



YEAR 1

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Cycle A: Billy Goats Gruff Cycle B: Funny Bones		Cycle A: Tell me a Dragon Cycle B: The Tiny Seed		Cycle A: Augustus and his Smile Cycle B: The Sandhorse	
End Point	<ul style="list-style-type: none"> Orally rehearse sentences accurately before writing. Write simple texts following a structure. Re-read what they have written to ensure it makes sense. Use the co-ordinating conjunction 'and' to join clauses and experiment with other co-ordinating conjunctions (or & but). Form digits correctly and lower case letters in cursive script, starting and finishing in the right place; form capital letters correctly. Use spacing between words. Begin to use what they have read or heard or heard to enhance their writing. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> Use the co-ordinating conjunction 'and' to join clauses and experiment with other co-ordinating conjunctions (or & but). Use capital letters for names and for the pronoun 'I'. Begin to use capital letters, full stops and question marks to demarcate sentences. <p>Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>					
Spelling	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum
End Point	<ul style="list-style-type: none"> Spell many words correctly through segmenting words into phonemes and representing these through phonically plausible graphemes Spell many age specified common exception words 					
Handwriting – End Point	<ul style="list-style-type: none"> Sit correctly at a table and hold a pencil comfortably and correctly. Form digits correctly and lower case letters in cursive script, starting and finishing in the right place; form capital letters correctly. 					



YEAR 2

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Lunch time by Rebecca Cole My Day at the zoo by Jay dale	The Woods – by Paul Hoppe 3 weeks The Book of Cars and Trucks by Neil Clark 2 weeks Non Fiction	Poetry - Tell Me a Dragon by Jackie Morris 3 weeks Orion and the Dark by Emma Yarlett 3 weeks	A Dog's Day By Rebecca Rissman 3 weeks Story writing Weather by Steffi Cavell-Clarke 3 weeks	Lord of the Forest by Caroline Pitcher 3 weeks Story writing The Disgusting Sandwich by Gareth Edwards 2 weeks Story writing	Seed to Sunflower by Camilla de la Bédoyère 3 weeks information text Mrs Armitage and the Big Wave by Quentin Blake 3 weeks Story writing
End Point	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Through discussion, compose writing to have the desired effect on the reader. Make simple additions, revisions and corrections to their own writing by re-reading their own work. Use present and past tense mostly correctly and consistently. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Use commas to separate items in a list. Use apostrophes where letters are missing in spelling and to mark singular possession in nouns. Understand the difference between a statement, question and command. Use expanded noun phrases to describe and specify. <p><u>Terminology for pupils:</u> Revise Year 1 plus : noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>					
Spelling	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum	See separate phonics teaching curriculum
End Point	<ul style="list-style-type: none"> Spell age appropriate words correctly through segmenting words into phonemes and representing these through phonically plausible graphemes. Spell age specified common exception words accurately. Understand that in contractions the apostrophe shows where a letter or letters would be if the words were written in full. Understand the difference in meaning between common, age appropriate homophones and near homophones. 					
Handwriting End Point	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters using cursive script. Use spacing between words that reflects the size of the letters. 					



YEAR 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Beasties Jenny Nimo	Book of Bones – Gabrielle Balkan Fair's fair – Leon Garfield How Santa Really Works by Alan Snow	Blue John – Berlie Doherty	Oliver and the Seawig – Phillip reeve	Firebird – Saviour Pirota	How to Train your Dragon – Helen Cresswell Greek Myths
End Point	<ul style="list-style-type: none"> Plan writing through discussion using a model text to support them. Construct punctuated sentences through oral rehearsal; beginning to build a varied and rich vocabulary. In narratives use the model text to support creating settings, characters and plots. Use paragraphs mostly correctly. Use simple organisational features in non-fiction e.g headings and sub-headings. Be able to proof read for spelling and punctuation errors and make suggestions as to how to improve. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> Recognise that paragraphs are a way to group related material and use them with growing accuracy. Use headings and sub- headings to aid presentation. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns accurately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time, place and cause. Use and punctuate direct speech with growing accuracy. <p><u>Terminology for Pupils:</u></p> <p>Revise Year 2.</p> <p>Check for pupils understanding of Y1 terminology and address.</p> <p>Plus:</p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'). Standard English forms for verb inflections instead of local spoken forms (for example <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>)</p>					
Spelling End Point	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> Be able to add suffixes beginning with vowel letters to words of more than one syllable mostly correctly. Increase knowledge and accuracy of spelling words with the following suffixes: -ation,-ly,-ous,-tion,-sion,-ssion,-cian, -ion. Increase knowledge of and accuracy in spelling words which end in: -sure, -ture but check root word does not end in 'ch' with an 'er' ending (e.g teacher). Increase knowledge of and accuracy in spelling of words where the 'k' sound is spelt 'ch' (e.g scheme), the 'sh' sound is spelt 'ch' (e.g chef), the '/g/' sound is spelt -gue (e.g league) and the '/k/' sound is spelt -que (e.g antique). Use the possessive apostrophe mostly accurately. Understand the difference in meaning between common, age appropriate homophones and near homophones and spell them with growing accuracy. 					



