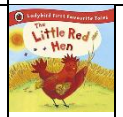
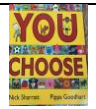
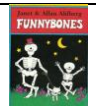
English Progression Map

Year 1

	Autumn (15 weeks)						Spring (11 weeks)						Summer (12 weeks one week taken with phonics screening checks)					
Text Coverage																		
Writing Genre	Little Red Hen **Traditional tales**	You Choose **Speaking and Listening focus**	Funny Bones **Modern stories Links with Science**	Owl Babies **Modern stories Non Fiction- Fact file**	Gingerbread man **Traditional tales**	Stick Man **Modern stories Julia Donaldson**	Lost and Found **Modern stories Recounts**	Penguins **Non Fiction Information Texts Penguins**	Gruffalo **Modern stories Julia Donaldson**	Smartest Giant in town **Modern stories Julia Donaldson**	Peter Rabbit **Traditional Tales**	**Poetry Acrostic poems Linked to Spring**	Going on a Lion Hunt **Stories from other cultures**	**Performance Poetry**	Handa's Surprise **Stories form other cultures**	Make a smoothie **Instructions linked to DT**	Gruffalo Granny **Modern stories Julia Donaldson**	Grace Darling **Non Fiction Recounts Diary Newspaper**
Number of Weeks	**3**	**2**	**2**	**3**	**2**	**3**	**2**	**2**	**2**	**2**	**2**	**1**	**2**	**1**	**2**	**1**	**3**	**2**
Spoken Language	Listen and respond appropriately to adults and peers Use spoken language to imagine, explore and share ideas.	Ask relevant questions to build vocabulary, understanding and knowledge Speak audibly and with an increasing command of standard English Begin to share ideas with the whole class.	Listen and engage with a speaker during stories, discussions and activities To ask and answer questions in pairs, groups and the whole class Use new vocabulary introduced through stories and classroom experiences.	Listen with increasing concentration for short periods. Ask and answer questions with a partner and in a group.	Gain, maintain and monitor the interest of the listener Begin to share ideas with the whole class	Use spoken language to speculate, hypothesise, imagine and explore ideas. Begin to show awareness of an audience by using imaginative and descriptive vocabulary.	Listen and respond appropriately to adults and peers Use spoken language to speculate, hypothesise, imagine and explore ideas	Ask relevant questions to build vocabulary, understanding and knowledge. Use new vocabulary introduced through stories and classroom experiences. Begin to share ideas with the whole class.	To begin to show awareness of an audience eg by using an imaginative range of descriptive words, using exaggeration to make stories more exciting, using conjunctions to join clauses to explain or justify an event.	To listen and engage with a speaker Speak audibly and with an increasing command of Standard English. Gain, maintain and monitor the interest of the listener.	To ask and answer questions in pairs, groups and the whole class Listen with sustained concentration Listen and respond appropriately to adults and peers. Articulate and justify answers, arguments and opinions.	To listen and engage with a speaker Speak audibly and with an increasing command of standard English Gain, maintain and monitor the interest of the listener. Begin to share ideas with the whole class.	Speak audibly and with an increasing command of standard English Gain, maintain and monitor the interest of the listener. Listen and respond appropriately. Use spoken language to imagine, explore and share ideas. Begin to show awareness of an audience through expression, repetition and descriptive language.	To begin to show awareness of an audience eg by using an imaginative range of descriptive words, using exaggeration to make stories more exciting, using conjunctions to join clauses to explain or justify an event. Participate in discussions, presentations performances and debates.	Maintain attention and participate in collaborative discussions, initiating and responding to comments Ask relevant questions to build vocabulary, understanding and knowledge. Use new vocabulary introduced through stories and classroom experiences.	Follow simple two-part instructions, developing towards three-part instructions. Listen and follow complex two- or three-part instructions. Maintain attention and participate in collaborative discussions, initiating and responding to comments.	To begin to show awareness of an audience eg by using an imaginative range of descriptive words, using exaggeration to make stories more exciting, using conjunctions to join clauses to explain or justify an event. To listen with sustained concentration	Ask relevant questions to build vocabulary, understanding and knowledge Articulate and justify answers, arguments and opinions. Select and use appropriate registers for effective communication.

