



# ENGLISH

Heavers Farm and Selsdon Primary Schools

## PROGRESSION DOCUMENT

This document outlines progression in English from Nursery to Year Six

HEAVERS FARM AND SELSDON PRIMARY SCHOOLS  
CURRICULUM PROGRESSION 2022-23

ENGLISH - SPOKEN LANGUAGE							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>- To understand a question.</li> <li>- To understand an instruction that has two parts.</li> <li>- To understand 'why' questions.</li> <li>- To develop communication and pronunciation (see DM for exceptions).</li> <li>- To use longer sentences of 4-6 words.</li> <li>- To express a point of view</li> <li>- To say when they disagree using words and actions.</li> <li>- To start a conversation with a peer or adult.</li> <li>- To continue a conversation with a peer or adult.</li> <li>- To use talk to organise themselves and their play.</li> </ul>	<ul style="list-style-type: none"> <li>- To ask questions to find out more information.</li> <li>- To ask questions to check they understand what has been said.</li> <li>- To use full sentences when speaking.</li> <li>- To use a range of connectives to connect one idea to another.</li> <li>- To describe events in some detail</li> <li>- Use talk to help work out problems and organise thinking and activities</li> <li>- To explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen and respond appropriately.</li> <li>- To ask relevant questions.</li> <li>- To maintain attention.</li> <li>- To answer questions in class discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- To articulate an answer.</li> <li>- To justify an answer.</li> <li>- To share opinions during a discussion when prompted.</li> <li>- To respond to comments.</li> <li>- To use spoken language to develop understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- To give structured descriptions.</li> <li>- To participate actively in conversation.</li> <li>- To consider different viewpoints.</li> <li>- To evaluate different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>- To articulate an opinion.</li> <li>- To justify an opinion.</li> <li>- To speak audibly.</li> <li>- To use standard English.</li> <li>- To gain the interest of listeners.</li> <li>- To maintain the interest of listeners.</li> <li>- To monitor the interest of listeners when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- To give well-structured explanations.</li> <li>- To use Standard English effectively.</li> <li>- To engage with different viewpoints.</li> <li>- To evaluate different viewpoints.</li> <li>- To use formal register.</li> <li>- To use informal register.</li> <li>- To choose the appropriate register.</li> </ul>	<ul style="list-style-type: none"> <li>- To use questions to build knowledge.</li> <li>- To articulate an opinion during an debate.</li> <li>- To use spoken language to speculate.</li> <li>- To use spoken language to hypothesise and explore.</li> <li>- To choose when to use the formal and informal register.</li> <li>- To choose specific language appropriate to register.</li> </ul>

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ENGLISH – READING FLUENCY SKILLS (PROSODY)							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>– To understand the 5 key concepts about print (meaning, purpose, directionality, parts of a book and sequencing).</li> <li>– To spot and suggest rhymes.</li> <li>– To count and clap syllables in a word.</li> <li>– To recognise words with the same initial sound.</li> </ul>	<ul style="list-style-type: none"> <li>– To read individual letters by saying the sounds for them.</li> <li>– To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>– To read some letter groups that each represent one sound and say sounds for them.</li> <li>– To read a few common exception words.</li> <li>– To read simple phrases and sentences made up of words with known letter-sound correspondence</li> </ul>	<ul style="list-style-type: none"> <li>– To apply phonic knowledge to decode words.</li> <li>– To speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>– To blend using GPC.</li> <li>– To read common exception words.</li> <li>– To read common suffixes (-s, -es, -ing, -ed, etc).</li> <li>– To read multisyllable words containing taught GPCs.</li> <li>– To read contractions.</li> <li>– To understand use of an</li> </ul>	<ul style="list-style-type: none"> <li>– To secure phonic decoding until reading is fluent.</li> <li>– To read accurately by blending.</li> <li>– To recognise alternative sounds for graphemes.</li> <li>– To read multisyllable words containing alternative sounds for graphemes.</li> <li>– To read common suffixes.</li> <li>– To read exception words, noting unusual correspondences.</li> <li>– To read most words quickly.</li> </ul>	<ul style="list-style-type: none"> <li>– To read and understand the meaning of root words, prefixes and suffixes (see progression document appendix 1)</li> <li>– To decode and read further exception words confidently.</li> <li>– To identify unusual correspondences between parts of words and sounds.</li> <li>– To read using appropriate intonation, tone, and volume.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>To recap root words, prefixes and suffixes.</i> (see progression document appendix 1)</li> <li>– To read further exception words confidently.</li> <li>– To note unusual correspondences between whole word spelling and sound whilst reading.</li> <li>– To identify where unusual spelling sound correspondence occurs in the word.</li> <li>– To show understanding of a text through intonation, tone, volume, and action.</li> </ul>	<ul style="list-style-type: none"> <li>– To identify the etymology and morphology of root words, prefixes and suffixes. (see progression document appendix 1).</li> <li>– To show understanding through intonation, tone, and volume to engage an audience.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>To recap the etymology of root words, prefixes and suffixes.</i></li> <li>– <i>To recap the morphology of root words, prefixes and suffixes (see progression document appendix 1).</i></li> <li>– To show understanding through intonation, tone, and volume so that the audience is engaged and the meaning is clear.</li> </ul>

