



CURRICULUM PROGRESSION STRAND MAP

Subject: English - Reading, Writing, Phonics & SPAG including storytelling

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

Moral - Become respectful citizens and develop self-control.

Leadership - Become strategic and versatile learners who are proud of their achievements with the ability to recognise their own and others potential.

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.

EYFS

Year One

Year Two

Forest school, exciting writing opportunities in the outdoor learning environment, theme days, educational visits to The Pumpkin Farm and The Tyland Barn.

Theme days, class teacher swaps for storytelling, Educational zoo visit

Theme days, transition to junior school (visits), Visit to Science Museum



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Skills and Knowledge: Progression		
Area of Study: Speaking & Listening		
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. Early language development: Repetition and speaking/listening in small groups. 	<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 Speaking and listening skills: social, communication and collaboration. 	<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, experiencing of a range of genres Developed speaking and listening skills applied across the curriculum.
Area of Study: Storytelling		
EYFS	Year 1:	Year 2
<ul style="list-style-type: none"> Children introduced to HMSS method of storytelling (6x). Mainly choral and simple traditional stories. Use 'traditional story telling vocabulary modelled and shared by adults. 	<ul style="list-style-type: none"> HMSS method for storytelling (6x). Participative and independent storytelling, including non-fiction. Retelling and innovating stories, recounts and descriptions (an increasing range of purpose for writing across the curriculum. 	<ul style="list-style-type: none"> Children HMSS more complex stories with increasing independence. Deepening tasks to immerse the children in the stories used. Inventing own stories.
Area of Study: Writing		
EYFS	Year 1:	Year 2
<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. 	<p style="text-align: center;">Phonic and Whole Word Spelling:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new 	<p style="text-align: center;">Phonic and Whole Word Spelling:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new



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<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<p>ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones</p>	<p>ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones</p>
<p>Other Word Building and Spelling:</p> <ul style="list-style-type: none"> • Learns "Tricky words" and other sight words that cannot be "sounded out." 	<p>Other Word Building and Spelling:</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1</p>	<p>Other Word Building and Spelling:</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1</p>
<p>Transcription:</p>	<p>Transcription:</p> <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Transcription:</p> <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Handwriting:</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<p>Handwriting:</p> <ul style="list-style-type: none"> • 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 • form capital letters • form digits 0-9 • 	<p>Handwriting:</p> <ul style="list-style-type: none"> • 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 • form capital letters • form digits 0-9 •



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<ul style="list-style-type: none">• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.• Holds pencil near point between first two fingers and thumb and uses it with good control.• Can copy some letters, e.g. letters from their name.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.• Begins to form recognisable letters.• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	<p>understand which letters belong to which handwriting 'families' and to practise these • form lower-case letters of the correct size relative to one another • 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 unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.</p>	<p>understand which letters belong to which handwriting 'families' and to practise these • form lower-case letters of the correct size relative to one another • 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 unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.</p>
<p>Contexts and Purpose:</p> <ul style="list-style-type: none">• Writing taken from an initial stimulus or the children's own interests.• Writing for a purpose—a shopping list in the home corner, a letter for Santa to post in the post box, a phoneme/grapheme for The Sound Squirrel in the outdoor area.• Writing about and for real events—invitations to our birthday party on theme day, invitations to our parents for assemblies or parent partnership afternoons.	<p>Contexts and Purpose:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • get well soon cards • lists	<p>Contexts and Purpose:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • letter writing • newspaper articles
<p>Drafting, Editing and Performing:</p> <ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts.• Engages in imaginative role-play based on own first-hand experiences.	<p>Drafting, Editing and Performing:</p> <p>sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <ul style="list-style-type: none">• read their writing aloud clearly enough to be heard by their peers and the teacher.	<p>Drafting, Editing and Performing:</p> <p>writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence</p> <p>evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation</p>



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<ul style="list-style-type: none"> • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 		<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear
<p style="text-align: center;">Punctuation:</p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. • They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<p style="text-align: center;">Punctuation:</p> <ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p style="text-align: center;">Punctuation:</p> <ul style="list-style-type: none"> • learning 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)
<p style="text-align: center;">Grammar and Grammatical Vocabulary:</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. 	<p style="text-align: center;">Grammar and Grammatical Vocabulary:</p> <p>Regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') <p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p style="text-align: center;">Grammar and Grammatical Vocabulary:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none"> • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession <p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>



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<ul style="list-style-type: none"> • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. <ul style="list-style-type: none"> • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 		
Area of Study: Phonics & SPAG		
EYFS	Year 1:	Year 2
Systematic synthetic phonics approach to reading and writing (word building) (phases 2-4 Letters and Sounds) Supported by Jolly Phonics Stories and Songs and Espresso pronunciation.	<ul style="list-style-type: none"> • 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"> • Alternative sounds for phonemes/graphemes (phase 5-6 letters and Sounds) • Daily SPAG lessons to include spelling Year Two common exception words.
Area of Study: Reading		
EYFS	Year 1:	Year 2
Decoding: apply phonic knowledge to decode words • Continues a rhyming string.	Decoding: apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read	Decoding: secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds



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<ul style="list-style-type: none"> • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. 	<p>accurately by blending taught GPC</p> <ul style="list-style-type: none"> •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<p>for graphemes</p> <ul style="list-style-type: none"> *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending
<p style="text-align: center;">Range of Reading:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</p>	<p style="text-align: center;">Range of Reading:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</p>	<p style="text-align: center;">Range of Reading:</p> <p>*listening to, discussing and expressing 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</p>
<p style="text-align: center;">Familiarity of Texts:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases</p>	<p style="text-align: center;">Familiarity of Texts:</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases</p>	<p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry</p>
<p style="text-align: center;">Poetry & Performance:</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p style="text-align: center;">Poetry & Performance:</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p>	<p style="text-align: center;">Poetry & Performance:</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
<p style="text-align: center;">Word meanings:</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p style="text-align: center;">Word meanings:</p> <p>discussing word meanings, linking new meanings to those already known</p>	<p style="text-align: center;">Word meanings:</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases</p>
<p style="text-align: center;">Understanding:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p style="text-align: center;">Understanding:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that</p>



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		the text makes sense to them as they read and correcting inaccurate reading
<p style="text-align: center;">Inference:</p> <p>discussing the significance of the title and events *making inferences on the basis of what is being said and done</p>	<p style="text-align: center;">Inference:</p> <p>discussing the significance of the title and events *making inferences on the basis of what is being said and done</p>	making inferences on the basis of what is being said and done *answering and asking questions
<p style="text-align: center;">Non-Fiction:</p> <ul style="list-style-type: none"> • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	<p style="text-align: center;">Non-Fiction:</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p style="text-align: center;">Discussed Reading:</p> <p>predicting what might happen on the basis of what has been read so far</p>
		being introduced to non-fiction books that are structured in different ways
	participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
<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. 	<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. 	<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.



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- Children are writing for a purpose and show an understanding of what that purpose is.
- Basic letter formation is accurate.

- 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.