



Our Lady School Curriculum

Progression grid for the English Curriculum

At our Lady Catholic School we have designed our English curriculum with the intent that every child, no matter their background, will become fluent readers and skilled writers. The children will experience a range of genres and explore a variety of fiction and nonfiction stimulus which will develop their understanding of different writing styles. We intend for all children to develop a love of reading and writing which will stay with them into their future.

Reception				
Unit/Topic	Early Learning Outcomes	Sticky knowledge	New vocabulary	Stimulus
Lists, labels and captions	Comprehension Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, Anticipate (where appropriate) key events in stories, Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To write one/two words that are phonetically plausible to describe. To write a series of words in a list sometimes using adjectives to support description.	Describing word	See Termly stimulus overview.
Recount		To write in the past tense. To write phonetically plausible short sentences that can be decoded by an adult.	Past tense.	
Instructions		To write simple instructions based on a practical activity.	Order Numbered step Bossy verb	
Rhyming		To write simple cvc/ccvc/cvcc words that rhyme.	Rhyme Same	
Narrative Traditional tales	Writing Children will write recognisable letters, most of which are correctly formed, Spell words by identifying sounds in them and representing the sounds with a letter or letters, Write simple phrases and sentences that can be read by others.	To understand that stories have different characters in. To write phonetically plausible short sentences that can be decoded by an adult. To demark sentences with a capital letter and a full stop. To use familiar story language in writing.	Beginning Middle End Character Good Bad/evil Describing word Once upon a time The end Suddenly	

Year 1				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus



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<p>Narrative</p> <ul style="list-style-type: none"> Stories with predictable phrasing Fairy tales Contemporary fiction 	<p>Reading</p> <ul style="list-style-type: none"> Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions <p>Writing</p>	<p>To write simple sentences with repeated and predictable phrases to support structure.</p> <p>To write a simple three part narrative (beginning, middle, end).</p> <p>To write own version of a familiar story using simple sentences and sentences with conjunctions.</p>	<p>Adjective</p> <p>Noun phrase</p> <p>Verb</p> <p>Conjunction</p> <p>Repetitive phrase</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Problem</p> <p>Sentence opener</p>	<p>See termly stimulus overview</p>
Recount	<ul style="list-style-type: none"> Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes and suffixes 	To write simple first person recounts based on personal experiences.	<p>Time openers</p> <p>Time adverbials</p> <p>Sequence</p> <p>Chronological order</p>	
Instructions	<ul style="list-style-type: none"> Form lower case letters correctly Form capital letters and digits Compose sentences orally before writing Read own writing to peers or teachers Re-read writing to check for sense 	Following a practical experience, write up the instructions for a simple task.	<p>Bossy verb</p> <p>Numbered steps</p> <p>Order</p>	
Explanation	<p><i>Begin to join handwriting when pencil control and letter formation are secure</i></p>	To draw pictures to illustrate a simple process and write several sentences to support the explanation of the process.	<p>Diagram</p> <p>Caption</p> <p>Title</p> <p>Technical vocabulary</p>	
<p>Poetry</p> <ul style="list-style-type: none"> Rhyming couplets Vocabulary building 	<p>Spellings</p> <p>National Curriculum Year 1 Spellings and revision of Reception spellings</p> <p>Speaking & listening</p>	<p>Read, write and perform free verse inspired by different stimuli.</p> <p>To use all five senses to describe.</p> <p>Recite familiar poems by heart.</p>	<p>Rhyme</p> <p>Adjective</p> <p>Noun phrase</p> <p>Verb</p> <p>Sense</p>	
Reports	<ul style="list-style-type: none"> Listen & respond appropriately Ask relevant questions <p>Maintain attention and participate</p>	<p>To write a series of sentences to describe aspects of one topic.</p> <p>To use non-chronological report features when writing.</p>	<p>Heading</p> <p>Subheading</p> <p>Photo</p> <p>Caption</p> <p>Technical vocabulary</p>	