Reading – word reading	To show awareness of punctuation marks, e.g. full stop Recognise and join in with a predictable phrase. Read common words containing taught GPCs.	I check that text makes sense, correcting myself. To read common words containing taught GPC Use what I know to help me understand new words. Participate in discussions about what is being read and say what my understandin g of the text is.	To recognise and join in with a predictable phrase. To show awareness of punctuation marks, e.g. full stop Read common words containing taught GPCs	To read some words of more than one syllable containing taught GPCs Begin to identify when reading does not make sense and attempt to self-correct. Participate in discussions about what is being read and share my understandin g.	Recognise and join in with predictable phrases. Become familiar with key stories, fairy stories and traditional tales and retell with some detail. Show awareness of punctuation marks, e.g. full stops.	To recognise and join in with a predictable phrase Read some words of more than one syllable containing taught GPCs. Demonstrate confidence in word reading when re-reading texts	Use what I know to help me understand new words. Participate in discussions about what is being read and say what my understandin g of the text is.	Find words and phrases from an appropriate text to answer a question. Use what I know to help me understand new words. Read some words of more than one syllable containing taught GPCs.	To recognise and join in with a predictable phrase. Demonstrate confidence in word reading when re-reading texts. Make inferences on the basis of what has been said or done.	Show awareness of punctuation marks, e.g. full stops, question marks and exclamation marks. Participate in discussions about what is being read. Find words and phrases from an appropriate text to answer a question.	To read some words of more than one syllable containing taught GPCs To be familiar with key stories, fairy stories and traditional tales and can retell with some detail Make inferences on the basis of what has been said or done.	Show awareness of punctuation marks. Use what I know to help me understand new words. Participate in discussions about what is being read and share my understandin g.	Recognise and join in with predictable phrases. Demonstrate confidence in word reading when re-reading texts. Show awareness of punctuation marks, including exclamation marks.	To participate in discussions about what is being read and say what my understandin g of the text is. Recognise and join in with predictable phrases. Participate in discussions about what is being read and say what my understandin g of the text is.	To show awareness of punctuation marks, e.g. full stop, question mark and exclamation mark. To read words with contractions e.g. I'm, I'll and understand that the apostrophe represents the letter omitted. Read some words of more than one syllable containing taught GPCs. Make inferences on the basis of what has been said or done.	Show awareness of punctuation marks, e.g. full stops and exclamation marks. Find words and phrases from an age-appropriate text to answer a question. Participate in discussions about what is being read and say what my understandin g of the text is.	To participate in discussions about what is being read and say what my understandin g of the text is. To find words and phrases from an appropriate text to answer a question Read words with contractions and understand that the apostrophe represents the letter omitted. Make inferences on the basis of what has been said or done.	To find words or phrases from an age-appropriate text to answer a question. To make inferences on the basis of what has been said or done. Participate in discussions about what is being read and say what my understandin g of the text is. Use what I know to help me understand new words.