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	<p>s and, where necessary, a few exception words.</p> <ul style="list-style-type: none"><li>- To re-read books to build up their confidence, fluency, understanding and enjoyment.</li></ul>	<p>apostrophe in contractions.</p> <ul style="list-style-type: none"><li>- To phonically-decode aloud.</li></ul>	<ul style="list-style-type: none"><li>- To read most words accurately</li><li>- To read without overt sounding and blending.</li></ul>				
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ENGLISH – READING COMPREHENSION SKILLS – V.I.P.E.R.S.							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Vocabulary</b>							
<ul style="list-style-type: none"> <li>– To engage in extended conversations about stories</li> <li>– To learn new vocabulary selected by the teacher from stories.</li> </ul>	<ul style="list-style-type: none"> <li>– To listen to stories and non-fiction.</li> <li>– To talk about non-fiction.</li> <li>– To become more familiar with relevant vocabulary selected by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>– To discuss word meaning.</li> <li>– To link new meanings to those already known.</li> <li>– To use known vocabulary to understand a text.</li> <li>– To check that a text makes sense to them as they read.</li> <li>– To correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>– To discuss the possible meaning of new words in a sentence.</li> <li>– To clarify the meanings of words.</li> <li>– To link new vocabulary to known vocabulary.</li> <li>– To discuss their favourite words and phrases.</li> <li>– To draw on vocabulary they already know.</li> <li>– To use background information and vocabulary provided by the teacher to understand a text.</li> <li>– To check that the text makes</li> </ul>	<ul style="list-style-type: none"> <li>– To use dictionaries to check the meaning of words.</li> <li>– To check the text makes sense to them.</li> <li>– To suggest what new words could mean using the context.</li> <li>– To identify simile metaphor.</li> <li>– To ask questions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>– To independently use dictionaries to check the meaning of words they are not sure about as they read.</li> <li>– To explain why a text does or does not make sense to them.</li> <li>– To discuss their understanding of words in context.</li> <li>– To identify different types of figurative language (simile, metaphor, personification, hyperbole, allusion).</li> <li>– To explain the meaning of words using the context of a text.</li> </ul>	<ul style="list-style-type: none"> <li>– To check that a book makes sense to them as they read.</li> <li>– To explain their understanding of vocabulary using context.</li> <li>– To identify and apply the 5 types of figurative language.</li> <li>– To explore the meaning of new subject specific vocabulary in context.</li> <li>– To ask questions to clarify the meaning of a text.</li> <li>– To identify how language contributes to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>– To check that a book makes sense to them as they read and explain why.</li> <li>– To justify their understanding of subject specific vocabulary using context.</li> <li>– To evaluate the effectiveness of the 5 types of figurative language.</li> <li>– To explore the meaning of subject specific words in context and apply these to their own speaking and writing.</li> <li>– To ask questions to clarify and improve their understanding.</li> <li>– To identify and explain how language contributes to meaning.</li> </ul>

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			<ul style="list-style-type: none"> <li>sense to them as they read.</li> <li>To correct inaccurate reading.</li> </ul>		<ul style="list-style-type: none"> <li>To ask questions relevant to the text to help them deepen their understanding.</li> </ul>		
<b>Inference</b>							
		<ul style="list-style-type: none"> <li>To discuss the significance of the title.</li> <li>To discuss the significance of events in a text.</li> <li>To make inferences based on the actions of characters.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences based on what is being said and done by characters.</li> </ul>	<ul style="list-style-type: none"> <li>To draw inferences such as inferring characters' feelings and thoughts.</li> <li>To justify inferences.</li> </ul>	<ul style="list-style-type: none"> <li>To draw inferences such as inferring characters' feelings, thoughts, and motives from their actions.</li> <li>To justify inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>To draw inferences based on characters present and future motives from their actions.</li> <li>To recap justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>To draw inferences based on characters present and future motives from their actions.</li> <li>To explain and justify inferences with selected evidence.</li> </ul>
<b>Prediction</b>							
		<ul style="list-style-type: none"> <li>To create a prediction.</li> </ul>	<ul style="list-style-type: none"> <li>To predict what might happen based on what has been read so far as a class.</li> </ul>	<ul style="list-style-type: none"> <li>To predict what might happen from details stated in a text.</li> </ul>	<ul style="list-style-type: none"> <li>To predict what might happen from details stated in a text and implied.</li> </ul>	<ul style="list-style-type: none"> <li><i>To recap predicting from details stated and implied.</i></li> <li>To explain predictions from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li><i>To recap predicting from details stated and implied.</i></li> <li>To identify how characters change or may change throughout a text.</li> <li>To justify why predictions are appropriate from details stated and implied.</li> </ul>

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Explanation							
		<ul style="list-style-type: none"> <li>- To explain their understanding of what is read to them.</li> <li>- To join in with a discussion about what is read to them.</li> <li>- To take turns and listen to other pupil explanations.</li> </ul>	<ul style="list-style-type: none"> <li>- To participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves.</li> <li>- To take turns and listen to what others say.</li> <li>- To explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss words and phrases that are in the text to capture the reader's interest</li> <li>- To identify how language and structure contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss words and phrases that are in the text to capture the reader's interest and to further their imagination about what is being described.</li> <li>- To identify how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the similarities and differences between fact and opinion.</li> <li>- To challenge views courteously</li> <li>- To present their understanding of what they have read.</li> <li>- To provide reasoned justifications for their views.</li> <li>- To discuss how authors use language, including figurative language.</li> <li>- To consider the impact of language on the reader.</li> <li>- <i>To recap how language structure,</i></li> </ul>	<ul style="list-style-type: none"> <li>- To explain the differences between statements of fact and opinion.</li> <li>- To build on their own and others' views about books.</li> <li>- To challenge views , justifying their reasoning.</li> <li>- To explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>- To discuss and evaluate how authors use language, including figurative language.</li> <li>- To identify the effectiveness of an author's choice of language.</li> <li>- To explain the impact of language on the reader.</li> <li>- <i>To recap how language structure, presentation</i></li> </ul>