**Handwriting
End Point**

- Use the diagonal and horizontal strokes needed to join letters, begin to understand that some letters may be best left un-joined.
- Continue to increase legibility, consistency and quality of their handwriting.

YEAR 4

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts		Leon and the Place Between		Penguins	Rainforest – Rough Guide	
End Point	<ul style="list-style-type: none"> • Plan writing through discussion using a model text, moving away from the model at times. • Construct well punctuated sentences through oral rehearsal; building and consolidating a varied and rich vocabulary. • In narratives, create definite settings, characters and plots. • Use paragraphing correctly by grouping sentences around a topic or event. • Use simple organisational features in non-fiction e.g headings and sub-headings to enhance the impact on the reader. • Be able to proof read for spelling and punctuation errors. • Make suggestions as to how to improve their writing and act upon those suggestions. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme. • Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although. • Use fronted adverbials. • Use commas after fronted adverbials. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg <i>the teacher</i> expanded to <i>the strict maths teacher with the curly hair</i>). • Indicate possession by using the possessive apostrophe with plural nouns. • Use and punctuate direct speech mostly accurately. <p><u>Terminology for Pupils:</u> Revise Year 3. Assess for Y1 and 2 gaps in knowledge. Plus: determiner pronoun, possessive pronoun adverbial</p>					
Spelling End Point	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> • Be able to add suffixes beginning with vowel letters to words of more than one syllable correctly. • Have knowledge of and be increasingly accurate when spelling words with the following suffixes: -ation,-ly,-ous,-tion,-sion,-ssion,-cian, -ion. • Have knowledge of and be increasingly accurate when spelling words which end in: -sure, -ture but check root word does not end in 'ch' with an 'er' ending (e.g teacher). • Have knowledge of and be increasingly accurate when spelling of words where the 'k' sound is spelt 'ch' (e.g scheme), the 'sh' sound is spelt 'ch' (e.g chef), the '/g/' sound is spelt -gue (e.g league) and the '/k/' sound is spelt -que (e.g antique). • Use the possessive apostrophe accurately. 					

Tavistock Primary and Nursery School English Curriculum Progression – Writing Y1-6



	<ul style="list-style-type: none"> Understand the difference in meaning between common, age appropriate homophones and near homophones and spell them mostly accurately.
Handwriting – End Point	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters, understand that some letters may be best left un-joined. Continue to increase legibility, consistency and quality of their handwriting.

YEAR 5						
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Beowulf Kevin Crossley-Holland		Survivors – the Toughest Creatures on Earth Nicola Davis		Shadow Cage Phillipa Pearce	
End Point	<ul style="list-style-type: none"> Use a pen to consistently produce fluent, joined, cursive handwriting Use varied and accurate punctuation for clarity. To spell and use all Year3 /4 words and most of the Y 5/ 6 words accurately. Consistently produce neatly presented and well organised work with a structure that is appropriate for the audience and purpose. Consider the audience and purpose of the writing and use the appropriate voice and level of formality through precise word choice. 					
Grammar End Point	<p>S:\English National Curriculum\GRAMMAR\Progression Charts</p> <ul style="list-style-type: none"> Use a range of devices to build cohesion within a paragraph (eg then, after, that, this, firstly). Link ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg he <i>had</i> seen her before. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun; indicating degrees of possibility using adverbs or modal verbs. Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis. Use a colon to introduce a list. Punctuate bullet points (to list information) consistently. <p>Terminology for Pupils: Revise Y3 and 4 terminology. Plus: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					

Tavistock Primary and Nursery School English Curriculum Progression – Writing Y1-6



Spelling End Point	S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf <ul style="list-style-type: none"> Be able to spell words with the following suffixes and endings mostly accurately: -cious, -tious, -ce, -cial, -tial, -ant, -ance/-ancy, -ent, ence/-ency, 'able'/'ably', -ible/-ibly. Understand the impact on spelling of soft and hard sounds e.g c and g and be able to apply the rules mostly accurately. Know the rule about adding suffixes beginning with vowel letters to words ending in -fer and use this to help them spell with growing accuracy. Know that hyphens can be used to join a prefix to a root word when the prefix ends in a vowel and the root word begins with one. Know the 'i' before 'e' spelling rule and understand there are exceptions. Know the words containing the letter string 'ough' and that this can be used to spell a number of different sounds. Understand the role of 'silent' letters in spelling. In pairs of homophones recognise that the spelling alters the word class from verb to noun. Recognise common, age appropriate homophones which are easily confused and begin to spell these with growing accuracy.
Handwriting – End Point	<ul style="list-style-type: none"> Begin to develop a personal style through their choice of letter shape and choosing whether or not to join specific letters. Choose the writing implement best suited for a task with some guidance if necessary.