Year 2				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus



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<p>Narrative</p> <ul style="list-style-type: none"> Fairy tales Stories with recurring language Myths- creation stories 	<p>Reading</p> <ul style="list-style-type: none"> Develop phonics until decoding secure Read common suffixes Read and re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with, and retell, stories Ask & answer questions; make predictions Begin to make inferences <p>Writing</p> <ul style="list-style-type: none"> Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc Use appropriate size letters and spaces Develop positive attitude and stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions and changes after proof-reading <p>Grammar</p> <ul style="list-style-type: none"> Use . ! ? and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English <p>Spellings</p> <p>National Curriculum Year 2 Spellings and revision of Year 1 spellings</p> <p>Speaking & Listening</p> <ul style="list-style-type: none"> Articulate and justify answers Initiate and respond to comments Use spoken language to develop understanding 	<p>To write a re-telling of a traditional story and to use a familiar story as a model to write a new story.</p> <p>To write a myth based on a story read before.</p> <p>To write stories with a five part structure: beginning, build up, problem, resolution and ending.</p>	<p>Expanded noun phrase</p> <p>Problem</p> <p>Solution/resolution</p> <p>Conjunction</p> <p>Synonym</p> <p>Tense</p>	<p>See termly stimulus overview</p>
<p>Recount</p>		<p>To write in the first person in order to re-tell historical events.</p> <p>To use time adverbials to support sequence.</p> <p>To maintain consistency in tense and person.</p>	<p>Tense</p> <p>First person</p> <p>Time openers</p> <p>Time adverbials</p> <p>Sequence</p> <p>Chronological order</p>	
<p>Instructions</p>		<p>To write a series of fiction-based and non-fiction-based instructions, including diagrams.</p>	<p>Title</p> <p>Bossy verb</p> <p>Numbered steps</p> <p>Diagram</p> <p>Label</p> <p>Chronological order</p> <p>Expanded noun phrase</p> <p>Synonym</p> <p>Negative command</p>	
<p>Explanation</p>		<p>To produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</p>	<p>Diagram</p> <p>Caption</p> <p>Title</p> <p>Technical vocabulary</p>	
<p>Poetry</p> <ul style="list-style-type: none"> Calligrams Vocabulary building Poetry appreciation 		<p>Read, write and perform free verse inspired by different stimuli.</p> <p>To write own calligram poetry based on single words and shapes.</p>	<p>Expanded noun phrase</p> <p>Calligram</p>	
<p>Reports</p>		<p>To assemble information on a subject through research.</p> <p>To sort and categorise information; use comparative language to describe and differentiate.</p> <p>To use when, if, that and because to explain how or why something happens.</p>	<p>Research</p> <p>Heading</p> <p>Subheading</p> <p>Photo</p> <p>Diagram</p> <p>Caption</p> <p>Technical vocabulary</p>	



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			Label Question mark	
Persuasion		<p>To write a series of sentences, on the same topic, using persuasive vocabulary.</p> <p>To use commas to separate a list of ideas.</p> <p>To use a simple introduction and conclusion to a persuasive argument.</p>	<p>Persuasive vocabulary</p> <p>Comma</p> <p>List</p> <p>Expanded noun phrase</p>	

Year 3				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> Fables Alternate fairy tales Adventure stories Stories with imaginary worlds 	Reading <ul style="list-style-type: none"> Use knowledge to read 'exception' words Read range of fiction and non-fiction Use dictionaries to check meaning Prepare poems and plays to perform Check own understanding of reading Draw inferences and make predictions Retrieve and record information from non-fiction books Discuss reading with others Writing <ul style="list-style-type: none"> Use prefixes and suffixes in spelling Use dictionary to confirm spellings and meanings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot Assess effectiveness of own and others' writing 	<p>To write a new fable to convey a moral.</p> <p>To write an alternative version of a traditional fairy tale.</p> <p>To write an adventure story focussing on plot.</p>	Paragraph Tense Person Conjunction Synonym	See termly stimulus overview
Play writing		To write a perform a play based on a familiar story.	Script Line Stage direction Character Colon	
Recount		To write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in engaging ways.	Impersonal style Formal Past tense Paragraph	
Instructions		To write and evaluate a range of instructions, including directions.	Directional language Heading Sub heading Precise expanded noun phrase	



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Explanation	<p>Grammar</p> <ul style="list-style-type: none"> • Use range of conjunctions • Use perfect tense • Use range of nouns and pronouns • Use time connectives • Introduce speech punctuation • Know language of clauses <p>Spellings</p> <p>National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 2 spellings</p> <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Give structured descriptions • Participate actively in conversation • Consider and evaluate different viewpoints 	To create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Flowchart Relevant Fronted adverbial Sequential order Preposition	
Poetry <ul style="list-style-type: none"> • Limerick • Vocabulary building • Haiku, tanka and kennings • Poet appreciation 		Read, write and perform free verse. To recite a familiar limerick by heart. To read and write haiku, tanka and kennings. To research and respond to a poet.	Title Line Rhyme 5-7-5 Alliteration Syllable Simile	
Reports		To research and use note-taking techniques using information and ICT texts on a chosen subject. To use spidergrams to help organise information.	Note taking Phrase Spidergram Generalised noun phrase Introduction Conclusion Compare Contrast	
Persuasion		To present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	Persuasive vocabulary Conjunction Adverb Logical conjunction Tense	