Reading – comprehension	To be familiar with key stories, fairy stories and traditional tales and can retell with some detail Retell the story in simple terms. Use prior knowledge to understand the story. Predict what might happen next.	To listen to and develop a wide range of poems, stories and non-fiction beyond that level at which To read. Link what is read to personal experiences. Discuss pictures and choices. Participate in discussions and share understandin g.	To predict what might happen based on events so far. To understand books I listen to and use my own knowledge to further my learning. Listen to and understand stories read aloud. Say what has happened in the story in their own words.	Retell events in the correct order. Link the story to personal experiences and feelings. Make simple inferences about how characters feel using what they say and do.	To listen to and develop a wide range of poems, stories and non-fiction beyond that level at which To read Become familiar with traditional tales and retell with some detail. Predict what might happen based on events so far. Discuss repeated story language.	Listen to and discuss stories beyond their independent reading level. Retell key events. Make predictions and begin to explain them.	To predict what might happen based on events so far. Retell the story in their own words. Link events to their own experiences. Make inferences about characters' feelings using what they say and do.	To listen to and develop a wide range of poems, stories and non-fiction beyond that level at which To read. Use prior knowledge to understand new information. Discuss particular features of non-fiction texts, including photographs, captions and information. Find information in response to questions.	To predict what might happen based on events so far. Discuss understandin g of the story. Predict what might happen and explain why. Make inferences based on characters' actions and words.	To say what has happened in a story in my own words. Retell the story with increasing detail. Link the story to personal experiences. Discuss characters' actions and feelings, making simple inferences.	To understand books I listen to and use my own knowledge to further my learning. To participate in discussions about what is being read and say what my understandin g of the text is. Use prior knowledge to understand events. Make predictions and inferences based on what characters say and do.	Listen to and discuss poetry. Begin to identify language choices and particular features of poems. Recite familiar lines and poems.	To be familiar with key stories, fairy tales, traditional tales and can retell them with their particular characteristic. To understand books I listen to and use my own knowledge to further my learning. To predict what might happen based on events so far. Retell a familiar story in sequence and with detail. Join in with repeated phrases.	To be beginning to discuss the particular features of texts, e.g. story language, use of fonts, text features, language choices (poetry, narrative and non-fiction) Discuss language choices and how words create meaning.	Retell a familiar story in sequence and with detail. Join in with repeated phrases. Predict what might happen next.	Listen to and understand instructions. Use prior knowledge to support understandin g. Discuss features of instructional texts, including layout, photographs and numbered steps.	Discuss the story and explain understandin g. Make and explain predictions. Make inferences using what characters say and do. Discuss story language and vocabulary choices.	Listen to and understand non-fiction texts. Use prior knowledge to understand new information. Discuss features of recounts, diaries and newspaper reports. Retell key events in their own words and make simple inferences.

Writing Composition		To say out loud what to be going to write about. Compose a sentence orally before writing Sequence ideas to retell a familiar story	Say out loud what I am going to write about. Use simple vocabulary to describe choices and pictures. Compose simple sentences orally.	Compose a sentence orally. Write simple sentences about characters and events with support/ dictated. Reread what I have written and check that it makes sense Begin to join ideas using and.	To be familiar with key stories, fairy stories and traditional tales and can retell with some detail Say out loud what I am going to write about. Compose sentences orally about characters and feelings. Use simple vocabulary and adjectives. Begin to join ideas using and.	To predict what might happen based on events so far. To write some words of more than one syllable containing taught GPCs Sequence sentences to form a short narrative. Use a simple opening or closing phrase. Reread what I have written and check that it makes sense. Begin to join ideas using and.	To be beginning to use the particular features of texts, e.g. use of fonts, text features (non-fiction). Compose sentences orally before writing. Write sentences using adjectives. Sequence sentences to retell events. Reread writing to check it makes sense. Begin to join ideas using and.	To say out loud what To be going to write about. To compose a sentence orally. Sequence sentences to form a recount. Use connecting vocabulary, such as then and next.	To sequence sentences to form short narratives. To reread what I have written and make sense of it. Use simple vocabulary to write facts. Link ideas using connecting vocabulary, conjunctions and pronouns. Write simple facts about penguins. Use labels, captions and simple sentences to present information.	