



# English Progression Overview

21 Steps Assessment – The National Curriculum Broken down into steps progression across the year



## EYFS

### AUTUMN Term

Reading	Term 1	Term 2
	<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p> <ul style="list-style-type: none"> <li>• Ten Little Superheroes</li> <li>• Supertato</li> <li>• Supertato carnival catastro</li> <li>• (+Various stories read daily)</li> </ul>	<ul style="list-style-type: none"> <li>• Tree: Seasons come, seasons go</li> <li>• Owl Babies (Writing)</li> <li>• Night Monkey, Day Monkey (Writing)</li> <li>• The foggy, foggy forest (Writing)</li> <li>• How to catch a star (Wrting)</li> <li>• (+Various stories read daily)</li> </ul>
	<p><b>Reading: 21 Steps/ Development Matters</b></p> <p><b>Step 1:</b> <u>Book handling and enjoyment:</u></p> <ul style="list-style-type: none"> <li>- Independently I show an interest in illustrations and print in books and the environment</li> <li>- I know that information can be relayed in the form of print</li> <li>- I can hold books the correct way up and turn pages</li> <li>- I can listen to and join in with stories and poems, one-to-one and also in small groups.</li> </ul> <p><u>Phonological awareness and word reading:</u></p> <ul style="list-style-type: none"> <li>- I enjoy rhyming and rhythmic activities</li> <li>- I show awareness of rhyme and alliteration</li> <li>- I recognise rhythm in spoken language</li> <li>- I can continue a rhyming string</li> <li>- I can recognise familiar words and signs such as my own name and advertising logos</li> <li>- I can hear syllables and clap the number I can hear</li> </ul> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul> <p><b>Step 2:</b> <u>Book handling and enjoyment:</u></p> <ul style="list-style-type: none"> <li>- I can look at books independently</li> <li>- I can handle books carefully</li> <li>- I know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>- I know that in English we have a return sweep at the end of each line</li> <li>- I am developing one to one matching of words on the page with the word I speak</li> <li>- I can point to each word as I read</li> <li>- I understand the concepts of letter/ words/ initial letter/grapheme</li> </ul>	<p><b>Step 2:</b> <u>Phonological awareness and word reading:</u></p> <ul style="list-style-type: none"> <li>- I can locate the initial letter in words and say the initial sound</li> <li>- I can segment the sounds in simple words and blend them together</li> <li>- I know which letters represent some of the sounds</li> </ul>

Phonics – Letters and Sounds Progression	Term 1							Term 2								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
			Phase 2: s a t	Phase 2: p i n	Phase 2: m d g	Phase 2: o c k	Phase 2: c k e u	Phase 2: r h b	Phase 2: f f f	Phase 2 : l l l	Phase 2 Recap s a t p i n	Phase 2 Recap m d g o c k	Phase 2 Recap c k e u r h b	Phase 2 Recap f f f l l l	Assessment	
Writing	Term 1							Term 2								
Genre/Composition	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Writing: 21 Steps	Transition and baseline assessments		Superhero names	Superhero families- mum, dad	Descriptions- superhero designs and MARVEL		Life skills- I can	Autumn descriptions	Firework poems	Owl babies- Speech bubbles	How to catch a star- descriptions	Poetry- The foggy, foggy, forest	Non-fiction: Night monkey, day monkey	Christmas- lists and cards		
			<b>Step 1</b> I can write my name, although some letter formations may be incorrect and there is a mixture of lower/ upper case letters.	<b>Step 1</b> I can write single letters or groups of letters that represent meaning.	<b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.	<b>Step 2</b> I show an awareness of sequencing of letters by spelling common single syllable words.	<b>Step 1</b> I can write single letters or groups of letters that represent meaning.	<b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.	<b>Step 3</b> I can spell some common words and make phonic attempts at spelling other words.	<b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.	<b>Step 1</b> I can write single letters or groups of letters that represent meaning.	<b>Step 1</b> I can write my name, although some letter formations may be incorrect and there is a mixture of lower/ upper case letters.				
			<b>Step 1</b> I use and enjoy mark making materials and give meaning to my marks.	<b>Step 2</b> I can hold a pencil effectively						<b>Step 2</b> I can hold a pencil effectively						
Writing: Development Matters			<b>30-50:</b> <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> <b>40-60:</b> <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Hears and says the initial sound in words</li> </ul>							<b>30-50:</b> <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul> <b>40-60:</b> <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Hears and says the initial sound in words</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds</li> </ul>						

		<ul style="list-style-type: none"> <li>- Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> </ul>	<ul style="list-style-type: none"> <li>- correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> </ul>
<p><b>Physical Development: Handwriting</b></p>	<p><b>30-50:</b></p> <ul style="list-style-type: none"> <li>- Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>- Holds pencil near point between first two fingers and thumb and uses it with good control</li> <li>- Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>40-60:</b></p> <ul style="list-style-type: none"> <li>- Shows a preference for a dominant hand</li> <li>- Begins to use anticlockwise movement and retrace vertical lines</li> <li>- Begins to form recognisable letters.</li> </ul>		