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						<i>presentation contributes to meaning.</i>	<i>contributes to meaning.</i>
<b>Retrieval</b>							
		<ul style="list-style-type: none"> <li>- To explain an answer.</li> </ul>	<ul style="list-style-type: none"> <li>- To retrieve and explain an answer based on the text.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose information to retrieve from a text when explaining an answer.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose the most appropriate information to retrieve from a text and explain their answer.</li> </ul>	<ul style="list-style-type: none"> <li>- To justify what information, they have chosen when answering retrieval questions.</li> <li>- To skim and scan to retrieve information.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>To recap justifying what they have retrieved from fiction and non-fiction.</i></li> <li>- To present the information they have retrieved and justify this verbally to the class.</li> <li>- To skim and scan to quickly retrieve information.</li> <li>- To ask my own questions and follow a line of enquiry.</li> </ul>
<b>Recall &amp; Retell</b>		<b>KS1 - Sequence</b>		<b>KS2 - Summarise</b>			
<ul style="list-style-type: none"> <li>- To retell the story, once they have developed a familiarity with the text, some as exact repetition and some in their own words.</li> <li>- To remember much of what happens in stories.</li> </ul>		<ul style="list-style-type: none"> <li>- To identify the order things happened in a text.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the sequence of events in books.</li> <li>- To discuss how events relate to what happened before or after.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify the main ideas drawn from a paragraph.</li> <li>- To summarise ideas drawn from a paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify main ideas drawn from more than one paragraph.</li> <li>- To summarise ideas drawn from more than one paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- To summarise the main ideas drawn from several paragraphs in fiction and non-fiction.</li> <li>- To identify key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- To summarise and compare the main ideas drawn from multiple sources.</li> <li>- To identify key details to support and justify a summary.</li> </ul>



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ENGLISH - TEXTS							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Reading for Pleasure</b>							
<ul style="list-style-type: none"> <li>- To enjoy listening to longer stories.</li> </ul>	<ul style="list-style-type: none"> <li>- To engage with story times.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose what they read.</li> <li>- To say what they like to read.</li> <li>- To read with peers.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose what they read and explain why.</li> <li>- To discuss what they like to read.</li> <li>- To say what they like in a book.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify what types of books they like to read.</li> <li>- To identify what they enjoy about a book.</li> <li>- To share what they enjoy with peers.</li> <li>- To identify their favourite books and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose books they think they will enjoy based on what they have read before.</li> <li>- To explain what they enjoy with peers.</li> <li>- To share favourite books and present why these are their favourite in a structured way.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose books they like to read based on author.</li> <li>- To share their favourite individual books and authors and explain why.</li> <li>- To share language, they think is interesting in books to their peers.</li> <li>- To recommend books that they have read to their peers, giving reasons for their choices.</li> </ul>	<ul style="list-style-type: none"> <li>- To choose books they like to read based on genre and author.</li> <li>- To share their favourite individual books, authors and genres and explain why.</li> <li>- To identify and explain language they think is interesting in books to their peers.</li> <li>- To recommend authors and genres that they have read to their peers, giving reasons for their choices.</li> </ul>

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Range of Reading							
<ul style="list-style-type: none"> <li>- To listen to longer stories.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn rhymes, poems and songs.</li> <li>- To listen to non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen to a wide range of poems and stories.</li> <li>- To discuss a wide range of poems and stories.</li> <li>- To be introduced to non-fiction at a level beyond that at which they can read independently.</li> <li>- To link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen to a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently.</li> <li>- To discuss a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently.</li> <li>- To express views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>- To read, listen and discuss fiction, poetry and plays (see curriculum document appendix 2)</li> <li>- To discuss books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- To read, listen and discuss fiction, poetry, plays, non-fiction, reference books and textbooks. (see curriculum document appendix 2)</li> <li>- To discuss reading books that are structured in different ways.</li> <li>- To discuss different purposes of books.</li> </ul>	<ul style="list-style-type: none"> <li>- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. (see curriculum document appendix 2)</li> <li>- To read books that are structured in different ways.</li> <li>- To read for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- To read, discuss and compare an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. (see curriculum document appendix 2)</li> <li>- To read and compare books that are structured in different ways.</li> <li>- To read for a range of purposes, explaining and discussing these purposes whilst reading.</li> </ul>

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Text Familiarity							
<ul style="list-style-type: none"> <li>- To be able to talk about familiar books and be able to tell a story.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen to and talk about multiple stories.</li> <li>- To build familiarity and understanding about these different stories.</li> </ul>	<ul style="list-style-type: none"> <li>- To be introduced to key stories, fairy stories and traditional tales.</li> <li>- To retell stories.</li> <li>- To recognise and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- To become familiar with key stories, fairy stories and traditional tales.</li> <li>- To retell stories and consider their characteristics.</li> <li>- To recognise simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>- To engage with a wide range of books, including fairy stories, myths and legends.</li> <li>- To be able to summarise familiar stories orally.</li> <li>- To identify themes and conventions in a specific genre.</li> </ul>	<ul style="list-style-type: none"> <li>- To increase familiarity with a wide range of books, including fairy stories, myths and legends.</li> <li>- To summarise familiar stories information texts orally.</li> <li>- To identify themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>- To engage with a wide range of books, including myths, legends and traditional stories.</li> <li>- To read fiction from our literary heritage</li> <li>- To read books from other cultures and traditions.</li> <li>- To identify themes and conventions in and across a wide range of writing genres.</li> </ul>	<ul style="list-style-type: none"> <li>- To become familiar with a wide range of books, including myths, legends, traditional stories and contemporary fiction.</li> <li>- To discuss fiction from our literary heritage</li> <li>- To discuss books from other cultures and traditions.</li> <li>- To compare themes and conventions in and across a wide range of writing genres and purposes.</li> </ul>
Poetry & Performance							
<ul style="list-style-type: none"> <li>- To know rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss different rhymes in a variety of poetry.</li> <li>- To recite a short poem by heart.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn several poems by heart.</li> <li>- To perform poetry with intonation.</li> </ul>	<ul style="list-style-type: none"> <li>- To prepare poems to read aloud and to perform.</li> <li>- To identify some different</li> </ul>	<ul style="list-style-type: none"> <li>- To prepare poems and play scripts to read aloud and to perform these.</li> </ul>	<ul style="list-style-type: none"> <li>- To show an awareness and respond to audience whilst performing poems and</li> </ul>	<ul style="list-style-type: none"> <li>- To note the structure of poetry and apply this to what is read.</li> <li>- To perform a variety of poetry</li> </ul>

