



# Cambridge Park Academy

## English Foundations Curriculum Progression

### Curriculum Intent

At Cambridge Park Academy, we have a clear vision that all pupils develop literacy skills that enable them to acquire a deep, long term, secure and adaptable understanding of the subject. We have developed a bespoke curriculum that supports our vision, beginning at the very early stages of development, ensuring the fundamental skills are acquired and mastered.

The curriculum ensures that all pupils develop fundamental Oracy skills to support their ability to listen, understand and interpret spoken language. It supports pupils to develop their communication effectively to convey their thoughts and ideas.

It develops a love of reading through exposure to a range of high interest, rich, quality texts across all stages of the curriculum. It ensures all pupils have the opportunity to develop their reading abilities and make progress to their best of their abilities.

The curriculum demonstrates clear progressive developmental stages for fundamental transcription skills, including spelling and handwriting. It ensures that pupils are able to articulate and structure their own ideas for writing with increasing confidence and independence, as well as working to develop their ability to plan and review writing for a range of purposes.

The Cambridge Park Academy curriculum progression for English begins for pupils that are language partners as per our Fundamentals of Learning Phases.

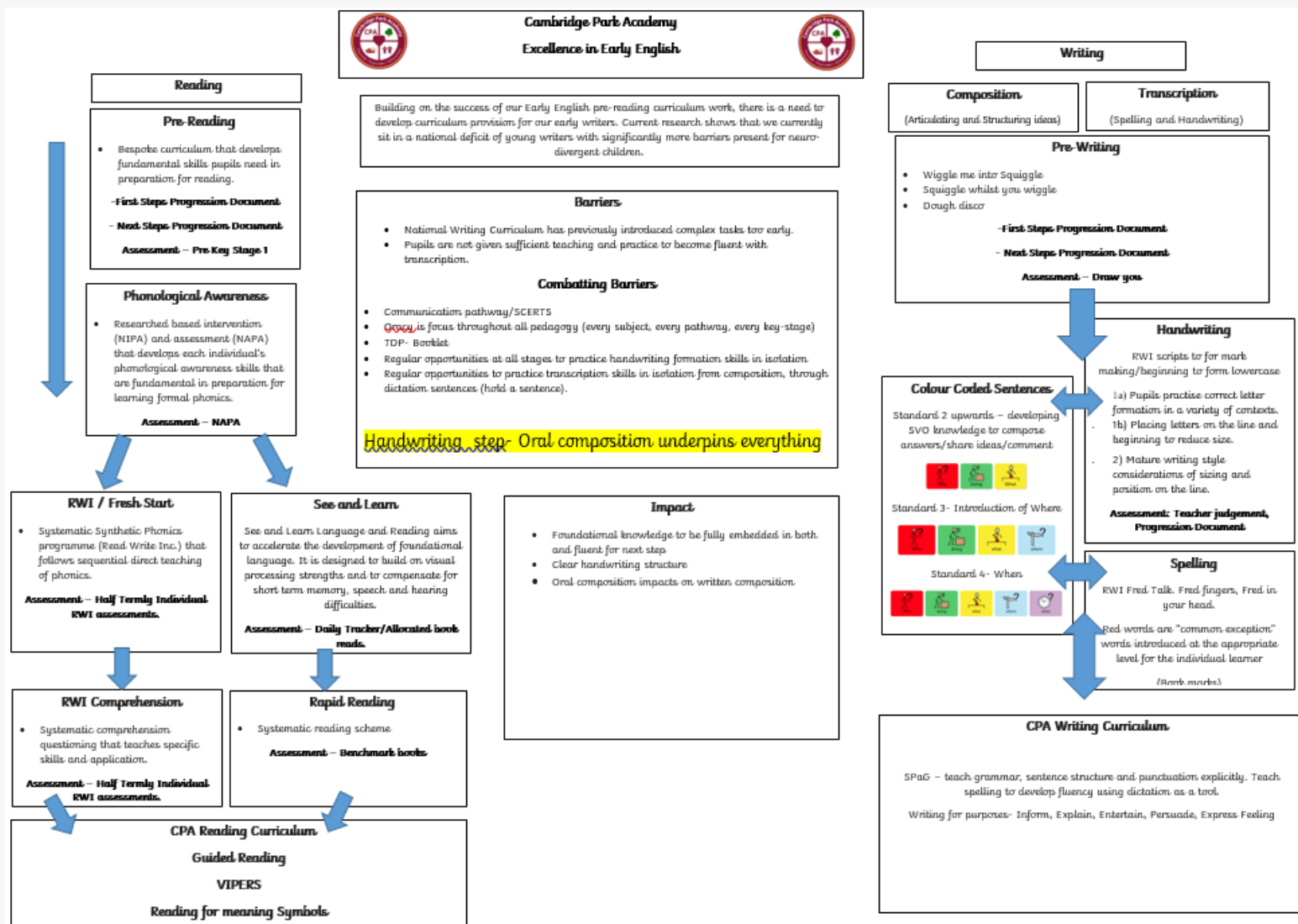
### Curriculum Implementation





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Ref.	Aspect of English	Sub-aspect	Stage 1 (PKSS 1)	Stage 2 (PKSS 2)	Stage 3 (PKSS 3)	Stage 4 (PKSS 4)	Stage 5 (PKSS 5) (Working within NC Year1)	Stage 6 (PKSS 6) (Working within NC Year 2)
1	Oracy – Receptive Skills	Attention, Listening and Understanding						
2	Oracy – Receptive Skills	Asking and Answering Questions						
3	Oracy - Speaking and Expressive Skills	Vocabulary						
4	Oracy - Speaking and Expressive Skills	Sentence Building and Grammar						
5	Oracy - Speaking and Expressive Skills	Conversations and Social Interactions						
6	Oracy - Speaking and Expressive Skills	Rhyme, Storytelling and Narrative						
7	Oracy - Speaking and Expressive Skills	Discussions						
8	Oracy - Speaking and Expressive Skills	Speech Sounds (Where Appropriate)						
9	Reading Fluency	Phonics and Decoding						
10	Reading Fluency	Common Exception Words						
11	Reading Fluency	Fluency						
12	Reading Comprehension	Familiarity with Text and Stories						
13	Reading Comprehension	Non-Fiction Texts						
14	Reading Comprehension	Poetry and Performance						
15	Writing - Transcription	Spelling						
16	Writing - Transcription	Handwriting						
17	Writing - Composition	Sentence Construction						
18	Writing - Composition	Accurate Use of Grammar						
19	Writing - Composition	Punctuation						
20	Writing - Composition	Use of Vocabulary						
21	Writing – Executive Function	Planning for Writing						
22	Writing – Executive Function	Drafting Writing						
23	Writing – Executive Function	Reviewing Writing						



