



# 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>• The Sound Collector</li> <li>• Super Duper you!</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 (Writing)</li> <li>• (+Various stories read daily)</li> </ul>
	<p><b>Reading: 21 Steps</b></p> <p><u>Step 1:</u> <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><u>Step 2:</u> <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><u>Step 2:</u> <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>Literacy: Word reading ELG</b></p> <p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs</li> </ul>	<p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</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
			Phase 2: s a t p	Phase 2: p i n m	Phase 2: d g o c	Phase 2: k c k e u	Phase 2: r h b f	Phase 2: f f l l s s	Phase 2: Assessment	Phase 2 : Recap	Phase 2 Recap	Phase 2 Recap	Phase 2 Recap	Phase 2 Recap
Writing	Term 1							Term 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 (4days)		
Genre/Composition	Superhero names	The Sound Collector	Non-fiction: My body	Super Duper you!	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		
EYFS Curriculum Progression	I can <b>recognise</b> letters in my name.	I can <b>duplicate</b> taught phonemes.	I can <b>identify</b> the initial phoneme in words. I can begin to <b>use</b> simple sentence starters, e.g. I have, I am, I can.			- I can <b>execute</b> recognisable letters. - I can <b>state</b> simple adjectives.		- I can <b>select</b> taught phonemes to write a word.	- I can <b>select</b> taught phonemes to write a word.		- I can <b>select</b> taught phonemes to write a word. - I can <b>duplicate</b> key words using a word bank.		- I can <b>list</b> my ideas.	
Writing: 21 Steps	<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 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.								
Literacy: Writing ELG	<u>Writing ELG</u> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others													
Physical Development: Fine Motor Skills ELG	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.													



# English Coverage

## EYFS

### SPRING Term



Reading	Term 3	Term 4
<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>• 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>
<b>Reading: 21 Steps</b>	<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> <p>- 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.</p>	<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>
<b>Literacy: Word reading ELG</b>	<p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<p><u>Word Reading ELG</u></p> <ul style="list-style-type: none"> <li>- Read words consistent with their phonic knowledge by sound-blending</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</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 (2 days)	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	The Three Little Pigs: Character descriptions	Goldilocks and the Three Bears: Retell	Little Red Hen: Retell	Easter	Science week: Recount	
EYFS Curriculum Progression	-I can <b>implement</b> the correct phonemes to write a word.	- I can <b>state</b> key features of a sentence.	-I can <b>implement</b> the correct phonemes to write a word.		- I can <b>state</b> key features of a sentence. -I can <b>translate</b> what I have written.			-I can <b>identify</b> and copy key words and vocabulary.		- I can <b>use</b> phonemes to make my writing readable.			-I can <b>recognise</b> the features of a sentence.	
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. 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> <p><b>Step 2</b> I can write some coherent statements, although spelling and letter formation may not be accurate.</p> <p>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>						
Literacy: Writing ELG	<p>Writing ELG</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>													
Physical Development: Fine Motor Skills ELG	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>													



**English Coverage**  
**EYFS**  
**SUMMER Term**

Reading	Term 5	Term 6
<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>• 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>
<p><b>Reading: 21 Steps</b></p>	<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>Literacy ELG</b>							<b>Comprehension ELG</b>						
	<u>Word Reading ELG</u> - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words  <u>Comprehension ELG</u> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.							<u>Comprehension ELG</u> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.						
<b>Phonics – Letters and Sounds Progression</b>	<b>Term 5</b>							<b>Term 6</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
	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
<b>Writing</b>	<b>Term 5</b>							<b>Term 6</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6 (3 days)</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7 (3 days)</b>
<b>Genre/composition</b>	<b>Non-fiction: flower hunt</b>	<b>Oliver’s Vegetables: descriptive/persuasive</b>	<b>The Enormous Turnip: Retell</b>	<b>Jack and the beanstalk: Instructions to plant a beanstalk</b>	<b>Handa’s Surprise</b>	<b>Oliver’s fruit salad: Recipe</b>		<b>The Journey: descriptive</b>	<b>Trip: Recount</b>	<b>Tom and the land of the dinosaurs: Descriptive</b>	<b>Non-fiction: Where I am in the world</b>	<b>Oi! Get off my train! Comparing steam trains/ to modern day trains</b>	<b>Transition week: Recipe for the perfect student</b>	<b>Best bits of Duckling class</b>
<b>EYFS Curriculum Progression</b>	-I can <b>implement</b> taught digraphs and trigraphs in my writing.		- I am beginning to <b>use</b> features of a sentence correctly.		-I can <b>experiment</b> using ‘and’ in my sentences.  - I can <b>translate</b> what I have written.			-I can <b>implement</b> taught digraphs and trigraphs correctly in my writing.			-I can <b>implement</b> taught digraphs and trigraphs correctly in my writing.  - I can <b>translate</b> what I have written, others too.		- I can <b>use</b> features of a sentence correctly.	
<b>Writing: 21 Steps</b>	<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 write 3 or more simple sentences that can be read without my help and that make sense.							<b>Step 2:</b> I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing. <b>Step 3:</b> I can spell some common words and make phonic attempts at spelling other words. <b>Step 3:</b>						

	<p><b>Step 3:</b> I can spell some common words 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>Literacy: Writing ELG</b></p>	<p><u>Writing ELG</u></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>- Write simple phrases and sentences that can be read by others</li> </ul>	
<p><b>Physical Development: Fine Motor Skills ELG</b></p>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	