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				forms of poetry.	– To identify and recall different forms of poetry, performing these variety of forms.	play scripts by heart.	and a play script by heart. – To engage the audience directly and use literary devices in poetry to aid this.
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ENGLISH – WRITING COMPOSITION

Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Context</b>							
		<ul style="list-style-type: none"> <li>– To write to entertain.</li> <li>– To write to inform.</li> </ul>		<ul style="list-style-type: none"> <li>– To write to entertain.</li> <li>– To write to inform.</li> <li>– To write to persuade.</li> </ul>		<ul style="list-style-type: none"> <li>– To write to entertain.</li> <li>– To write to inform.</li> <li>– To write to persuade.</li> <li>– To write to discuss.</li> </ul>	
			<ul style="list-style-type: none"> <li>– To write narratives about personal experiences and those of others (real and fictional).</li> <li>– To write about real events.</li> <li>– To write poetry.</li> </ul>	<ul style="list-style-type: none"> <li>– To discuss writing like what they are planning to write to understand and learn from its structure and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>– To discuss writing like what they are planning to write to understand and learn from its structure, vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>– To identify the audience for writing.</li> <li>– To identify the purpose of the writing.</li> <li>– To select the appropriate form for writing.</li> <li>– To use similar writing as models for their own.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>To recap identifying the audience, purpose and selecting the correct form when writing.</i></li> <li>– To use multiple similar models to inspire their writing.</li> <li>– To consider how narrative authors have developed characters and settings in texts pupils have engaged with.</li> </ul>

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Plan							
		<ul style="list-style-type: none"> <li>- To compose a sentence orally before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>- To plan by saying out loud what they are going to write about.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss possible ideas.</li> <li>- To compose sentences orally.</li> <li>- To use new vocabulary words in their writing.</li> <li>- To increase range of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>- To discuss and record ideas.</li> <li>- To compose and rehearse sentences orally including rehearsing possible dialogue.</li> <li>- To decide on key vocabulary to include in their writing.</li> <li>- To plan to use a variety of sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>- To note down initial ideas.</li> <li>- To use examples and models to develop initial ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- To note down a variety of initial ideas.</li> <li>- To develop initial ideas, drawing on reading and research where necessary.</li> <li>- To create specific plans to support when writing.</li> </ul>
Draft							
<ul style="list-style-type: none"> <li>- To use some print and letter knowledge in their early writing.</li> </ul>	<ul style="list-style-type: none"> <li>- To write short sentences including words with known sound-letter correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>- To sequence sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>- To write down ideas and/or key words, including new vocabulary.</li> <li>- To discuss and think about what they want to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- To use paragraphs in narratives, creating settings, characters, and plot.</li> <li>- To use simple organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>- To organise paragraphs around a theme in narratives, creating settings, characters, and plot.</li> <li>- To use simple organisational devices in non-narrative material (headings &amp; subheadings).</li> </ul>	<ul style="list-style-type: none"> <li>- To select appropriate grammar and vocabulary.</li> <li>- To identify how grammatical and vocabulary choices can change and enhance meaning.</li> <li>- To describe narrative settings,</li> </ul>	<ul style="list-style-type: none"> <li>- To carefully choose which grammar and vocabulary is most appropriate for a writing context.</li> <li>- To use specific grammatical devices to enhance meaning.</li> <li>- <i>To recap describing</i></li> </ul>

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						<p>characters, and atmosphere.</p> <ul style="list-style-type: none"> <li>– To integrate dialogue to convey character thoughts and feelings.</li> <li>– To précis passages.</li> <li>– To use devices to build cohesion within and across paragraphs.</li> <li>– To use organisational and presentational devices to structure a text.</li> </ul>	<p><i>narrative settings, characters, and atmosphere.</i></p> <ul style="list-style-type: none"> <li>– To integrate dialogue to convey character thoughts and feelings as well as using it to advance action in narratives.</li> <li>– <i>To recap précising passages.</i></li> <li>– <i>To recap building cohesion within and across paragraphs.</i></li> <li>– To use organisational and presentational devices to guide the reader.</li> </ul>
<b>Edit</b>							
	<ul style="list-style-type: none"> <li>– To check that words are used correctly in short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>– To re-read what they have written to check that words are</li> </ul>	<ul style="list-style-type: none"> <li>– To evaluate their writing with the teacher and other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>– To suggest improvements to their own writing.</li> <li>– To propose changes to</li> </ul>	<ul style="list-style-type: none"> <li>– To suggest improvements to their own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>– To assess the effectiveness of their own and others' writing.</li> <li>– To propose changes to</li> </ul>	<ul style="list-style-type: none"> <li>– To work with peers to edit a variety of writing.</li> <li>– To propose changes to</li> </ul>