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<p><b>Effective teaching strategies may include:</b></p> <p>Oral rehearsal Modelling Scaffolding guiding purposeful Practice questioning capturing ideas Vocabulary generation and execution adaptations and frames Shared composition Assertive monitoring Continual feedback Edit and improve Present for purpose /audience</p>	<p><b>Pre Engagement</b> <b>Stage 1</b></p>	<p>Gross motor skills Physical tracking Crossing the midline – connect left to right</p>	<p>Use basic objects and images to support interest</p>
	<p><b>F1</b> <b>Stage 2</b></p>	<p>Combining gross motor skills with physical development / dough disco, tweezer, squiggle etc Fine motor- mark making, variety of implements – brushes, chalks, pencils Pincer to tripod grip Cutting – increasing control Early phonological awareness</p>	<p>Oral only Repeated patterns Phrases Retelling</p>
	<p><b>F2</b> <b>Stage 3</b> <b>Stage 4</b></p>	<p>Formal daily phonics Letter formation – handwriting (include some CLS) Gross into fine motor Mark making dictated sentences /phrases and words – known GPC's in addition to phonics Concept of finger spaces</p>	<p>Oral composition of phrases and sentences Teacher model into writing – children aid to compose Stem given for children to develop</p>
	<p><b>Yr1</b> <b>Stage 5</b></p>	<p>Development of handwriting 0 the accuracy of letter formation- size and position , orientation to become more automatic – precision developing Formal daily phonics continues Discrete handwriting and spelling sessions Dictated sentences in addition to daily phonics Finger spaces embedded. Basic punctuation ,full stop CL – form</p>	<p>Oral rehearsal into composition – teacher model – children repeat and may create form stem Focus is on sense and accuracy.- does it sound right when repeated and read aloud ? Compose and write simple sentences. Teach essential punctuation and grammar sentence stem</p>
	<p><b>Yr 2</b> <b>Stage 6</b></p>	<p>Consolidation of phonics but with an emphasis on encoding for spelling Handwriting lessons to continue – focus on accuracy and precision. Dictation of sentences with range of taught punctuation and spellings</p>	<p>Directly teach how to write and compose with accuracy (including punctuation, grammar and sentence structure – knowledge appropriate to working memory and prior exposure) Begin to introduce concept of audience and purpose Simple scaffolds – process /organisation</p>
	<p><b>Yr 3</b> <b>Stage 7</b></p>	<p>Discrete handwriting teaching to continue and development of joining and fluency Spelling lessons taught and include dictated sentences</p>	<p>Continuation of direct teach , model, write , compose Use of punctuation for accuracy Range of scaffolds build from Yr 2 –</p>
	<p><b>Yr 4</b> <b>Stage 8</b></p>	<p>Consolidate handwriting to be fluent , legible and consistent (all books) Link spelling patterns where possible</p>	<p>As new audience and purpose develops – experience compositional elements thorough process Deconstruct, discuss effect on reader, model and compose , scaffolds , build in sophistication of vocabulary and manipulation of sentence structure and punctuation- leading to independent composition at stage appropriate (confidence and experience of child)</p>
	<p><b>Yr 5</b> <b>Stage 9</b></p>	<p>Direct teaching of spelling and vocabulary continues with dictated sentences and passages</p>	
	<p><b>Yr 6</b> <b>Stage 10</b></p>	<p></p>	