YEAR 6

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Jabberwocky – Lewis Carroll Eye of the Storm – visual text	Drove of Bullocks – Patrick George	From Slavery to Freedom Road – Julius Lester	Harris Burdick Chris Van Allsburg	Cloudbusting – Malorie Blackman The Lost Thing – Shaun Tan	Scientific explanation text
End Point	<ul style="list-style-type: none"> Plan writing considering the audience for and purpose of their writing and select the most appropriate form. In narrative, consider how other authors have developed characters and settings in what they have read and seen and use this in their own narratives. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning. Describe settings, character and atmosphere and integrate well punctuated dialogue to convey character or advance the action. Use a wide range of strategies to build cohesion within and between paragraphs. Use organisational devices to structure text and to guide the reader accurately. Be able to propose changes to vocabulary, grammar and punctuation and by doing so increase the impact of their writing. Ensure the consistent use of tense throughout their writing. Ensure consistent subject verb agreement. Make a clear distinction between the language of speech and writing. 					
Grammar End Point	S:\English National Curriculum\GRAMMAR\Progression Charts <ul style="list-style-type: none"> Use a range of devices to build cohesion within a paragraph (eg then, after, that, this, firstly). Link ideas across paragraphs using adverbials of time eg <i>later</i>, place eg <i>nearby</i> and number eg <i>secondly</i> or tense choices eg he <i>had</i> seen her before. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted) relative pronoun; indicating degrees of possibility using adverbs or modal verbs. Use commas to clarify meaning or avoid ambiguity in writing. 					

Tavistock Primary and Nursery School English Curriculum Progression – Writing Y1-6



	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use a colon to introduce a list. • Punctuate bullet points(to list information) consistently .
	<p>Terminology for Pupils: Revise all of KS2 terminology.</p> <p>Plus:subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullets</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>
Spelling End Point	<p>S:\NO NONSENSE SPELLING\Raintree USB Content\Spelling pathway\NNS Spelling pathway.pdf</p> <ul style="list-style-type: none"> • Be able to spell words with the following suffixes and endings accurately: -cious, -tious, -ce, -cial, -tial, -ant, -ance/-ancy, -ent, ence/-ency, ‘able’/’ably’, -ible/-ibly. • Understand the impact on spelling of soft and hard sounds e.g c and g and be able to apply the rules accurately. • Know the rule about adding suffixes beginning with vowel letters to words ending in –fer and use this to help them spell with accuracy. • Know that hyphens can be used to join a prefix to a root word when the prefix ends in a vowel and the root word begins with one and use this knowledge to spell with accuracy. • Know the ‘i’ before ‘e’ spelling rule and understand there are exceptions and use this knowledge to spell with accuracy. • Know the words containing the letter string ‘ough’ and that this can be used to spell a number of different sounds and use this knowledge to spell with accuracy. • Understand the role of ‘silent’ letters in spelling and use this knowledge to spell with accuracy. • In pairs of homophones recognise that the spelling alters the word class from verb to noun and use this knowledge to spell with accuracy. • Recognise common, age appropriate homophones which are easily confused and begin to spell these with accuracy.
Handwriting – End Point	<ul style="list-style-type: none"> • Develop a personal style through their choice of letter shape and choosing whether or not to join specific letters. • Choose the writing implement best suited for a task.



YEAR R/1						
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Kippers Toybox (1 week) Rhyme – Polar Bear, Polar Bear, what do you hear? By Bill Martin (2 weeks) It’s my Birthday by Helen Oxenbury – sequential writing. (2 weeks) Rhyming text – Oi Frog (2 weeks)	Penguin – Polly Dunbar. (2 weeks) Funny bones – story writing expanded noun phrases (2 weeks) Fairy tale (based on Drum Theatre) (2 weeks) Letter writing. (1 week)	Non-Fiction – Sharks by information on animals (3 weeks) I love bugs – poetry (3 weeks)	Where’s Wally - Shield instructions (3 weeks) Fiction - The train ride (3 weeks)	The tiny seed – story writing (3weeks) Augustus and his Smile by Catherine Rayner (3 weeks)	Sally and the limpet problematic story writing(3 weeks) The Sand Horse – story writing, impact of verb and adjective choice.(3 weeks) Stuck by Oliver Jeffers (1week)

YEAR 4/5						
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of Core Texts	Earth Verse – Sally M Walker The Book of Hopes – Katherine Rundell	Non-Fiction- Jungle Survival Handbook - Jen Green	Dragonology - Dugald Steer	Narrative- The Piano – visual text	Beowulf – Kevin Crossley-Holland	The Shadow Cage – Phillipa Pearce