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		<p>in the correct order.</p> <ul style="list-style-type: none"> <li>- To discuss what they have written with the teacher or other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- To reread to check that their writing uses the correct features needed.</li> <li>- To check verbs that indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>- To proofread to check for errors in spelling, grammar, and punctuation.</li> </ul>	<p>grammar and vocabulary.</p> <ul style="list-style-type: none"> <li>- To edit to ensure accurate use of pronouns in sentences.</li> <li>- To proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>- To propose changes to grammar and vocabulary to improve consistency.</li> <li>- To edit to ensure accurate use of pronouns in sentences.</li> <li>- To proofread for spelling and punctuation errors in their own and others' writing.</li> </ul>	<p>vocabulary, grammar, and punctuation to enhance effects.</p> <ul style="list-style-type: none"> <li>- To ensure the consistent use of tense throughout a piece of writing.</li> <li>- To ensure correct subject and verb agreement when using singular and plural.</li> <li>- To distinguish between the language of speech and writing.</li> <li>- To choose the appropriate register.</li> <li>- To proofread for spelling and punctuation errors.</li> </ul>	<p>vocabulary, grammar, and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> <li>- To ensure the consistent and correct use of tense throughout a piece of writing based on the form.</li> <li>- To ensure correct subject and verb agreement when using singular and plural.</li> <li>- To check the form of writing is specific to the writing context.</li> <li>- To choose and justify the choice of the appropriate register.</li> <li>- To proofread for spelling, punctuation, and</li> </ul>
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							grammatical errors.
<b>Perform</b>							
		– To read their writing aloud clearly enough to be heard by their peers and the teacher.	– To read aloud what they have written with appropriate intonation.	– To read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone so that the meaning is clear.	– To read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	– To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	– To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear to monitor and engage an audience.

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**ENGLISH – VOCABULARY, GRAMMAR & PUNCTUATION**

Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Vocabulary</b>							
<ul style="list-style-type: none"> <li>– To use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>– To learn new vocabulary.</li> <li>– To use new vocabulary through the day</li> <li>– To use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>– To join words and clauses using "and".</li> </ul>	<ul style="list-style-type: none"> <li>– To expand noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>– To extend the range of sentences with more than one clause by using conjunctions including when, if, because, although.</li> <li>– To choose nouns or pronouns appropriately for clarity.</li> <li>– To use conjunctions, adverbs, and prepositions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>– To extend the range of sentences with more than one clause by using a wide range of conjunctions.</li> <li>– To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>– To use conjunctions, adverbs, and prepositions to express time, cause and place.</li> </ul>	<ul style="list-style-type: none"> <li>– To use a thesaurus to replace words with synonyms.</li> <li>– To use expanded noun phrases to convey complicated information concisely.</li> <li>– To use modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>– To use a thesaurus to replace synonyms for effect.</li> <li>– To choose the most appropriate phrasing in expanded noun phrases to convey complicated information concisely.</li> <li>– To use modal verbs and adverbs to indicate degrees of possibility.</li> </ul>
<b>Grammar</b>							
		<ul style="list-style-type: none"> <li>– To understand and use regular plural noun suffixes (-s, -es).</li> <li>– To use and understand verb</li> </ul>	<ul style="list-style-type: none"> <li>– To create sentences with different forms: statement, question,</li> </ul>	<ul style="list-style-type: none"> <li>– To use the present perfect form of verbs.</li> <li>– To discuss the use of prefixes</li> </ul>	<ul style="list-style-type: none"> <li>– To contrast the use of the present perfect form of verbs to the past tense.</li> </ul>	<ul style="list-style-type: none"> <li>– To use the perfect form of verbs to mark relationships</li> </ul>	<ul style="list-style-type: none"> <li>– To recognise vocabulary and structures that are appropriate</li> </ul>

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		<p>suffixes where root word is unchanged (-ing, -ed, -er)</p> <ul style="list-style-type: none"> <li>- To use the un-prefix to change meaning of adjectives/adverbs</li> <li>- To combine words to make sentences, including using and</li> <li>- Sequencing sentences to form short narratives</li> <li>- To separate words with spaces.</li> <li>- To demarcate sentences with full stops, exclamation marks and question marks.</li> <li>- To use capital letters for names and the pronoun 'I'.</li> </ul>	<p>exclamation, command.</p> <ul style="list-style-type: none"> <li>- To use the present and past tenses correctly and consistently including the progressive form.</li> <li>- To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>- To use some features of written Standard English.</li> <li>- To identify and use suffixes to form new words (-ful, -er, -ness).</li> <li>- To demarcate sentences (e.g. full stops, exclamation marks and question marks).</li> <li>- To use commas in lists.</li> </ul>	<p>such as (super-, anti-).</p> <ul style="list-style-type: none"> <li>- To use the correct form of 'a' or 'an'.</li> <li>- To identify word families based on common words (solve, solution, dissolve, insoluble).</li> <li>- To use the present, past and future tenses in writing including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>- To form nouns using prefixes (super-, anti-).</li> <li>- To use appropriate determiners.</li> <li>- To identify word families based on common words and use these in their writing (solve, solution, dissolve, insoluble).</li> </ul>	<p>of time and cause.</p> <ul style="list-style-type: none"> <li>- To use relative clauses beginning with who, which, where, when, whose, that</li> <li>- To use relative clauses with an implied (ie omitted) relative pronoun.</li> <li>- To convert nouns into verbs</li> <li>- To convert adjectives into verbs</li> <li>- To identify and use verb prefixes.</li> <li>- To build cohesion, including through use of adverbials of time, place, and number.</li> </ul>	<p>for formal speech and writing.</p> <ul style="list-style-type: none"> <li>- To use including subjunctive forms for formal speech and writing.</li> <li>- To use passive verbs to affect the presentation of information in a sentence.</li> <li>- To use the perfect form of verbs to mark relationships of time and cause.</li> <li>- To identify differences in informal and formal language.</li> <li>- To recognise and use synonyms &amp; antonyms.</li> <li>- To use further cohesive</li> </ul>
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			<ul style="list-style-type: none"> <li>- To use apostrophes for omission &amp; singular possession.</li> </ul>				<ul style="list-style-type: none"> <li>devices such as grammatical connections and adverbials.</li> <li>- To use ellipses.</li> </ul>
<b>Punctuation</b>							
	<ul style="list-style-type: none"> <li>- To use a capital letter and full stop.</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>- To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul>	<ul style="list-style-type: none"> <li>- To use and punctuate direct speech in narratives</li> </ul>	<ul style="list-style-type: none"> <li>- To use and correctly punctuate direct speech in a variety of writing contexts.</li> <li>- To use and correctly punctuate fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>- To use commas to clarify meaning or avoid ambiguity in writing.</li> <li>- To use brackets, dashes, or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>- To use hyphens to avoid ambiguity.</li> <li>- To using semicolons, colons, or dashes to mark boundaries between independent clauses.</li> <li>- To use a colon to introduce a list punctuating bullet points consistently.</li> </ul>