To use a capital letter for names of people, places, the days of the week.. To discuss what I have written with a teacher or other pupils Write sentences with adjectives to describe characters and settings. Sequence sentences to form a short narrative. Reread writing to check it makes sense.	Compose sentences orally. Write sentences using adjectives. Sequence sentences to form a short narrative. Discuss writing with a teacher or other pupils. Sequence sentences in my writing. Use a simple opening or closing phrase. Use adjectives to describe characters and settings.	Compose sentences orally. Write sentences using adjectives. Sequence sentences to form a short narrative. Discuss writing with a teacher or other pupils. Sequence sentences in my writing. Use a simple opening or closing phrase. Use adjectives to describe characters and settings.	Use simple vocabulary linked to spring. Choose words carefully when composing a poem. Read aloud my writing clearly enough to be heard. Write an acrostic poem using familiar vocabulary.	Sequence sentences to form a short narrative. Use connecting vocabulary to link ideas and events. Use a simple opening or closing phrase.	Compose a sentence or line orally before writing. Use simple and descriptive vocabulary. Read aloud my writing clearly enough to be heard.	To discuss what I have written with a teacher or other pupils. Sequence sentences to form a short narrative. Write sentences with adjectives. Use a simple opening or closing phrase.	Compose instructions orally. Sequence sentences in the correct order. Use connecting vocabulary, such as then and next Use imperative verbs, such as cut, pour and mix. Use time words such as first, next and finally.	To sequence sentences in my writing and use a simple opening or closing phrase (fairy tales and recounts) Compose sentences orally. Sequence sentences to form a short narrative. Use adjectives to describe characters and events • Reread and check that writing makes sense	Sequence sentences in my writing. Use a simple opening or closing phrase. Link ideas using connecting vocabulary, conjunctions and pronouns. Use time words to organise events. Write a simple diary entry or newspaper-style report with support.
Grammar & Punctuation	**Word**	To leave spaces between words To use a capital letter personal pronoun 'I' Identify nouns and naming words. Use adjectives to describe characters and objects. Orally generate alliteration, e.g. happy hen, silly seed.	Use specific nouns to name objects and people. Introduce determiners: a, an, the, my, your. Use personal pronouns: I, he, she, you.	Identify and use nouns and pronouns. Build simple noun phrases: moon, the moon, yellow moon. Explore adjectives describing characters and objects.	Use adjectives to describe characters and settings. Develop noun phrases using determiners and adjectives, e.g. the little owl, a fluffy owl.	Introduce regular plural noun suffixes -s and -es, e.g. biscuit/biscuits , fox/foxes. Understand how the suffix changes a word from singular to plural.	Regular plural noun suffixes -s and -es Use prepositions to describe position and movement: up, down, in, into, out, under, inside, outside, above. Develop descriptive noun phrases, e.g. the tall tree.	Introduce verb suffixes -ed and -ing, e.g. walk/walked/ walking. Identify verbs as action words.	Non-fiction, bullet points, captions, title, headings, sub headings, contents page, index page, glossary page Consolidate regular plural noun suffixes -s and -es, e.g. penguin/penguins, beach/beaches. Use specific nouns and adjectives when writing facts.	To use a capital letter for names of people, places, the days of the week Use adjectives linked to colour, size and age. Develop expanded noun phrases using determiners and adjectives, e.g. the terrible tusks, a big brown bear. Explore compound words and alliteration..	Suffixes -ing, -ed and -er added to verbs where no spelling change is needed to the root. Introduce verb suffixes -ing, -ed and -er where no change is needed to the root word, e.g. help/helping/ helped/helper. Introduce comparative and superlative adjectives: tall/taller/tallest.	Introduce the prefix un- to create opposites, e.g. happy/unhappy, kind/unkind. Use adjectives to describe characters and settings.	To use a capital letter for names of people and the personal pronoun 'I' Use adjectives linked to colour, size and age. Explore alliteration and similes, e.g. as bright as the sun. Develop descriptive noun phrases.	Consolidate prepositions to describe movement and position: through, over, under, into, out of. Use specific nouns and adjectives to describe the journey.	Develop alliteration and similes, e.g. as big as an elephant. Introduce simple adverbs ending in -ly, e.g. quickly, quietly, to describe actions.	Consolidate regular plurals -s/-es. Use determiners and expanded noun phrases. Explore adverbs ending in -ly, e.g. quickly, quietly.	Use specific nouns to name ingredients and equipment. Use determiners such as a, the, some. Practise prepositions to describe position and movement, e.g. into the bowl, on the table.	Suffixes -ing, -ed and -er added to verbs where no spelling change is needed to the root. Consolidate statutory word objectives: plural suffixes -s/-es, verb suffixes -ing/-ed/-er, prefix un- and compound words. Apply expanded noun phrases and comparative adjectives.	Use specific nouns, adjectives and adverbs to describe people, places and events. Consolidate suffixes and prefixes in independent writing.