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### Oracy – Receptive Skills

Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
<b>Attention, Listening and Understanding</b>	Listen with increased attention to sounds in their environment.	Pay attention to the person who is talking.	Make comments about what they have heard and ask questions to clarify their understanding.	Listen to and understand instructions about what they're doing, whilst busy with another task.
	Listen to and responds appropriately to familiar audio cues used within the classroom e.g. Attempts to tidy up when tambourine shaken.	Listen to short stories to build familiarity and understanding.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions/ small group interactions.	Listen to others in a range of situations and usually respond appropriately.
	Join in with simple listening games and responds appropriately. E.g. Points to animal from sound.	Listen carefully to rhymes and songs, paying attention to how they sound.	Anticipate events by listening to cues in their environment.	Anticipate key events and respond to what they hear with relevant comments, questions or actions.
	Understand 30 single words, signs or symbols for familiar objects/people in a range of settings.	Understand up to 50 words, signs or symbols including objects, people or places.	Gives focused attention to what an adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several steps.	Understand instructions with more than one point in many situations. E.g. 3 key word instructions.
	Understand instructions with one information carrying word in familiar situations.	Understand instructions with up to 2 information carrying words in familiar situations.	Understand some simple prepositions e.g. In, on, under etc.	-
	Understand some simple verbs and adjectives related to their own experience of the world e.g. Drink, eat, toilet, hot, etc	Understand the terms 'now' and 'next', 'first' and 'then'	Understand 'how' or 'why' questions, e.g. "how did the family escape from the bear in the story?"	-
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
<b>Asking and Answering Questions</b>	Communicate a response to a question through an action or response e.g. Where's your nose? And points to own nose.	Ask questions to find out more	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.	Ask questions that are linked to the topic being discussed.
	Understand a question or instruction that has one key part and responds appropriately e.g. Pass me the ball, and the pupil picks up the ball.	Understand a question or instruction that has two parts, such as "get your coat and wait at the door."	Make comments about what they have heard and ask questions to clarify their understanding.	Answer questions using clear sentences.
	Understand 'what' or 'who' questions in response to a picture or familiar story.	Replies appropriately yes/ no to question.	-	-



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	-	-	Understands why questions, like 'why do you think the caterpillar got so fat?'	-
<b>Oracy- Speaking and Expressive Skills</b>				
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Vocabulary	Communicate a repertoire of up to 30 single words to communicate about an event, their feelings or to name objects (spoken, symbol or sign).  Use some simple verbs and adjectives related to their own experience of the world e.g. Drink, eat, swim, hot, big, etc.	Use a wider range of vocabulary throughout the day in different contexts including newly learnt phrases.  Communicate about what they see or hear, using a wider vocabulary (spoken, sign, symbol or voca).	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Use appropriate vocabulary to describe their immediate world and feelings.  Think of alternatives for simple vocabulary choices.
	-	Communicate using a sentence of 3-6 words (spoken, sign, symbol or voca).	Communicate their ideas or thoughts in well-formed sentences.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.
	-	-	Understand that words can be put into groups or categories, and give examples from each category, e.g. Animals, transport, food, etc.	Name objects, characters and animals from a description, e.g. "it lives in the jungle and is fierce with big teeth and is stripy." - will ask if they are unsure.
	-	-	Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, e.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall.	Use words more specifically to make their meaning clear, e.g. "i didn't want my yellow gloves; I wanted the spotty ones that match my hat".
	Uses single words to complete a sentence (spoken, sign, symbols or voca) e.g. I went to the ....	Ask and answer 'who' and 'what' questions.	Ask and answer "who", 'what' and 'where' questions.	Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Sentence Building and Grammar	Uses single words to complete a sentence (spoken, sign, symbols or voca) e.g. I went to the ....	Ask and answer 'who' and 'what' questions.	Ask and answer "who", 'what' and 'where' questions.	Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.