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Grammatical Vocabulary							
		– letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	– noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) , apostrophe, comma	– adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), metaphor, simile	– determiner, pronoun, possessive pronoun, adverbial, metaphor, simile, hyperbole, allusion, fronted adverbial.	– modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	– subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

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ENGLISH – SPELLING & HANDWRITING							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Spelling - Phonics &amp; Whole Word</b>							
	<ul style="list-style-type: none"> <li>To spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>Read common exception words.</li> <li>To identify and use the days of the week.</li> <li>To name the letters of the alphabet in order.</li> <li>To use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>To segment spoken words into phonemes.</li> <li>To represent segmented spoken words using graphemes, spelling many correctly.</li> <li>To learn new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling.</li> <li>To spell a few common homophones.</li> <li>To learn to spell common exception words.</li> <li>To distinguish between homophones</li> </ul>	<ul style="list-style-type: none"> <li>To spell common homophones.</li> <li>To spell words that are often misspelt – NC Appendix 1.</li> <li>To spell the words in the Year 3- &amp; 4- word lists – NC Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>To spell further homophones.</li> <li>To spell words that are sometimes misspelt – NC Appendix 1.</li> <li>To spell and use the words in the Year 3- &amp; 4- word lists in their writing – NC Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>To spell some words with ‘silent’ letters.</li> <li>To continue to distinguish between near-homophones and homophones.</li> <li>To use knowledge of etymology in spelling.</li> <li>To understand that the spelling of some words needs to be learnt specifically, as listed in NC Appendix 1.</li> <li>To spell the words in the Year 5- &amp; 6- word lists – NC Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>To spell a variety of words with ‘silent’ letters.</li> <li><i>To recap to distinguishing between homophones, near-homophones and other words which are often confused.</i></li> <li><i>To recap using knowledge of morphology and etymology in spelling.</i></li> <li>To understand that the spelling of some words needs to be learnt specifically, as listed in NC Appendix 1.</li> </ul>

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			and near-homophones					– To spell and use the words in the Year 5- & 6- word lists – NC Appendix 1.
<b>Spelling - Other Word Building</b>								
		<ul style="list-style-type: none"> <li>– To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>– To use the prefix un–.</li> <li>– To use –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules</li> <li>– To revise vowel digraphs and trigraphs – see guidance from NC Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>– To learn the possessive apostrophe (singular).</li> <li>– To spell more words with contracted forms.</li> <li>– To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>– To apply spelling rules and guidelines from NC Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>– To spell prefixes and suffixes.</li> <li>– To place the possessive apostrophe accurately in words with regular plurals.</li> <li>– To use the start of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>– To spell and use prefixes and suffixes in writing.</li> <li>– To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>– To use the first 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>– To use further prefixes and suffixes in writing.</li> <li>– To understand how to add prefixes and suffixes.</li> <li>– To use dictionaries to check the spelling and meaning of words.</li> <li>– To use the first 3 or 4 letters of a word to check spelling and meaning in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>– <i>To recap using further prefixes and suffixes in different writing contexts.</i></li> <li>– <i>To recap using dictionaries to check the spelling and meaning of words.</i></li> <li>– To use words that have been looked up correctly in context.</li> <li>– To use the first 3 or 4 letters of a word to fluently check spelling and meaning in a dictionary.</li> </ul>	

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		<ul style="list-style-type: none"> <li>- To revise consonant digraphs and trigraphs – see guidance from NC Appendix 1.</li> <li>- To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds – see guidance from NC Appendix 1.</li> <li>- To revise words with adjacent consonants – see guidance from NC Appendix 1.</li> </ul>					
<b>Transcription</b>							