	Sentence	• To leave spaces between words Compose a sentence orally before writing. Write a simple sentence containing a noun or pronoun, e.g. The hen works. Use simple present tense to describe characters and actions.	To be beginning to write in simple sentences which are grammatically correct Write simple sentences beginning with personal pronouns: I, you, he, she. Introduce first person (I), second person (you) and third person (he/she) through oral sentence construction.	Write simple sentences beginning with a noun or pronoun, e.g. The skeleton walks. Practise simple present tense. Introduce subject–verb agreement: I am, you are, he is, she is.	rWite simple sentences using personal pronouns: I, he, she, you. Practise subject–verb agreement with the verb to be, e.g. I am happy. She is sad.	Orally use coordinating conjunctions and and but to join ideas. Begin writing compound sentences using and, e.g. The Gingerbread Man ran and the fox followed.	Orally use coordinating conjunctions and and but to join ideas. Begin writing compound sentences	Introduce the simple past tense using regular verbs ending in -ed, e.g. The boy walked to the sea. Write sentences in the past tense to recount events. Use sequence connectives: first, second, then.	To be beginning to write in simple sentences which are grammatically correct Write simple present tense sentences to give information, e.g. Penguins swim in the sea. Practise subject–verb agreement with to have: I have, you have, he has, she has.	To join words and sentences using –and Write sentences using expanded noun phrases. Introduce simple adverbs ending in -ly to describe how an action happens, e.g. The mouse walked quietly.	To join words and sentences using –and- Write compound sentences using the coordinating conjunction and. Introduce but to contrast ideas. Practise present continuous sentences, e.g. The giant is helping his friends.	To begin to punctuate sentences using a capital letter, full stop. Write a simple sentence beginning with a proper noun, e.g. Peter ran away. Use simple past-tense verbs to describe events.	Orally compose descriptive sentences and phrases. Use adjectives and similes to create interesting lines.	Write compound sentences using and and but. Use sequence connectives such as first, second, then to organise events. Practise present and past tense sentences when retelling the story.	Orally rehearse and compose sentences and lines. Use simple adverbs ending in -ly to describe actions, e.g. The lion roared loudly.	To join words and sentences using –and- Write sentences in the first person (I, we), second person (you) and third person (he, she). Consolidate subject–verb agreement with do, be and have: I do/he does; I am/she is; I have/she has.	To begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark Write clear instruction sentences. Use sequence connectives: first, second, then. Join ideas using and. Use present-tense verbs to explain actions, e.g. First, cut the banana.	Consolidate simple present, simple past and present continuous/progressive tense. Use pronouns accurately and practise subject–verb agreement. Write compound sentences using and and but.	Write sentences in the first and third person. Consolidate simple past tense, e.g. Grace rescued the sailors. Use sequence connectives to organise events and coordinating conjunctions to extend sentences.