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	Complete well-known phrase/ rhyme such as "wheels on bus ....."	-	Join phrases with words such as 'if', 'because', 'so', 'could', e.g. "i can have a biscuit if i eat all my dinner".	Use well-formed sentences, longer sentences and sentences with more details, e.g. "i made a big round pizza with tomato, cheese and ham on top".
		-	Show that they can use language to reason and persuade, e.g. "can i go outside because it's stopped raining?"	Use some irregular past tense words, e.g. "i drank all my milk", "she took my teddy".
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Conversations and Social interactions</b>	Comment using learned phrases in relevant contexts.	Talk about what they see or hear, using a wider range of vocabulary (spoken, sign, symbol or voca).	Make comments about what they have heard and ask questions to clarify their meanings.	Organise their thoughts into sentences before expressing them.
	Comment on what they see or hear using simple vocabulary -one-word level (spoken, sign, symbol or voca).	Name emotions 'happy', 'sad', 'angry' or 'worried' (spoken, sign, symbol or voca) to corresponding pictures/ photographs.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'(spoken, sign, symbol or voca).	Talk about an event or experience and indicate how it made them feel (spoken, sign, symbol or voca).
	Recognises and/ or names people who are familiar to them.	Greets range of people knowing and remembering names.	Name and describes people who are familiar to them.	Talk about their immediate family or community and experiences they have had.
	Takes turns with one other child in structured game.	Takes turns in a small group circle time, following adult model.	Play with one or more other children, extending and elaborating play ideas, using talk to organise themselves and their play: e.g. "let's go on a bus... you sit there... I'll be the driver.	Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed.
	Directs single words, phrases to another child, adult.	Knows to pause to listen to someone before speaking.	Start conversations with other people and join in with group conversations.	Use language to communicate a wider range of things – such as ask, negotiate, give opinions and discuss ideas and feelings, e.g. "can we go to the park after school today – it's a lovely sunny day and it will be fun".
	-	-	-	Give details that they know are important and will influence the listener, e.g. "Ahmed fell over that stone, Javid didn't push him".
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Rhyme, Story telling, and Narrative</b>	Join in with simple songs or rhymes by performing actions.	Learn some rhymes, poems or songs and performs as part of a group.	Describe events. These may not always be joined together or in the right order, e.g. "daddy was cross. We were late for the football. It was broken. The car tyre".	Begin to add something that's gone wrong in their own stories, e.g. "...but the boy dropped his big ice cream on the floor, and he was sad and crying..."



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	Join in with simple songs or rhymes by saying / singing words/ phrases.	Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. "...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home".	List events with some detail, e.g. "we went to the seaside, and I made the biggest sandcastle ever and we ate fish and chips on newspaper".	Use longer and more complicated sentences within their stories, e.g. "when he got home, he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile".
	Anticipates 'excitement of plot development/ change' of a well-known story.	Watch and talk about performances (drama, dance, music), expressing their feelings and responses (spoken, sign, symbol or voca).	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	Take part in a simple role play of a familiar story.
	Indicates preference of story by showing excitement, labelling or selecting from a choice.	Says aloud a short phrase to a small group.	Speaks in short phrases in a group situation	Speak clearly to a small audience.
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Discussions</b>	-	Be able to express a point of view and indicate when they disagree with an adult or friend, using words as well as actions.	Recognise when it is their turn to speak in a discussion.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
		-	-	Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Speech sounds</b>  Some pupils may not be able to acquire speech sounds due to specific speech or communication disorders.	Engages in "conversation" by using sounds to gain attention.	Recognises and attempts initial sounds of words.	Develop good knowledge and understanding of sounds and words, which are important for reading and spelling	Produce speech that is clear and easy to understand, though may still have some immaturities.
	Begins to point/ clap along with words in a short sentence e.g. Jane is small, water is cold.	Claps out / point along with syllables in a word- adult led.	Break words up into syllables, e.g. "Fri..day" – 2 syllables, Sat...ur..day" – 3 syllables	Count syllables in longer words, e.g. Ca-ter-pill-ar: 4 syllables.
	-	-	Work out what sound comes at the beginning of a word, e.g. "sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'."	Split up short words into sounds (phonemes), e.g. d-i-nn-er.
	-	-	Recognise words that rhyme or sound similar, e.g. "cat and hat – they rhyme", "bananas and pyjamas – they sound similar".	-



