

Leighswood Curriculum Progression Map-

Level Expected at the end of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Early Learning Goals Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	Pupils should be taught to: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words* In age-appropriate books, the pupil should: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read	Pupils should be taught to: • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genre • To recognise more complex themes in what they read • To explain and discuss their understanding of what they have read, including through formal presentations and debates. • To draw out key information and to summarise the main ideas in a text including distinguishing independently between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text. • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • To discuss how characters change and develop through texts by drawing inferences based on indirect clues. • To confidently perform texts-including poems learnt by heart. • To be able to comment , compare and contrast poems and poets who writing is based on similar themes . • To use non-fiction materials for purposeful information retrieval
Intent At Leighswood our aim is to ensure that all children are able to access and enjoy writing for a range of audiences and purposes. Our children will write with flair, ability and expression drawing on a plethora of inspiration. We believe that every child is a writer and we ensure that all children reach their true potential in their writing. We scaffold, discuss, edit and improve our writing as true authors and poets and share our writing with a wide and real audience. All writing serves a clear and defined purpose and children are aware of their many styles and forms that they can use to present their writing.		

Implementation

Writing is taught across the whole curriculum but the skills needed to create an inspirational generation of writers, poets and authors are drawn out through our dedicated English lessons. Here children learn how to scaffold their ideas as true, reflective writers and are able to express their individuality through their written responses through careful guidance and support of our teachers. We use a variety of experiences and reading materials to inspire our WILD curriculum and children create pieces, which are reflective of their true ability. We share, reward and congratulate our writers and treat them as true authors. Discussion, suggestions and light marking is used to guide our young writers and we continually look towards positive self-improvement and using our new skills to make our writing even better. The skills needed to express oneself in writing is shared through focussed, meaningful tasks and ideas and content, which is, introduced to children in line with national curriculum expectations. We consolidate and review facts and styles frequently in order to embed and consolidate learning at every stage and children move on in line with their individual ability.

Impact

The impact of our delivery here at Leighswood ensures that every child is able to understand the importance of self-expression and can communicate their ideas effectively through their own written work. All children have individualised targets meaning that every child can reach their true potential at a pace that suits the child. High expectations set by our teachers lead to our children being able to write confidently, effectively and for purpose. Each Leighswood child is an author, poet and clear communicator and understand the purpose of the written word, be it for pleasure or purpose.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Common exception words	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Identify unusual correspondence between the spelling and sounds of words they read.
		To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. Fluency	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. The only exception to this is for pupils who have not made expected stage in reading at ks1 or EAL children who will need to be given specific support to enable correct levels of fluency			

Understanding and Correcting Inaccuracies		Y1	Y2	Y3	Y4	Y5	Y6
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	To self-correct in their personal reading to ensure they have a secure meaning of the text .	To continue to evaluate their own effectiveness in reading to ensure that the meaning of a text is clear .	To continue to evaluate their own effectiveness in reading to ensure that the meaning of a text is clear .	To continue to evaluate their own effectiveness in reading to ensure that the meaning of a text is clear .

		Y1	Y2	Y3	Y4	Y5	Y6
Comparing, Contrasting and Commenting		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
		To link what they have read or have read to them to their own experiences.			To read for a range of purposes.		To recognise more complex themes in what they read (such as loss or heroism).
		To retell familiar stories in increasing detail.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify themes and conventions in a wide range of books.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
		To join in with discussions about a text, taking turns and listening to what others say.	To discuss the sequence of events in books and how items of information are related.		To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To identify main ideas drawn from more than one paragraph and to summarise these.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
		To discuss the significance of titles and events.	To recognise simple recurring literary language in stories and poetry.		To identify how language, structure and presentation contribute to meaning.	To recommend texts to peers based on personal choice.	To draw out key information and to summarise the main ideas in a text.
			To ask and answer questions about a text.		To identify main ideas drawn from more than one paragraph and summarise these.		To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
			To make links between the text they are reading and other texts they have read (in texts that they can read independently).				To compare characters, settings and themes within a text and across more than one text.

Words in Context and Authorial Choice		Y1	Y2	Y3	Y4	Y5	Y6
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		With the teacher, discuss word meaning and link new meanings to those already known.	With the teacher, discuss and clarify the meanings of words, linking meanings to known vocabulary. To discuss their favourite words and phrases suggesting synonyms	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination. Discuss how the writer impacts upon the reader by the choice of language used to evoke a reaction.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Inference and Prediction		Y1	Y2	Y3	Y4	Y5	Y6
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far by the child.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Poetry and Performance		Y1	Y2	Y3	Y4	Y5	Y6
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To recite simple poems by heart to an audience.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some to a small group/ audience with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To be able to discuss personal preferences and reasons for these preferences across a range of traditional and modern poetry	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. To be able to comment, compare and contrast poems and poets who writing is based on similar themes

Non-Fiction		Y1	Y2	Y3	Y4	Y5	Y6
		Children can:	Children can:	Children can:	Children can:	Children can:	Children can:
		To understand the difference between fiction and non fiction texts and how these can be relayed to the reader	To recognise that non- fiction books are often structured in different ways. To be able to retrieve information from non fiction texts to answer verbal questions relating to a set topic or theme. Begin to use dictionaries to look up the meaning of new words.	To retrieve and record information from non- fiction texts. To use dictionaries to check the meaning of words that they have read.	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To use dictionaries independently to look for the meaning of new words	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.