**English Coverage**  
**EYFS**  
**SPRING Term**

Reading	Term 3	Term 4
	<p><b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i></p> <ul style="list-style-type: none"> <li>● Non- fiction: People who help us texts (police officer, fire service, doctors/nurses, lifeboat crew etc.)</li> <li>● Burglar Bill</li> </ul>	<ul style="list-style-type: none"> <li>● The Ugly duckling</li> <li>● Little Red Hen</li> <li>● The Three Little Pigs</li> <li>● Goldilocks and the Three Bears</li> </ul>
	<p><b>Reading: 21 Steps/ Development Matters</b></p> <p><b>Step 2:</b> <u>Book handling and enjoyment:</u></p> <ul style="list-style-type: none"> <li>- I can look at books independently</li> <li>- I can handle books carefully</li> <li>- I know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>- I know that in English we have a return sweep at the end of each line</li> <li>- I am developing one to one matching of words on the page with the word I speak</li> <li>- I can point to each word as I read</li> <li>- I understand the concepts of letter/ words/ initial letter/grapheme</li> </ul> <p><b>Step 2:</b> <u>Phonological awareness and word reading:</u></p> <ul style="list-style-type: none"> <li>- I can locate the initial letter in words and say the initial sound</li> <li>- I can segment the sounds in simple words and blend them together</li> <li>- I know which letters represent some of the sounds</li> </ul> <p><b>Step 2:</b> <u>Comprehension</u></p> <ul style="list-style-type: none"> <li>- I am beginning to be aware of the way stories are structured. - I can suggest how the story might end. - I can adapt my prediction if the story ends in a different way - I can listen to stories with increasing attention and recall.</li> </ul>	<p><b>Step 2:</b> <u>Phonological awareness and word reading:</u></p> <ul style="list-style-type: none"> <li>- I can locate the initial letter in words and say the initial sound</li> <li>- I can segment the sounds in simple words and blend them together</li> <li>- I know which letters represent some of the sounds.</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>- I can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Begins to read words and simple sentences.</li> <li>- I am able to monitor if my reading is phonically correct</li> <li>- I self-correct sometimes if my reading is not phonologically correct</li> </ul>

Phonics – Letters and Sounds Progression	Term 3							Term 4							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
	Phase 3: j v w x	Phase 3: y z zz qu	Phase 3: ch sh th ng	Phase 3: ai ee oo oa	Phase 3: ar or igh ur	Assessment			Phase 3: ow oi ear er	Phase 3: air ure	Phase 3: All GPC's	Phase 3: All GPC's	Phase 3: All GPC's	Assessment	
Writing	Term 3							Term 4							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Genre/composition	Builders-labelling	Non-fiction: Police officers-descriptions	Non-fiction: Fire fighter-labelling	Non-fiction: Doctors-labelling	Postman-writing letters	Careers fair-descriptions		The Ugly Duckling: Emotions	Little Red Hen: Retell	Science week: Recount	The Three Little Pigs: Character descriptions	Goldilocks and the Three Bears: Retell	Easter		
Writing: 21 Steps	<p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.</p> <p><b>Step 2</b> I show an awareness of sequencing of letters by spelling common single syllable words.</p>	<p><b>Step 3</b> I can spell some common word and make phonic attempts at spelling other words.</p> <p>I can write 3 or more simple sentences that can be read without my help and that make sense.</p>			<p><b>Step 2</b> I show an awareness of sequencing of letters by spelling common single syllable words.</p> <p><b>Step 3</b> I can spell some common word and make phonic attempts at spelling other words.</p>			<p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate. I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</p>	<p><b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words. I can write 3 or more simple sentences that can be read without my help and that make sense.</p>					<p><b>Step 1</b> I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.</p> <p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.</p>	
Writing:	<p><b>30-50:</b> - Sometimes gives meaning to marks as they draw and paint.</p>							<p><b>40-60:</b> - Gives meaning to marks they make as they draw, write and paint.</p>							