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Reading Fluency				
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Phonics and Decoding	During Stages 1-2, pupils will work primarily on developing their phonological awareness using NIPA and NAPA. After completing this, pupils may begin to move onto our systematic synthetic phonics system (Read Write Inc.)			Pupils working at stage 4 and 5 will access Read Write Inc.
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Common Exception Words	-	-	Read a growing number of common exception words matched to the school's phonics programme. (Red Words)	Read all common exception words from school's phonics scheme at the level they are accessing noting unusual correspondences between spelling and sound in words
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Fluency	Show interest in pictures and symbols in books and environment.	Point to text when sharing a story	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understand that print has meaning.	Understand that print can have different purposes And be presented in different ways.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Use a full stop to pause when reading.
	Understand that we read English text from left to right and from top to bottom.	-	Blend sounds into words, so that they can read short words made up of letter-sound correspondences that they have been taught	-
	Interact with a book appropriately e.g. Holding it the correct way around and turning the pages.	Understand that the pages are sequenced in order.	-	-



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### Reading Comprehension

Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
<b>Familiarity with Texts and Stories</b>	Enjoy listening to and engages with familiar rhymes and stories. e.g. wheels on the bus.	Enjoy listening to longer stories and begins to remember much of what happens.	Listen to and talk about stories to build familiarity and understanding.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Explore books independently and points to pictures or characters in a book to demonstrate interest. e.g. where is the dog?	Demonstrates reading like' behaviour, e.g. points to the picture and uses it to tell a simple version of the story.	Discuss familiar stories and can link characters or repeating phrases to the story.	Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Anticipate key events and important phrases and joins in with repetitive language.	Respond to simple questions beginning with who? what? or where? when looking at a familiar story with adult.	Ask simple and relevant questions about a story or text e.g. who, what, where, why? Etc.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
	Match pictures to objects.	Repeat short, simple and repetitive or predictable phrases or rhymes.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Know and recognises own name.	Derive meaning from text in the environment (e.g. logos, road signs).	Offer simple explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Compare and contrasts characters from stories, including figures from the past.
	-	Demonstrate recognition of who/doing/what using a pre-loaded coloured coded strip. Pupils to input who & object.	Find key words in book they are reading/ sharing.	Begin to make simple inferences e.g. boys are wearing a coat because it is cold.
	-	Demonstrate recognitions of who, doing, what by correctly pacing pictures or symbols in a colour coded strip.	Demonstrate understanding of who, doing, what, where, by placing pictures and key words on a colour coded strip.	Demonstrate understanding of who, doing, what, where and at what time by correctly placing symbols or writing key words in colour coded sentence strip.



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Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Non-Fiction Texts	Shows interest in some non-fiction books.	Engage in non-fiction books and knows that information can be retrieved from them.	Listen to and talks about selected non-fiction texts to develop a familiarity with new knowledge and vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction books when appropriate.
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Poetry and Performance	Link resources, objects and artefacts to a familiar story.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Make use of props and materials when role playing characters in narratives and stories.
	Remember and sings some familiar songs.	Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc.	Develop storylines in their pretend play.	Recount simple narratives and stories to an adult, peers.
	-	Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.	Learn some rhymes, poems and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.



# Cambridge Park Academy - Pre-Writing Stages



Before any of these stages are considered, pupils should have a strong foundation of gross motor skills mastered. They require a strong core, to help them sit upright, a strong neck to keep the head upright, strong shoulders to facilitate arm and wrist movements, and strong fingers to grasp objects.

