

## Progression Map for English

Year A

Year 3	Autumn Wk 1-3	Autumn 1 Stem Focus	Autumn 2 STEM Focus	Spring 1 History Focus	Spring 2 History Focus	Summer 1 Geog. Focus	Summer 2 Perf. Arts Focus
	<b>We Are Artists</b>	<b>Windows, Doors + Mirrors</b>	<b>Windows, Doors + Mirrors</b>	<b>Far, Far Away</b>	<b>Far, Far Away</b>	<b>Guardians of the Planet</b>	<b>Guardians Perf/carnival</b>
Book Focus/Genre	Where the Wild things are Carson Ellis – Home	<b>Charlie and the Chocolate Factory by Roald Dahl</b>	<b>The Lion, The Witch and The Wardrobe by C. S Lewis</b>	<b>A range of Greek Myths</b> Non-chronological reports – Leaflets Theseus, Daedalus and Icarus, Pandora’s Box, The horse of Troy, Medusa, The 12 labours of Hercules	Narratives – Greek Myths cont.  Easter story	Big Blue Whale – Nicola Davies Storm Whale – Sarah Brennan Obsessive about Octopuses – Owen Davey Blue Planet Non-fiction books about the ocean Nurdle – C Vowell	Non Fiction Ocean texts The Mousehole Cat – Antonia Barber Sea shanties Greta Thunberg book Flotsam by David Wiesner
Writing, Reading	Create own Wild thing description Setting description in the Woods Extending a range of sentences Describing being in the woods	Make own Golden ticket Creating characters and settings- descriptions Character speech Advertising chocolate bar Newspaper headline and article on ticket found Read aloud own fiction writing  Use a dictionary  Increase knowledge of root words Prefixes	Write own story set in Narnia – Character and setting descriptions Develop plot Write: Discuss and plan ideas Build a range of vocab and sentence structures Direct speech Paragraphs  Read: Predict what might happen from details state and implied	Non-fiction writing creating their own Greek Travel brochure organised into subheadings. Ask and answer q’s Factfiles Topic link  Greek myth character description.  Read: Ongoing myth reading and oral retelling Inferring character feelings, thoughts and motives and refer to text	Write own Greek Myth  Assess the effectiveness of their own and others writing Edit and improve writing Improve pronouns in sentences  Read: Ongoing myth reading and oral retelling Inferring character feelings, thoughts and motives and refer to text	Write ocean animal and habitat fact files Use headings and subheadings  Write environmental arguments and podcasts Participate in discussion taking turns and listening  Listening to a range of fiction and poetry Recognise different forms Read aloud	Write Stories with weather and setting descriptions  Write environmental persuasion letters  Advertise own artwork Discuss and record ideas  Listening to and reading a range of textbooks Use a range of organisational

			Identify and summarise main ideas.	Increase familiarity of myths and legends	Increase familiarity of myths and legends RE – Easter story	Retrieve and record info from non-fiction books	features – paragraphs,  Read books structured in different ways. Read aloud Use a dictionary  Identify how language structure and presentation helps meaning.
Phonics, SPAG, Spellings	Revise Y2 trickier common exception words.  Homophones  ough/ou	Extending sentences Conjunctions Adverbs (time, place, cause) Direct speech  Ear/ea Suffixes ing/ed Verb endings s/ed/ing	suffixes  Forming nouns with prefixes  Irregular tense Suffixes – ed/ing/er/est when the root word ends in a consonant +y Plurals – s/es Suffixes – ly/ful/less	Possessive apostrophes  Suffixes - ment/ness u/ou word endings that sound like – Zhuh, chuh Prefixes- un, de, mis, dis, non	Conjunctions to extend sentence  Verbs  Prefixes – re/pre prefix in in all its forms – il, ir and im. Focus on in and im.	The word family 'write' Prefixes – anti/ex/co/auto Sub/super/inter Silent letters Suffixes - er en ing ed ation Suffix – ation/ous	Possessive apostrophes and plurals  Paragraphs  Homophones

Year B

	Autumn Wk 1-3	Autumn 1 History Focus	Autumn 2 History Focus	Spring 1 STEM focus	Spring 2 STEM focus	Summer 1 Geog. Focus	Summer 2 Perf. Arts
	We Are Artists	Terrific Time Travellers	Terrific Time Travellers	Tales + Teeth	Tales + Teeth	River Deep Mountain High	River Deep Festival or Performance