	Punctuation	Begin sentences with a capital letter. Finish sentences with a full stop. Recognise that a sentence is a complete idea.	Separate words with spaces. Practise using a capital letter at the beginning of a sentence and a full stop at the end.	Use capital letters for proper nouns, particularly names of people and characters. Use capital letters and full stops to demarcate simple sentences.	Consolidate capital letters at the beginning of sentences and full stops at the end. Use finger spaces consistently between words.	Introduce question marks. Recognise that questions ask something and expect an answer. Write simple questions about characters and events.	Use capital letters for proper nouns, including character names and places. Consolidate capital letters and full stops in simple story sentences.	Use capital letters for days of the week. Apply capital letters and full stops consistently in recount sentences.	Separate words with spaces accurately. Use capital letters and full stops in factual sentences.	Introduce exclamation marks. Understand that exclamation marks can show strong feelings, excitement or surprise. Write expressive sentences about characters and events.	To leave spaces between words Consolidate capital letters and full stops. Use exclamation marks in expressive sentences.	Use capital letters for proper nouns, including names of people and places, e.g. Peter and Mr McGregor. Practise question marks when writing questions about the story.	Use capital letters at the beginning of lines where appropriate. Practise accurate spacing between words. Explore the use of exclamation marks in expressive poetry.	Consolidate capital letters and full stops. Use question marks and exclamation marks appropriately when writing about the journey.	Use exclamation marks to support expressive reading and performance. Recognise how punctuation helps the reader understand expression and meaning.	Consolidate capital letters for proper nouns, including character names and places. Use full stops, question marks and exclamation marks appropriately.	Use capital letters at the beginning of sentences and full stops at the end. Separate words with spaces. Apply punctuation consistently in written instructions.	Consolidate accurate use of capital letters, full stops, question marks and exclamation marks in story writing	Use capital letters for names of people, places and days of the week. Use a capital letter for the personal pronoun I. Apply full stops, question marks and exclamation marks accurately in independent writing.
	Text																		
Grammar & Punctuation Vocabulary		Capital letters and sentences Letter Capital letter Lowercase letter Upper case letter Word Sentence Full stop Punctuation Finger spaces Proper nouns Question mark Statements and exclamations Exclamation mark Noun Pronoun Adjective Verb Alliteration						Suffix Prefix Plural Singular Compound word Simile Expanded noun phrase Verb Present tense Past tense Question mark Exclamation mark Conjunction Adjective Noun phrase Expanded noun phrase Adverb Suffix Prefix					Singular/ plural Compound word Adverb Question mark Exclamation mark Audience				

Transcription Spelling												
Transcription Handwriting	• Develop a comfortable and efficient pencil grip. • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Practise the four letter families: long ladder, one-armed robot, curly caterpillar and zig-zag letters. • Form capital letters correctly. • Form digits 0–9 correctly. • Begin to understand that letters sit on a line. • Begin to leave appropriate spaces between words. • Practise writing familiar words and simple sentences, focusing on correct letter formation.				• Develop a consistent and comfortable pencil grip. • Sit correctly and position paper appropriately for writing. • Form lower-case letters correctly, with increasing consistency in size and orientation. • Consolidate correct formation of all lower-case letters, focusing on letters that are less secure. • Form capital letters accurately and distinguish between capital and lower-case letters. • Form digits 0–9 accurately and consistently. • Place letters on the line consistently, with attention to ascenders and descenders. • Use finger spaces consistently to separate words. • Write short sentences with increasing fluency, maintaining accurate letter formation and spacing.				• Maintain a comfortable and efficient pencil grip when writing independently. • Maintain good posture and appropriate paper positioning during longer writing tasks. • Form all lower-case letters accurately, consistently and independently. • Apply accurate letter formation consistently across independent writing. • Use capital letters correctly and consistently within written work. • Write digits 0–9 fluently and correctly. • Maintain consistent letter positioning, size and spacing on the line. • Use appropriate and consistent spacing between words in independent writing. • Begin to explore joining letters where appropriate, developing an understanding of which letters can be joined. • Practise simple letter joins, focusing on smooth and controlled movements. • Write sentences with increasing speed, fluency and legibility while maintaining correct letter formation.		