<b>Pre-literate</b> (DA- 0-2 years)	<b>Emergent Stage</b> (DA 2-4years)	<b>Transitional Stage</b> (DA 4-7 years)	<b>Fluency Stage</b> (DA 7+)
<p><b>Scribbling</b> - This is a form of mark-making that imitates the idea of writing. The marks will be placed at any point on the page, and will usually involve circular strokes, and random marks - there won't be anything recognisable at this point.</p> <p><b>Give meaning</b>- Give meaning to marks they've made e.g. be able to tell you what they have written or drawn (deciphering their own marks/scribbles).</p> <p><b>Vertical Lines</b>- Begin to explore vertical lines with intention when copying.</p>	<p><b>Symbolic</b>- To convey a message/feeling/memory/experience e.g. could draw lines in <u>a</u> arch shape to show they saw a rainbow.</p> <p><b>Directional intention</b>- Scribbles formed from left to right, intentionally linear.</p> <p><b>Scribbles into Writing</b>-Children will attempt to create their own writing/letters - can include numbers as writing becomes symbolic</p> <p><b>Strings of Letters</b>- At this stage of learning to write, it's common to see letters make their way into your child's writing. They are starting to notice the written word around them, and so you'll see random letters put together. They will often have no structure and may be written backwards.</p> <p><b>Environmental print</b>- Pupils will begin to notice/recognise print in their immediate environment.</p> <p><b>Vertical/horizontal</b> lines explored with intention when mimicking/copying.</p>	<p><b>Environmental print</b>- Pupils will use the writing in their environment and replicate them into their own writing.</p> <p><b>Word Representation</b> - Children begin to use single letters to represent sounds, or whole words - "I W H" - "I went home". They may also mix these with other letters/attempts.</p> <p><b>Letter Representation</b> - Where a word might be represented by the first and last letter - "dg" - "dog".</p> <p><b>Medial Letter Sounds end the Transitional stage of writing</b>- This is the stage that most people will begin to recognise as writing. Medial Letter Sounds take a crude spelling of a word based on the sounds that children can recognise. "Mi" - "My". Children recognise that certain letters make certain sounds and attempt to use them correctly.</p>	<p><b>Beginning Phrase Writing</b> - Children to begin conveying an understandable message with their illustrations. Doodles will represent something that a sentence then explains. There will be a mix of all the skills they have developed in the earlier stages, but this time the intent will be recognisable.</p> <p><b>Sentence Writing:</b> This is the last stage of writing development, and becomes the basis for your child's written life. The key identifiers of this stage are <i>structured sentences</i>, attempts at punctuation, with many known words spelled correctly. Fundamental features will be used with automaticity.</p>



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Writing Transcription				
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4
Transcription: Spelling	Demonstrate and understanding that marks have meaning and is able to match symbolic representations to a picture or photograph.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Write graphemes that they have been taught (SSP) and understands the grapheme phoneme correspondence.	Write graphemes that they have been taught accurately (SSP) and understands the grapheme phoneme correspondence.
	Matches like for like photos and symbols.	Make marks on their picture to stand for their name.	Spell words with taught GPC's (SSP) by segmenting the phonemes, identifying the sounds and then writing the sound with the letter/s. e.g. jet, ship, chip (SSP).	Spell words by segmenting the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple diagraphs, e.g. frog, hand, see, chop, storm, splash (SSP).
	Match the letters in their name.	Write some or all their name.	Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	Spell all taught common exception words correctly.
	Begin to recognise photographs of familiar people	-	Write their own name correctly with all graphemes formed correctly.	-
	-	-	Spell some taught common exception words correctly.	-
	-	-	Write some recognisable graphemes that they have been taught and understands the grapheme phoneme correspondence.	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4



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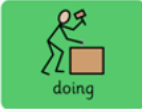


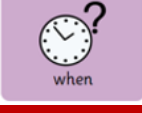



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Transcription: Handwriting	Wiggle into Squiggle	Squiggle Whilst you Wiggle	RWI handwriting Stage 1a/1b	RWI handwriting Stage 2
	Visually tracks objects as they move.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases where physically able to.	Sit correctly at a table, holding a pencil comfortably and correctly.
	Holds mark making tools in palmer grasp.	Engage in activities that develop fine and gross motor skills in preparation for handwriting.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases where physically able to.	Form lower-case and capital letters correctly, knowing where to start and where to finish these in line with when these are taught as sounds.
	Manipulate a range of mark making tools on a range of surfaces.	Know the language of direction (up, down, round, back, etc).	Groups marks made together from left to right, top to bottom to resemble writing.	Form the digits 0 – 9 correctly, starting and finishing these in the right place.
	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Use a comfortable grip with good control when holding pens and pencils.	-	-
	Crosses the midline purposefully whilst playing or exploring mark making activities.	Adds some marks to drawings to give them meaning.	-	-
	Makes the individual marks needed before letter formation- + l o X.	-	-	-

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## English Foundations Curriculum Progression