<p><b>Development Matters</b></p>	<p>- Ascribes meanings to marks that they see in different places.</p> <p><b>40-60:</b></p> <ul style="list-style-type: none"> <li>- Gives meaning to marks they make as they draw, write and paint.</li> <li>- Hears and says the initial sound in words</li> <li>- Can segment the sounds in simple words and blend them together.</li> <li>- Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> <li>- Attempts to write short sentences in meaningful contexts (band 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Hears and says the initial sound in words</li> <li>- Can segment the sounds in simple words and blend them together.</li> <li>- Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> <li>- Attempts to write short sentences in meaningful contexts.</li> </ul>
<p><b>Physical Development: Handwriting</b></p>	<p><b>30-50:</b></p> <ul style="list-style-type: none"> <li>- Holds pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>- Holds pencil near point between first two fingers and thumb and uses it with good control</li> <li>- Can copy some letters, e.g. letters from their name.</li> </ul> <p><b>40-60:</b></p> <ul style="list-style-type: none"> <li>- Shows a preference for a dominant hand</li> <li>- Begins to use anticlockwise movement and retrace vertical lines</li> <li>- Begins to form recognisable letters.</li> </ul>	



## English Coverage EYFS SUMMER Term

Reading	Term 5							Term 6						
	<b>Whole class book</b> <i>Specify whether it will be a writing focus or just for reading aloud</i>	<ul style="list-style-type: none"> <li>Mum (Mothers day)</li> <li>Oliver's vegetables (Writing)</li> <li>Oliver's fruit salad (Writing)</li> <li>Jack and the beanstalk (Writing)</li> <li>The Enormous Potato (Writing)</li> </ul>						<ul style="list-style-type: none"> <li>The Journey (Writing)</li> <li>Tom and the land of the dinosaurs (Writing)</li> <li>Mr Gumpy's Motor Car (Writing)</li> <li>Oi! Get off my train! (Writing)</li> <li>Duck in the truck (Writing)</li> </ul>						
<b>Reading: 21 Steps/ Development Matters</b>	<p><b>Step 3:</b> <u>Book handling and enjoyment:</u></p> <ul style="list-style-type: none"> <li>I enjoy an increasing range of books</li> <li>I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. -I am secure with one to one matching</li> <li>I am able to control all aspects of book handling and am consistent with the direction</li> <li>I look at print when reading</li> </ul> <p><b>Step 3:</b> <u>Phonological awareness and word reading:</u></p> <ul style="list-style-type: none"> <li>I can link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>I am able to monitor if my reading is phonically correct</li> <li>I self-correct sometimes if my reading is not phonologically correct</li> </ul>							<p><b>Step 3:</b> <u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>I can describe main story settings, events and principal characters.</li> <li>I know that information can be retrieved from books and computers. -I am able to monitor if my reading doesn't make sense</li> <li>I self-correct sometimes if reading doesn't make sense</li> </ul>						
<b>Phonics – Letters and Sounds Progression</b>	Term 5							Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Phase 3 Recap	Phase 4: CVC/CVCC	Phase 4: CVC/CVCC	Phase 4: CVC/ CCVC	Phase 4: CVC/ CCVC	Assessment		Phase 4: adjacent consonants	Phase 4: adjacent consonants	Phase 2/3: Recap CVC CVCC CCVC	Phase 2/3: Recap CVC CVCC CCVC	Phase 2/3: Recap CVC CVCC CCVC	Phase 2/3: Recap CVC CVCC CCVC	Assessment

Writing	Term 5							Term 6						
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Genre/composition	Non-fiction: flower hunt	The Enormous Potato: Retell	Non-fiction: Sunflowers- Planting a sunflower for Mother day	Oliver's Vegetables: descriptive/ persuasive	Oliver's fruit salad: Recipe	Jack and the beanstalk: Instructions to plant a beanstalk		The Journey: descriptive	Trip: Recount	Tom and the land of the dinosaurs:	Duck in the truck: Retell	Oi! Get off my train! Comparing steam trains/ to modern day trains	Transition week: Recipe for the perfect student	Best bits of Duckling class
Writing: 21 Steps	<p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.</p>	<p><b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words. I can write 3 or more simple sentences that can be read without my help and that make sense.</p>	<p><b>Step 3:</b> I can write 3 or more simple sentences that can be read without my help and that make sense.</p>		<p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.</p> <p><b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words.</p>			<p><b>Step 2:</b> I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</p>	<p><b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words.</p>		<p><b>Step 3:</b> I can write 3 or more simple sentences that can be read without my help and that make sense.</p> <p><b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words.</p>		<p><b>Step 3:</b> I can write 3 or more simple sentences that can be read without my help and that make sense.</p>	
Writing: Development Matters	<p><b>40-60:</b></p> <ul style="list-style-type: none"> <li>- Gives meaning to marks they make as they draw, write and paint.</li> <li>- Hears and says the initial sound in words</li> <li>- Can segment the sounds in simple words and blend them together.</li> <li>- Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>- Writes own name and other things such as labels, captions.</li> <li>- Attempts to write short sentences in meaningful contexts.</li> </ul>													
Physical Development: Handwriting	<p><b>40-60:</b></p> <ul style="list-style-type: none"> <li>- Shows a preference for a dominant hand</li> <li>- Begins to use anticlockwise movement and retrace vertical lines</li> <li>- Begins to form recognisable letters.</li> </ul>													