



CURRICULUM PROGRESSION STRAND MAP

Subject: English (storytelling into writing)

Curriculum Intent

Acquiring and developing basic literacy skills are fundamental to our Literacy curriculum at Riverview Infant School. We aim to encourage and demonstrate a love of books, stories, storytelling, reading and writing opportunities across the curriculum. Our cross curricular and topic themed approach is designed to excite, engage and inspire learners. Real life opportunities for writing add a sense of purpose and fulfilment. Modelled high quality writing demonstrates the ambitious high standards and expectations for all.

Character Development Through Spoken and Written Language

Our Literacy curriculum at Riverview enables children to develop the following character traits:

Social: Develop social skills including verbal and written communication, collaboration, determination and resilience

Cultural: Enjoy a range of genres and texts from around the world

Knowledge: Become independent, resilient and resourceful in their spoken and written communication

Skills: Encourage and develop ideas and creativity drawing upon language and vocabulary experienced at Riverview

EYFS	Year 1:	Year 2
<ul style="list-style-type: none"> Offering a 'language rich' provision, introducing and modelling the use of new vocabulary, Focus on early language development in readiness for reading and writing: verbal language and sentence acquisition Speaking and Listening skills to develop communication with adults and peers. 	<ul style="list-style-type: none"> Continue to develop an inner store of language, extending the acquisition of vocabulary, ideas and imagination through storytelling. Working together in collaboration on written tasks and projects Develop sequencing skills, storytelling language and vocabulary 	<ul style="list-style-type: none"> Apply storytelling techniques across the curriculum, utilising the 'inner store' of language and vocabulary. Confident verbal and written communication skills. Apply storytelling techniques across the curriculum, utilising the 'inner store' of language and vocabulary Deepen their understanding of a range of genres

Skills and Knowledge: Progression

Area of Study: Writing (through a storytelling focus)

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> Early language development: .Repetition and speaking/listening in small groups. Children introduced to HMSS method of storytelling (6x). Mainly choral and simple traditional stories. Use 'traditional story telling vocabulary modelled and shared by adults. Opportunities to develop fine motor skills before moving on to letter formation. 	<ul style="list-style-type: none"> Speaking and listening skills: social, communication and collaboration. HMSS method for storytelling (6x). Participative and independent storytelling, including non-fiction. Use a variety of sentence starters, conjunctions, time words and ambitious vocabulary. Correct formation of the letter families is practised regularly Formation of capital letters. 	<ul style="list-style-type: none"> Developed speaking and listening skills applied across the curriculum. Children HMSS more complex stories with increasing independence. Children choose and use increasingly ambitious and descriptive language. A variety of sentence starters are secured. Children given the opportunity to develop a joined cursive script in handwriting.



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<ul style="list-style-type: none"> • Write simple words and the development of basic sentences. • Modelled and scaffolded writing • Simple sentences to sequence a retelling and writing from own experiences. • Systematic synthetic phonics approach to reading and writing (word building) (phases 2-4 Letters and Sounds) 	<ul style="list-style-type: none"> • ‘Say it before you write it’ approach for writing sentences. • Modelled writing, some scaffolding and resources to increase independence. • Retelling and innovating stories, recounts and descriptions (an increasing range of purpose for writing across the curriculum. • Systematic Phonics approach Phases 3-5 Letters and Sounds) • Spelling of Year One common exception words and early SPAG (prefixes and suffixes) 	<ul style="list-style-type: none"> • Deepening tasks to immerse the children in the stories used • Modelled ‘aspirational texts’ before increasingly independent writing • A range of ‘purposes’ for writing across the curriculum. Deepening tasks to immerse the children in the stories used. Inventing own stories. • Alternative sounds for phonemes/graphemes (phase 5-6 letters and Sounds • Daily SPAG lessons to include spelling Year Two common exception words.
<p style="text-align: center;">Outcome:</p> <ul style="list-style-type: none"> • Children can sequence a story orally using some story language and verbalise sentences. • Children write from own experiences and to retell a simple story. • Children can write simple words and are beginning to write simple sentences. • Basic letter formation is accurate. 	<p style="text-align: center;">Outcome:</p> <ul style="list-style-type: none"> • Children can sequence and retell stories confidently using a variety of storytelling vocabulary. • Children can write for different purposes across the curriculum. • Simple sentences are accurate. Children are challenged to use more complex sentence structures. • Letter formation is cursive and becoming more consistent in size and fluency. 	<p style="text-align: center;">Outcome:</p> <ul style="list-style-type: none"> • Children can sequence and retell more complex stories confidently, choosing and using ambitious vocabulary. • Children writing independently and at length for a range of purposes across the curriculum. • A range of sentences, with varying length and structure • Joined cursive handwriting • Children reading and editing own writing
<p>Enrichment for all: Through storytelling we deliver an exciting Book Week with an author visit and theatre groups to inspire. Both Creative week and Knowledge and Understanding of the World week promote cross-curricular opportunities for writing. Real life opportunities for writing with a purpose, including competitions children can take part in. Storytelling displays in classrooms and corridors. Storytelling assemblies, class assemblies and Christmas productions.</p>		
EYFS	Year One	Year Two
Forest school, exciting writing opportunities in the outdoor learning environment	Theme days, class teacher swaps for storytelling, Educational zoo visit	Theme days, transition to junior school (visits) Theme days, Visit to Science Museum