### Writing Composition

Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4	
Sentence Construction					
 Who  doing  where  what  when	Communicate an appropriate word to complete the end of a sentence spoken to them when the adult pauses, e.g. We're going to the...?	Say simple phrases. e.g. boy on swing.	Begin to recognise how words can combine to make simple sentences.	Recognise that words combine to make simple sentences.	
	Place a symbolic representation alongside a picture or photograph to communicate their understanding. - Adult model simple sentences as the child plays - narration to develop vocabulary and context.	Say phrases but grammatically incorrect – e.g. me have banana- teacher correct to I am eating a banana. Write a "who" +Verb sentence. 	Write words/phrases that have personal meaning.	Write a 'who' + 'verb' + 'what' sentence. 	- Write a 'who' + 'verb' + 'who/what/where' sentence. 
	Adults model simple phrases as child plays for narrative/modelling vocabulary	Teacher rephrases language used into a correct simple sentence.	Write simple phrases.	Write an 'and' sentence.	
	Can use photographs or symbols to construct simple subject- verb sentences that are relevant to them.	Adult model simple sentences as the child plays - narration to develop vocabulary and context	Write short sentences independently with known GPCS.	Write simple phrases and sentences that can be read by others using words with known GPC's and CEW's.	
	Can offer a word / sign / photograph / symbol to complete a simple sentence that is relevant to them.	-	Orally rehearse extended sentences using 'and'.	Communicate a sentence aloud and write down their sentence.	
	-	-	Practise writing dictated sentences that contain known GPCs and taught CEWs.	Practise writing dictated sentences that contain known GPCs and taught CEWs.	
	-	-	-	-	
Sub-Aspect	Stage 1	Stage 2	Stage 3	Stage 4	
Use of Grammar	Is exposed to adults modelling simple sentences with correct grammar.	Know that words or phrases carry meaning both orally and in print.	Know that words/phrases and sentences carry meaning both orally and in writing.	Recognise the subject, verb and/or object in a simple sentence.	
	-	Know (through teacher rephrasing) that there is a correct way of saying a simple sentence.	Know that words and phrases are put together to form a sentence.	Know that nouns are the words we use to name people, places, or things.	



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## English Foundations Curriculum Progression

	-	-	Begin to know that a simple sentence contains one independent clause — a group of words that forms a complete thought.	Know that a verb is a word that indicates a physical action.
	-	-	Know how to extend a sentence using the coordinating conjunction 'and' (orally).	Know that all sentences need a verb.
	-	-	-	Begin to know that a personal pronoun is a word which can be used instead of a person, place or thing, including using 'I' instead of saying or writing your name.
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Punctuation</b>	-	Recognise name	Recognise CL at start of sentence and FS at end (see in. reading and models).	Use CL for names and places.
	-	Begins to recognise name	Use finger spaces between words.	Separation of words within sentence.
	-	-	Write name (mainly with CL at start).	Uses capital letter for pronoun (I).
	-	--	Write lower case letters.	Dictate with teacher a composed phrase.
	-	-	Form some upper-case letters.	Form all uppercase letters
<b>Sub-Aspect</b>	<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Use of Vocabulary</b>	Explores new vocabulary with pictures, videos and real-life objects where possible.	Is continually exposed to new vocabulary through pictures, videos, songs and real-life objects wherever possible Child begins to use single words appropriately to name	Letter Capital letter Sentence Full stop Word terminology in own phonics scheme	Singular Plural Sentence Punctuation Question mark Exclamation mark Plural noun suffixes (-s or -es) Suffixes



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## English Foundations Curriculum Progression

### Executive Function

To plan and review writing for a range of purposes to describe, narrate, instruct and to provide information

Sub-Aspect	Phase 1	Phase 2	Phase 3	Phase 4
<b>Planning for Writing</b>	Choose mark making tools for a purpose when exploring the provision e.g. chalk to mark make outside or felt tips to colour in.	Tell adult what you are 'writing' about (mark-making).	Orally plan and sequence ideas in narrative with adult support and using props, inc. puppets.	Use familiar plots for structuring the opening, middle and end in narrative.
	-	Begin to develop story telling skills in their role play e.g. with animal sets, dolls, construction toys etc.	Re-tell stories when they have developed a deep familiarity with it, repeating phrases and using their own words.	Recount narratives and stories with peers and teachers.
	-	-	-	-
	-	-	-	-
<b>Drafting writing</b>	-	-	Orally rehearse phrases and sentences before mark-marking or writing.	Orally compose sentences before writing.
	-	-	-	Refine these sentences to correct grammatical structure.
<b>Reviewing Writing</b>	Associate meaning to marks they have made.	Respond to questions from adults about my "writing" – to associate their mark making with meaning.	Discuss their writing with adults and peers, giving an opinion, e.g. "I like my story because ..."	Discuss their writing with adults and peers, e.g. using speaking frames such as "The best word I have used is ..." "My handwriting is good because ..." "I am proud of"



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## English Foundations Curriculum Progression

### Purposes of Writing

When writing a text, an author might have one of many different purposes, or different reactions they want to evoke in their reader. These could include:

To entertain	To Inform	To Persuade	To Express Feelings
Achieved by texts such as stories, poems, and play scripts;	Achieved by texts such as news articles, fact-files, and encyclopaedia articles;	Achieved by texts such as speeches, letters, or posters;	Achieved by texts such as diary entries, poetry, or journals.

