter</p>	<p>By half term: Read grey storybooks with fluency of 70-80 words per minute and comprehension.</p> <p>By the end of term: Read grey storybooks with intonation, fluency of 80-90 words per minute and comprehension.</p> <p>Read the red words: bought, buy, everyone, father, love, thought, walk, wear, caught, great, should, talk, worse, another, come, here, should, above, many, mother,</p>	<p>*Reports linked to the text: Find out! Sharks!</p> <p>*Poetry linked to the poem: Blue balloons and rabbit ears</p> <p>* Book week – take one book (whole school focus)</p> <p>*Stories with recurring language</p> <p>*Vocabulary building list poems linked to the poem: What is pink?</p>	<p>Reads age-appropriate books with a fluency of 90 words per minute.</p> <p>Checks what they are reading makes sense and self corrects if needed.</p> <p>Answers questions about texts making some inferences.</p> <p>Explains what has happened so far in what they have read.</p>	<p>*Explanations linked to the text: Monsters: an owners guide</p> <p>*Story writing linked to the text: How to catch a star</p> <p>*Myths creation stories</p> <p>*Instructions</p> <p>*Free verse poetry linked to a cross curricular topic</p>
	<p><b>Subject specific vocabulary:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe plus all previously taught vocabulary.</p> <p><b>Core texts:</b> Frog and the Stranger – Max Velthuis, Scaredy squirrel – Melanie Watt, Augustus and his smile – Catherine Rayner, What is pink? - Christina Rossetti, Rapunzel – Bethan Woolvin, Rapunzel – Ladybird well loved tales, Find out! Sharks! – Sarah Fowler, Blue balloons and rabbit ears – Hilda Offen, How to catch a star – Oliver Jeffers, Monsters: an owners guide – Jonathon Emmett &amp; Mark Oliver,</p>					

### Progression in reading and writing coverage for Year 3.

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.

	Autumn Term		Spring Term		Summer Term	
Year 3	Reading	Writing	Reading	Writing	Reading	Writing
	<p>The boy who grew dragons – Andy Shepherd The sheep pig – Dick King-Smith</p> <p>VIPERS introduced and focused on through whole class guided reading.</p> <p>Continue to secure self - correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p>	<p>*Securing sentence work and story writing linked to The paperbag princess * Walk with a wolf *Securing sentence work and introduction to dialogue linked to Mini rabbit not lost *Traditional tales – fables – linked to War and Peas *Recount – linked to The tortoise and the hare. *Vocabulary building poetry – The magic box</p>	<p>The Iron man – Ted Hughes After the fall – Dan Santat The Street beneath my feet - Charlotte Guillain and Yuval Zomme</p> <p>VIPERS focused on through whole class guided reading.</p> <p>Self -correct errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p>	<p>*Traditional tales – fairy tales linked to Ulf the Finger Eater *Instructions *Report writing linked to Pirates * Book week – take one book (whole school focus) *Poetry – Kennings</p>	<p>The lion the witch and the wardrobe – C. S. Lewis My name is not refugee – Kate Milner</p> <p>VIPERS focused on through whole class guided reading.</p> <p>Self -correct errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p>	<p>*Information leaflet for chosen destination linked to the text Atlas of adventure. *Persuasive letter – linked to The lion the witch and the wardrobe/ My name is not refugee *Adventure stories – linked to After the fall *Explanation writing – linked to science *Plays based on The Twits *Free verse poetry linked to a cross curricular topic</p>
	<p><b>Subject specific vocabulary:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p> <p><b>Core texts:</b> The boy who grew dragons (Andy Shepherd), The boy who grew dragons (Andy Shepherd), The Iron Man (Ted Hughes), The sheep pig (Dick King-Smith), After the fall (Dan Santat), The street beneath my feet ( Charlotte Guillain and Yuval Zomme), The lion, the witch and the wardrobe (C.S.Lewis), My name is not refugee (Kate Milner)</p>					

### Progression in reading and writing coverage for Year 4.

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.

	Autumn Term		Spring Term		Summer Term	
Year 4	Reading	Writing	Reading	Writing	Reading	Writing
	<p>The firework makers daughter – Phillip Pullman Arthur and the golden rope – Joe Todd Stanton</p> <p>VIPERS focused on through whole class guided reading</p> <p>Continue to secure self - correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> <p>Begin making links between books they are reading and other books they have read.</p>	<p>*Narrative linked to Arthur and the golden rope. *Speech writing and deliver linked to The king who banned the dark. *Securing sentence and paragraph writing linked to Biscuit bear *Myths linked to Ancient myths collection *Report writing linked to Ancient Greece or the Lake District *Poetry – Haiku and Tanka (written outcome Haiku)</p>	<p>The great chocoplot – Chris Callaghan Why the whales came – Michael Morpurgo</p> <p>VIPERS focused on through whole class guided reading.</p> <p>Self -correct errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> <p>Make links between books they are reading and other books they have read.</p>	<p>*Persuasion linked to the day I swapped my dad for a goldfish * Book week – take one book (whole school focus) *Vocabulary building Overheard on a saltmarsh/ A small dragon *Leon and the place between *Write and perform a play – linked to myths from previous term</p>	<p>Accidental prime minister – Tom McLaughlin The Demon Headmaster – Gillian Cross</p> <p>VIPERS focused on through whole class guided reading.</p> <p>Self -correct errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> <p>Make links between books they are reading and other books they have read.</p>	<p>*Explanation – linked to Charlie Small Gorilla City *Discussion – linked to accidental prime minister *Stories with a theme *Story settings – vocabulary development using descriptosaurus *Free verse poetry linked to a cross curricular topic</p>
	<p><b>Subject specific vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial plus all previously taught vocabulary.</p> <p><b>Core texts:</b> The firework makers daughter (Phillip Pullman), Arthur and the golden rope (Joe Todd Stanton), The great chocoplot (Chris Callaghan), Why the whales came (Michael Morpurgo), Accidental Prime minister (Tom McLaughlin), The demon headmaster (Gillian Cross)</p>					