Year 4				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus



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<p>Narrative</p> <ul style="list-style-type: none"> • Greek myths • Story settings • Stories with a theme 	<p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words & phrases that capture the imagination • Identify themes & conventions • Retrieve and record information • Make inferences and justify predictions • Recognise a variety of forms of poetry • Identify and summarise ideas 	<p>To write a Greek myth focusing on effective characterisation.</p> <p>To link dialogue to effective characterisation, interweaving speech and action.</p> <p>To write using a personal experience as a story theme, in an autobiographical style.</p>	<p>Autobiographical</p> <p>Myth</p> <p>Paragraph</p> <p>Action</p> <p>Speech</p> <p>Fronted adverbial</p> <p>Onomatopoeia</p> <p>Powerful noun</p> <p>Mood and atmosphere</p> <p>Adventurous simile</p> <p>Direct speech</p> <p>Plural possession</p>	<p>See termly stimulus overview</p>
<p>Play writing</p>	<p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud 	<p>To write a perform a play based on a familiar story.</p>	<p>Script</p> <p>Line</p> <p>Stage direction</p> <p>Character</p> <p>Colon</p>	
<p>Recount</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use and punctuate direct speech • Use commas after fronted adverbials 	<p>To write a first-person, newspaper-style, recount using historical knowledge.</p>	<p>Informal</p> <p>First person</p> <p>5W's</p> <p>Conclusion</p> <p>Tense shift</p> <p>Past</p> <p>Present</p> <p>Direct speech</p>	
<p>Instructions</p>		<p>To write a set of instructions including a title, 'you will need' and introduction section.</p>	<p>Heading</p> <p>Sub heading</p> <p>Precise expanded noun phrase</p>	
<p>Explanation</p>	<p>Spellings</p> <p>National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 3 spellings</p>	<p>To create a flow chart to explain how something new works e.g. an invention.</p> <p>To use note taking to support research.</p> <p>To use an impersonal style when writing</p>	<p>Impersonal</p> <p>Formal</p> <p>Introductory paragraph</p> <p>Process</p>	
<p>Poetry</p> <ul style="list-style-type: none"> • Riddles • Word play • Free verse 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Articulate and justify opinions • Speak audibly in standard English <p>Gain, maintain and monitor interest of listeners</p>	<p>Read, write and perform free verse.</p> <p>To read and write riddles.</p>	<p>Simile</p> <p>Metaphor</p> <p>Alliteration</p> <p>Powerful noun</p> <p>Exaggerate</p>	



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Reports		To write own report independently based on research from a range of different sources.	Pronoun Technical vocabulary Subordinating conjunction	
Persuasion		To assemble and sequence points in order to plan a presentation on one point of view. To use graphs and diagrams to support one point of view.	Graph Precise vocabulary Logical conjunction Persuasive effect Introduction Paragraph Logical order Conclusion	
Discussion		To consider different sides to an argument. To decide on the course of action that should be taken from different sides. To summarise reasons from different sides of an argument.	Side Argument Summarise Statement For Against Prepositional phrase Fronted adverbial with comma	



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Year 5				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> • Classic fiction • Legends • Suspense and mystery • Literacy heritage 	Reading <ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Read and discuss a broad range of genres and texts • Identify and discuss themes • Make recommendations to others • Learn poetry by heart • Draw inference and make predictions • Discuss authors' use of language • Retrieve and present information from non-fiction texts • Formal presentation and debates 	To reflect on a main character of a legend from different view points. To retell a story from several different perspectives. To develop skills of atmosphere building. To explore a text in detail in order to mirror the style of an author when writing. To use a theme and plot from a text to create own contemporary version.	Bracket Dash Morphology Etymology Modal verb Passive verb Tension Suspense Time/place/manner adverbial Cohesive device Relative clause Prepositional phrase Mood/atmosphere	See termly stimulus overview
Recount	Writing <ul style="list-style-type: none"> • Secure spelling, including homophones, prefixes, silent letters, etc • Use a thesaurus • Legible, fluent handwriting • Plan writing to suit audience and purpose • Develop character, setting and atmosphere in narrative 	To compose a biographical account based on research.	Biography Levels of formality Tense shift Atmosphere Relative clause Interest Impact Contrasting audience	
Instructions	<ul style="list-style-type: none"> • Use organisational and presentational features • Use consistent appropriate tense • Proof-reading • Perform own compositions Grammar	To write a set of detailed instructions with an introduction and conclusion	Structural features Relative clause Bracket Dash Comma Ambiguity	
Explanation	<ul style="list-style-type: none"> • Use expanded noun phrases • Use modal and passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes and commas for parenthesis Spellings	To write an explanation linked to a geographical topic explaining scientific processes.	Impersonal Formal Introductory paragraph Process Layout device Time Cause Fronted adverbial	
Poetry <ul style="list-style-type: none"> • Spoken word • Rap 	National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 4 spellings	To read and respond to cinquains.	Imagery Building images Powerful noun/adjective/verb	