**These four purposes of writing - to entertain, inform, persuade, and express feelings - are often referred to as the four core purposes. Most texts can fit into one of these four categories. However, these aims are quite broad and generalised. Sometimes, children might be writing for a more specific purpose that fits into one of the core aims. These could include:**

To entertain can be broken down into: to make the audience laugh; to make them cry; to relax the reader; to provide an overall enjoyable reading experience;	To inform can be broken down into: to instruct; to educate; to update; to convey a point of view;	To persuade can be broken down into: to anger; to inspire; to rally; to achieve a desired outcome; to evoke guilt.	Some texts might even have more than one purpose. Some persuasive texts, such as a particularly engaging speech, could also be entertaining, and children might learn new information from a story book. In this case, the text might be described as having a primary and secondary purpose.
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#### How is writer's purpose conveyed in writing?

Often, you have a general idea about a writer's purpose as you read a text - especially if you are reading it with a specific aim (such as reading a fact-file because you know you're going to get information). Therefore, we can say that a lot of the author's purpose can be determined by the genre or format of a text they're choosing. You wouldn't be writing a children's picture book if you wanted to persuade them to agree with a certain viewpoint, would you?

Writers will also show the purpose of their writing through their language choices. This includes things such as level of formality, genre conventions, and use of either first, second, or third person.

There are also lots of language devices that are specific to a certain purpose. Persuasive texts, for example, might include rhetorical questions, statistics, and repetition. On the other hand, entertaining texts might use features such as direct speech, similes and metaphors, and atmospheric language. Writers will use these conventions and common features to let their audience know their purpose.

## Writing to Entertain

### Foundations Curriculum



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## English Foundations Curriculum Progression

To engage and captivate the reader through creative storytelling

Form of writing could include:	Key features/Things you would typically see and develop:	Key authorial devices/Writing as a reader/Writing for an audience
<ul style="list-style-type: none"> <li>Oral retelling of familiar stories/parts of stories</li> <li>Joining in with familiar rhymes and stories with repetition</li> <li>Simple character descriptions</li> <li>Simple setting descriptions</li> <li>Sequencing of stories</li> <li>Storytelling with actions and gestures, role-play using small-world play, puppet theatre performances</li> <li>Labelling</li> <li>Captions</li> </ul>	<ul style="list-style-type: none"> <li>Emergent mark-making, oral storytelling, developing simple narratives</li> <li>Awareness that stories have characters, settings and things that happen (events)</li> <li>Emerging development of descriptive language, e.g. increased use of vocabulary to describe (settings and characters initially and then events)</li> <li>Awareness of simple story structure, e.g. beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>Repeated refrains, e.g. ‘They pulled and they pulled and they pulled. Run, run as fast as you can, you can’t catch me I’m the Gingerbread man.</li> <li>Simple story language: e.g. Once upon a time; They lived happily ever after.</li> <li>Repetition for rhythm, e.g. He walked and he walked</li> <li>Repetition in description: e.g. A fat cat. A thin cat.</li> <li>Prepositions:: e.g. up, down, in, into, out, to, onto</li> <li>Adjectives: e.g. old, little, big, small, quiet</li> </ul>

## Writing to Inform

Foundations Curriculum

To explain, describe, report and instruct.



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## English Foundations Curriculum Progression

Form of writing could include:	Key features/Things you would typically see and develop:	Key authorial devices/Writing as a reader/Writing for an audience
<ul style="list-style-type: none"><li>• Oral retelling of real events – may use props/pictures – may retell to a partner</li><li>• Oral description of objects, places, people</li><li>• Oral instructions and commands (for example in a game or getting on through role play)</li><li>• Simple expression of opinion</li><li>• Labelling/signs</li><li>• Simple lists</li><li>• Captions</li></ul>	<ul style="list-style-type: none"><li>• Emergent mark-making, oral retelling, oral description – seeing marks are representing meaning</li><li>• Awareness that they can associate command with actions</li><li>• Emerging development of descriptive language, e.g. increased use of vocabulary to describe (places and people, objects initially and then events)</li><li>• Write simple captions from personal experiences/ events</li><li>• Confidence to express opinions , thoughts and ideas</li></ul>	<p>Practitioners play a key role by:</p> <ul style="list-style-type: none"><li>• Modelling how to write labels, captions, and simple facts</li><li>• Scribing children’s spoken information</li><li>• Encouraging children to write/mark make for a purpose</li></ul> <p><b>Example:</b> During a shared activity about life cycles, an adult helps children write “The egg</p> <ul style="list-style-type: none"><li>• Simple description: e.g. A fat cat. A thin cat.</li><li>• Prepositions:: e.g. up, down, in, into, out, to, onto</li><li>• Adjectives: e.g. old, little, big, small, quiet</li></ul>