**Progression in reading/phonics and writing coverage for Year 5.**

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Year 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Reading</b>	<b>Writing</b>	<b>Reading</b>	<b>Writing</b>
	<p>The boy at the back of the class <b>Onjali Q. Raúf</b></p> <p>The wolves of Willoughby chase – Joan Aiken</p> <p>VIPERS focused on through whole class guided reading</p> <p>Read longer novels</p> <p>Read aloud with intonation that shows understanding.</p> <p>Work out the meaning of words from context, checking that the text makes sense.</p> <p>Begin making comparisons between books they are reading and books they have read.</p> <p>Begin thinking about how authors use language and the impact it has on the reader.</p>	<p>*Securing sentence writing and story writing linked to the Wolves in the wall</p> <p>*Non chronological text with paragraphs linked to Monsterology</p> <p>*Descriptive writing linked to Cloud Tea Monkeys</p> <p>*Explanation linked to how to be a world explorer</p> <p>*Poetry cinquain linked to In Flanders Fields</p>	<p>The boy in the tower – Polly Ho-Yen</p> <p>Street Child – Berlie Doherty</p> <p>VIPERS focused on through whole class guided reading</p> <p>Read longer novels</p> <p>Read aloud with intonation that shows understanding.</p> <p>Work out the meaning of words from context, checking that the text makes sense.</p> <p>Make comparisons between books they are reading and books they have read.</p> <p>Evaluate how authors use language, beginning to consider the impact on the reader.</p>	<p>*Suspense/mystery story linked to Boy in the tower/ Watertower</p> <p>*Vocabulary building linked to the poem Jaberwocky</p> <p>*Persuasion</p> <p>*Range of genres linked to Tales of outer suburbia</p> <p>* Book week – take one book (whole school focus)</p> <p>*Recount linked to Stone girl, bone girl</p>	<p>The Nowhere Emporium Ross MacKenzie</p> <p>Pig heart boy – Malorie Blackman</p> <p>VIPERS focused on through whole class guided reading</p> <p>Read longer novels</p> <p>Read aloud with intonation that shows understanding.</p> <p>Work out the meaning of words from context, checking that the text makes sense.</p> <p>Make comparisons between books they are reading and books they have read.</p> <p>Evaluate how authors use language, beginning to consider the impact on the reader.</p>	<p>*Literary heritage linked to Macbeth</p> <p>*Free verse poetry linked to a cross curricular topic</p> <p>*Reports linked to Pig heart boy</p> <p>*Discussion linked to Pig heart boy</p> <p>*Instructions linked to science or other CC</p>
	<p><b>Subject specific vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity plus all previously taught vocabulary.</p> <p><b>Core texts:</b> The boy in the tower (Polly Ho-Yen), The wolves of Willoughby Chase (Joan Aiken), The boy at the back of the class (<b>Onjali Q. Raúf</b> ) Street Child (Berlie Doherty), The Nowhere Emporium (Ross MacKenzie), There's a boy in the girls bathroom (Louis Sacher)</p>					

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.

**Progression in reading/phonics and writing coverage for Year 6.**

This document should be read in conjunction with end of year expectations document detailing reading and writing expectations.



	Autumn Term		Spring Term		Summer Term	
Year 6	Reading	Writing	Reading	Writing	Reading	Writing
	<p>Head kid – David Baddiel Floodlands – Marcus Segwick</p> <p>VIPERS focused on through whole class guided reading</p> <p>Focus on using evidence and quotes from texts to support VIPERS</p> <p>Begin to evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Begin making comparisons within and across books.</p>	<p>*Narrative writing linked to– Wisp by Zana Fraillon &amp; Grahame Baker-Smith</p> <p>*Non-chronological text linked to – Planetarium by Raman Prinja</p> <p>*Creating atmosphere and cohesion in writing linked to - Night of the Gargoyles by Eve Bunting Illustrated by David Wiesner</p> <p>*Free verse poetry linked to a cross curricular topic</p>	<p>Letters from the lighthouse – Emma Carroll / Goodnight Mister Tom – Michelle Magorian</p> <p>VIPERS focused on through whole class guided reading</p> <p>Focus on using evidence and quotes from texts to support VIPERS</p> <p>Begin to evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Begin making comparisons within and across books.</p>	<p>*Report – linked to Spiderwick Chronicles</p> <p>*Fiction linked to various texts</p> <p>* Book week – take one book (whole school focus)</p> <p>*Explanation – linked to science</p> <p>*Poetry linked to The highway man</p>	<p>Secrets of a sun king – Emma Carroll / Holes Louis Sacher</p> <p>Clockwork – Phillip Pullman</p> <p>VIPERS focused on through whole class guided reading</p> <p>Focus on using evidence and quotes from texts to support VIPERS</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books.</p>	<p>*Persuasion</p> <p>*Hermelin</p> <p>*Discussion – linked to text In search of safety: children in a refugee camp</p> <p>*Poetry – raps</p> <p>*Plays linked to production (building on Shakespeare work)</p>
	<p><b>Vocabulary:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points plus all previously taught vocabulary.</p> <p><b>Core texts:</b> Head kid (David Baddiel), Floodland (Marcus Segwick), Letters from the lighthouse (Emma Carroll) / Goodnight Mister Tom (Michelle Magorian), Secrets of a sun king (Emma Carroll)/ Holes (Louis Sacher), Clockwork (Phillip Pullman)</p>					