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<ul style="list-style-type: none"> Narrative poetry Cinquain 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> Give well-structured explanations Command of Standard English Consider and evaluate different viewpoints <p>Use appropriate register</p>	<p>To experiment when writing different types of poetry.</p> <p>To research a particular poet and express a personal response to their poetry.</p> <p>To recite a familiar poem by heart.</p>	<p>Nonsense word</p> <p>Unexpected word combination</p>	
Reports		<p>To write a report in the form of an information leaflet in which two or more subjects are compared.</p>	<p>Leaflet</p> <p>Comparison</p> <p>Expanded noun phrase</p> <p>Compare</p> <p>Contrast</p>	
Persuasion		<p>To show a through range of writing and understanding of how persuasive writing can be adapted for different purposes and audiences.</p>	<p>Audience</p> <p>Purpose</p> <p>Complex sentence</p> <p>Modal verb</p> <p>Statistic</p> <p>External validation</p>	
Discussion		<p>To write a balanced discussion.</p> <p>To present two sides of an argument following a debate.</p>	<p>Debate</p> <p>Balanced discussion</p> <p>Justify</p> <p>View</p> <p>Relative clause</p> <p>Modal verb</p> <p>Reason</p> <p>Generic statement</p>	



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Year 6				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> Range of fiction genres Genre swap stories Creating setting Characterisation Atmosphere Autobiographical narratives 	Reading <ul style="list-style-type: none"> Read a broad range of genres Recommend books to others Make comparisons within/across books Support inferences with evidence Summarising key points from texts Identify how language, structures, etc contribute to meaning Discuss use of language, including figurative Discuss and explain reading, providing reasoned justification for views Writing <ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling Develop legible personal handwriting style Plan writing to suit audience and purpose; use models of writing Develop character and setting in narrative Select grammar and vocabulary for effect Use a wide range of cohesive devices Ensure grammatical consistency Grammar <ul style="list-style-type: none"> Use appropriate register/style Use the passive voice for purpose Use features to convey and clarify meaning Use full punctuation Use language of subject/object Spellings	To write a range of short stories in different genres. To revisit core skills from narrative writing in previous years to support cohesion, structure and grammar. To write a single extended narrative based on one theme. To develop characterisation, setting description and atmosphere. To edit and redraft a piece of writing.	Cohesive device Hyphen Dash Effect Reader Impact Semi-colon Levels of formality Subjunctive form Passive voice Question tag Authors style Authors voice Genre specific feature Personification Oxymoron Hyperbole Speech for effect	See termly stimulus overview
Recount		To write in a role adapting a distinctive voice. To write a biographical recount describing a person from a different perspective.	Cohesive device Passive voice Dramatic effect Tense shift Relative clause Colon Semi-colon	
Explanation		To report and present findings from a scientific enquiry including conclusions, causal relationships and explanations of and degree of trust in results.	Formal Technical vocabulary	
Poetry <ul style="list-style-type: none"> Gothic poetry War poetry Monologues Vocabulary building 		To read, write and perform free verse. To mirror and magpie a poets techniques to inspire own writing. To read and respond to famous monologues.	Hyperbole Precise word choice Atmosphere Poets voice	



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Reports	<p>National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 5 spellings</p> <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Use questions to build knowledge • Articulate arguments and opinions • Use spoken language to speculate, hypothesise and explore • Use appropriate register and language 	<p>To write a report on a non-fiction subject.</p> <p>To choose the appropriate style and form of writing to suit the purpose and audience.</p> <p>To use prior knowledge of non-fiction text types to support writing.</p>	<p>Style</p> <p>Formal</p> <p>Level of formality</p> <p>Passive voice</p> <p>Purpose</p> <p>Audience</p> <p>Cohesion</p>	
Persuasion		<p>To construct an argument in note and in full text form to persuade others on own point of view.</p> <p>To present own persuasive case to class/group.</p> <p>To use standard English appropriately and effectively.</p>	<p>Audience</p> <p>Standard English</p> <p>Formal vs informal</p> <p>Passive voice</p> <p>Link and build</p> <p>Question tag</p> <p>Emotive language</p> <p>Power of three</p> <p>Repetition</p> <p>Counter argument</p>	
Discussion		<p>To take part in a debate.</p> <p>To follow up a debate with a write-up which presents and evaluates the opinions of different viewpoints.</p>	<p>Evaluation</p> <p>Differing view</p> <p>Support</p> <p>Oppose</p> <p>Quotation</p> <p>Consistent tone</p>	