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		<ul style="list-style-type: none"> <li>- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- To write from memory simple sentences, dictated by the teacher that includes words and phrases taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- To write a number of sentences from memory that includes words, phrases and correct punctuation taught so far.</li> </ul>		
<b>Handwriting</b>							
<ul style="list-style-type: none"> <li>- To write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- To form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To sit correctly at a table.</li> <li>- To hold a pencil comfortably and correctly.</li> <li>- To begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- To form capital letters.</li> <li>- To leave spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>- To form lower-case letters of the correct size relative to one another.</li> <li>- To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- To write capital letters and digits of the correct size, orientation,</li> </ul>	<ul style="list-style-type: none"> <li>- To use the diagonal and horizontal strokes that are needed to join letters.</li> <li>- To understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- To increase the legibility and consistency of their handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to write with increasing speed.</li> <li>- To quickly and accurately use diagonal and horizontal strokes to join letters.</li> <li>- To understand which letters, when adjacent to one another, are best left un-joined.</li> <li>- To increase the legibility, consistency, and quality of</li> </ul>	<ul style="list-style-type: none"> <li>- To write legibly and with increasing speed</li> <li>- To choose which shape of a letter to use when given choices</li> <li>- To decide whether to join specific letters.</li> <li>- To choose the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>- To write legibly and with increasing speed.</li> <li>- To identify the different standard of handwriting for notes compared to final drafts.</li> <li>- To choose the writing implement that is best suited for a task and explain why.</li> </ul>

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		<ul style="list-style-type: none"> <li>- To form digits 0-9.</li> <li>- To understand which letters, belong to which handwriting 'families'.</li> <li>- To practise letters which belong to handwriting 'families'.</li> </ul>	<p>and relationship to one another and to lower-case letters.</p> <ul style="list-style-type: none"> <li>- To use spacing between words that reflects the size of the letters.</li> </ul>		<p>their handwriting.</p> <ul style="list-style-type: none"> <li>- To write at a clearly visible size.</li> </ul>		
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ENGLISH – SPELLING & PHONICS WORDS APPENDIX 1							
Nursery	Reception	YEAR 1	YEAR 2	YEAR 3 & 4		YEAR 5	YEAR 6
GPCs				Statutory Spelling Lists			
	<u>Phase 2 (in order)</u> s a t p l n m d g o c k c k e u r h b f l ff ll ss j v w x y z zz qu sh th ng nk words ending in s and with s added.  <u>Phase 3 (in order)</u> Ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff words with 2+ digraphs words ending -ing words with s in middle words ending -s words ending -es  <u>Phase 4 (in order)</u>	<u>Phase 3/4 Review</u> Review Phase 3 GPCs Air er /z/ s -es Words with two or more digraphs Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 long vowels.  <u>Phase 5</u> /ai/ ay, /ow/ ou, /oi/ oy, /ee/ ea, /ur/ ir, /igh/ ie, /oo/ /yoo/ ue, /yoo/ u  /ao/ o, /igh/ l, /ai/ a, /ee/ e, /ai/ a, /igh/ i_e, /oa/ o_e, /oo/ yoo/ u_e, /ee/ e  /ai/ a_e, /igh/ i_e, /oa/ o_e, /oo/ /yoo/ u_e	<i>Revision of GPCs            and spelling of            words that            contain these.</i>	accident(ally) address appear believe breath build calendar centre certain complete continue describe difficult early eight/eighth exercise experiment famous February Fruit Group Guide Heart History Increase Interest Knowledge Length Material	actual(ly) answer arrive bicycle breathe busy/business caught century circle consider decide different disappear earth enough experience extreme favourite forward(s) grammar guard heard height imagine important island learn library medicine	accommodate according aggressive ancient appreciate available awkward bruise cemetery communicate competition conscious* convenience criticise (critic + ise) definite determined dictionary embarrass equip (-ped, -ment) especially excellent explanation foreign frequently guarantee hindrance immediate(ly) interfere language	accompany achieve amateur apparent attached average bargain category committee community conscience* controversy correspond curiosity desperate develop disastrous environment exaggerate existence familiar forty government harass identity individual interrupt leisure

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	<p>Short vowels CVCC Short vowels CCVC Short vowels CCVCC Short vowels CCCVC Short vowels CCCVCC Longer words Compound words Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est Long vowel sounds CVCC CCVC Long vowel sounds CCV CCCVC CCVCC Words ending -s /s/, - s /z/, -es Root words ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/. Root words ending in -er, -est.</p>	<p>/ee/ e-e, /oo/ /yoo/ ew, /ee/ ie, /or/ aw  /igh/ ie i i-e, /ai/ ay a a-e, /oa/ oa o o-e, /ee/ e ie e-e ea, /oo/ /yoo/ ew u-e u ue  /ee/ y, /e/ ea, /w/ wh, /oa/ oe ou, /igh/ y, /oa/ ow, /j/ g, /f/ ph, /l/ le al, /s/ c, /v/ ve, /u/ o_e o ou, /z/ se, /s/ se ce, /ee/ ey,  /oo/ u ew ue u_e ui ou oo, /ee/ ea e e_e ie ey y ee, /si/ c se ce ss, /z/ se s zz, /oa/ ow oe ou o_e o oa.  /ur/ or, /oo/ u oul, /air/ are, /or/ au aur oor al, /ch/ tch, /ch/ ture, /ar/ al, /ar/ a</p>		<p>Mention minute Natural naughty Notice occasion(ally) Often opposite Ordinary particular Peculiar perhaps Popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>	<p>lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>
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		<p>/or/ a, schwa in longer words and at end, /o/ a, /air/ ear ere, /ur/ ear, /r/ wr, /s/ st sc, /c/ ch, /sh/ ch, /z/ /s/ ce se ze.</p> <p>ay, a_e, ea, e, ie, i_e, o, o_e, ue, ew, u_e, aw, ea, ir, ou, oy, i, a, ow, u, ph, wh, ie, g.</p> <p>/ai/ eigh, aigh, ey, ea</p> <p>/n/ kn gn</p> <p>/m/ mb</p> <p>/ear/ ere eer</p> <p>/zh/ su si</p> <p>/j/ dge</p> <p>/i/ y</p> <p>/j/ ge</p> <p>/sh/ ti ssi si ci</p> <p>/or/ augh our oar ore</p>			
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Additional Spellings – By Rule (see more detail in national curriculum spelling appendix)							
		<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding –er and –est to adjectives</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –el</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>Prefixes in-, un-, dis-, mis-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- and their meanings.</p> <p>Suffix -ation</p> <p>Suffix-ly including how it is added to a variety of root words.</p>	<p>The suffix -ous</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /j/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p>	<p>Endings which sound like /jəs/ spelt –cious or –tious</p> <p>Endings which sound like /jəl/</p> <p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Homophones and other words that are often confused</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p><i>Recap Homophones and other words</i></p>