<p>Book Focus/Genre</p>	<p>Where the Wild Things are</p> <p>Carson Ellis Home</p>	<p><b>Stone Age Boy by Satoshi Kitamura</b></p> <p>Recipe for foraged jam and recipe eggs</p> <p>How to wash a woolly mammoth</p>	<p><b>Stig of the Dump by Clive King</b></p> <p><b>The Secrets of Stonehenge - NF</b></p> <p><b>Non-fiction Stone age books.</b></p>	<p><b>The Wolf and the Seven Kid Goats</b></p> <p><b>Little Red</b></p> <p><b>The True Story of the 3 Little Pigs newspaper</b></p> <p><b>3 Little Wolves and the Big Bad kid</b></p>	<p><b>Revolting Rhymes by Roald Dahl</b></p> <p>Inside the villains – Clotilde Perrin</p> <p>Other mixed up fairy Tales</p>	<p><b>Journey to the River by Eva Ibbotson</b></p> <p><b>River Story by Meredith Hooper</b></p> <p><b>(The Wind in the Willows)</b></p>	<p>Valerie Bloom – The river poem</p> <p>River poems anthology</p> <p>The Monet Story</p> <p>Katie and the Waterlily Pond</p>
<p>Writing, Reading</p>	<p>Create own Wild thing description</p> <p>Setting description in the Woods</p> <p>Extending a range of sentences</p> <p>Increase knowledge of root words</p>	<p>Recipes for Stone-age jam</p> <p>Narratives, character descriptions</p> <p>Forager’s fact file</p> <p>Letter from Stone age</p> <p>History timeline</p> <p>writing link</p> <p>Identify and summarise main ideas</p> <p><b>Retrieve and record info from non-fiction books</b></p> <p>Use dictionaries</p>	<p>Non-chronological reports – information reports – Hunting/weapons/food/lifestyle etc use headings and subheadings</p> <p>Write own story set in the stone age</p> <p>Understand what they read in a range of non-fiction books</p> <p>Ask questions to increase understanding.</p> <p>Identify how language structure and presentation helps meaning.</p>	<p>Newspaper report</p> <p>Character descriptions, setting descriptions, narratives, play scripts</p> <p>Infer characters thoughts and feelings</p> <p>Predict next.</p> <p>Increase understanding and familiarity of Fairy tales</p> <p>Participate in discussions about books read to them</p>	<p>Poetry – similes, metaphors, rhyming couplets</p> <p>Labelling diagrams and role on the wall – character details and descriptions</p> <p>Discuss books and poems structured in different ways.</p> <p>Read aloud with intonation and action</p>	<p>Science – journey of a water droplet</p> <p>Rewrite narratives building a rich varied vocabulary and range of sentence structures.</p> <p>Identify and summarise ideas and themes.</p>	<p>Write own water poem</p> <p>Create settings, improve, and edit.</p> <p>Read aloud</p> <p>Artist biography</p> <p>Listening to a range or poetry identify themes and conventions</p> <p>Discuss words and phrases to capture imagination</p> <p>Learn from poetry structure and vocab.</p>

Phonics, SPAG Spellings	Revise Y2 trickier common exception words.  Homophones  ough/ou	Extending sentences Conjunctions Adverbs (time, place, cause) Direct speech  Ear/ea Suffixes ing/ed Verb endings s/ed/ing	suffixes  Forming nouns with prefixes  Irregular tense Suffixes – ed/ing/er/est when the root word ends in a consonant +y Plurals – s/es Suffixes – ly/ful/less	Possessive apostrophes  Suffixes - ment/ness u/ou word endings that sound like – Zhuh, chuh Prefixes- un, de, mis, dis, non	Conjunctions to extend sentence  Verbs  Prefixes – re/pre prefix in in all its forms – il, ir and im. Focus on in and im.	The word family 'write' Prefixes – anti/ex/co/auto Sub/super/inter Silent letters Suffixes - er en ing ed ation Suffix – ation/ous	Possessive apostrophes and plurals  Paragraphs  Homophones
----------------------------	-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------