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		<p>where no change is needed to the root word</p>	<p>at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings – ing, – ed, –er, –est and –y to words ending in –e with a consonant before it</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʒən/</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Homophones and near-homophones</p>		<p><i>that are often confused</i></p>
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			<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p>				
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			<p>The /z/ sound spelt s</p> <p>The suffixes – ment, –ness, –ful , –less and –ly</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near- homophones</p> <p>Common exception words</p>				
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ENGLISH – KS2 VOCABULARY - APPENDIX 2 - Mrs Wordsmith			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b><u>Character</u></b> Bloodshot Fiery Statuesque Bulky Colossal Flabby Robust Lanky Sheepish Wary Butterfingers Daft</p> <p><b><u>Weather</u></b> Gust Whirlwind Moonlit Rustling Gleaming Sweltering Scorching Frosty Torrential Overcast Downpour Splattered</p> <p><b><u>Taste &amp; Smell</u></b> Citrusy Savoury Sugary</p>	<p><b><u>Character</u></b> Expressive Dazzling Flawless Gargantuan Pot-bellied Squat Unflappable Hesitant Insecure Cunning Crude Tongue-tied</p> <p><b><u>Weather</u></b> Blustery Windswept Dewy Tranquil Relentless Suffocating Biting Numbing Electrifying Lashing Bleak Dreary</p> <p><b><u>Taste &amp; Smell</u></b> Bland Peppery Faint</p>	<p><b><u>Character</u></b> Bulging Steely Impeccable Scrawny Shrivelled Willow Brazen Devious Innovative Shrewd Blundering Bumbling</p> <p><b><u>Weather</u></b> Flurry Howl Clammy Stifling Blistering Radiant Brisk Deluge Dense Hazy Swirling Drab</p> <p><b><u>Taste &amp; Smell</u></b> Overpowering Reeked Stench</p>	<p><b><u>Character</u></b> Vacant Chiselled Mesmerising Emaciated Assertive Audacious Conceited Presumptuous Diffident Introverted Astute Discerning</p> <p><b><u>Weather</u></b> Balmy Serene Oppressive Searing Perspire Excruciating Penetrating Incessant Tempestuous Billowing Wispy Ominous</p> <p><b><u>Taste &amp; Smell</u></b> Musty Pungent Putrid</p>

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<p>Tangy Scent Mouth-watering Stale Demolish Savour Humble Hearty Wholesome</p> <p><b><u>Action</u></b> Drenched Squirt Conquer Erupted Gaze Devastating Drowsy Soothing Exhausted Charge Dash</p> <p><b><u>Emotion</u></b> Encouraging Promising Gleeful Light-Hearted Dedicated Determined Astonishing Desperate A grudge</p>	<p>Toxic Fragrance Odour Irresistible Moist Gorge Guzzle Crave Parched</p> <p><b><u>Action</u></b> Plunge Ambush Peer Rebellious Lounge Backbreaking Overwhelming Dart Scurry Swagger Trudge</p> <p><b><u>Emotion</u></b> Optimistic Ecstatic Overjoyed Ambitious Committed Alarmed Speechless Stunned Humiliated</p>	<p>Whiff Succulent Tantalising Inedible Repulsive Devour Inhale Famished Lavish</p> <p><b><u>Action</u></b> Submerged Bombard Glimpse Squint Commotion Unruly Pampered Sluggish Unwind Scamper Skulk Stagger</p> <p><b><u>Emotion</u></b> Contented Exhilarating Startled Disheartened Envious Snubbed Livid Anxious Apprehensive</p>	<p>Scrumptious Nauseating Rancid Unpalatable Insatiable Ravenous Voracious Meagre Sumptuous</p> <p><b><u>Action</u></b> Douse Immerse Bicker Feud Gawk Scrutinise Havoc Turbulent Laborious Tedious Meandering Traverse</p> <p><b><u>Emotion</u></b> Auspicious Idealistic Sanguine Persevere Tenacious Flabbergasted Deflated Spiteful Petrified</p>
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Furious Irritated Heartbroken <u>Setting</u> Polluted Coastal Rural Lush Scenic Overgrown Towering Steep Choppy Dusk Silvery Sleepless	Raging Distressed Glum <u>Setting</u> Diverse Hectic Picturesque Remote Rolling Tangled Summit Frothy Shimmering Twilight Cluttered Poky	Exasperated Flustered Desolate <u>Setting</u> Bustling Imposing Secluded Teeming Crevasse Rugged Murky Treacherous Eerie Nocturnal Immaculate Sparse	Inconsolable Melancholy Wistful <u>Setting</u> Affluent Deprived Quaint Idyllic Verdant Impenetrable Withered Barren Precipitous Stagnant Dilapidated Palatial
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