

English Yearly Progression Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus		The world, choice and having a voice		Forest play and wildlife		My play and happiness	
Blue BAND	Depth and Breadth	<p>Communicating & change. Places around Overley. Using non-fiction for interaction. Using combined words in phrases (4 key words, gestures or symbols). Makes or writes a list or labelling (I, My, his, hers). Using letters & words. Writing name in different contexts. Weekly phonics; higher stage.</p>	<p>Communicating about differences. Mirrors; personal features, friends, emotion, etc. Using narratives for vocab development. Using words / symbols / gestures to describe. Combining words to describe. Making lists. Responding to questions what and where. Weekly phonics.</p>	<p>Fiction and non-fiction. Using books about wildlife to communicate about differences. Using a range of words, gestures, etc, in conversations. Labelling. Recounts including diaries. Book; I found in the woods. Combining symbols in sentences (What/who). Weekly phonics; higher stage.</p>	<p>Narratives relating to places. Combining a range of pictures or symbols for interaction. Using vocab related to familiar settings; farms and animals (who/ where). Using all letters of the alphabet (lower & upper). Writing in sequence (word/letter). Weekly phonics; higher stage.</p>	<p>Fiction. Stories linking to emotions. Happy. Playing games and experiencing emotions. Likes and dislikes. Responding to questions about why or how. Using vocab around early concept words. Using all letters of the alphabet (lower & upper). Writing in sequence (word/letter). Write short story.</p>	<p>Using Non-Fiction instruction books: follow instructions. Playing in class. Using and responding to early concept and core words. Using letters & words. Writing full name in different contexts. Combining; who, what and where. Weekly phonics.</p>
		<p>Autobiography – A day in the life of... What I chose to do (and didn't choose). Non-Fiction books to enable for interaction. Linking up to 4 key words, gestures, or symbols to express ideas through speaking and writing. Actively listening and following instructions.</p>	<p>People who help me. Asking for help. Using modern narratives for vocab development. Using words, signs and symbols in conversations and writing. Asking questions. Showing others something they have written. Actively working with instructions.</p>	<p>Narratives relating to wildlife. Find the lost object (?). Looking and finding game in the woods. Using early concept words. Combining words, pictures, and symbols in sentences (What/who). Sensory links. Actively listening and following instructions.</p>	<p>Narratives relating to places. Combining a range of pictures or symbols for interaction. Using vocab related to familiar settings; woods, jungles and animals (who/ where). Using all letters of the alphabet (lower & upper). Writing in sequence (word/letter). Phonics work.</p>	<p>Narratives relating to emotions & playing; sad and happy. Responding to questions about why or how. Combining words, pictures, and symbols in sentences (Who / What / where). Using all letters of the alphabet (lower & upper). Write in sequence (word/letter): short story.</p>	<p>Non- Fiction. Explanation texts. Learning new games and playing across different settings. Respond to questions about why or how. Using early concept words. Using all letters of the alphabet (lower & upper). Writing sequences (word/letter). Weekly phonics; higher stage.</p>
		<p>Poetry. Sense poems and poems about people. Using writing, gestures or symbols to describe senses or express ideas. Developing vocab and early concept words relating to senses whilst experiencing smell, touch, sound, taste, likes and dislikes. Weekly phonics; higher stage.</p>	<p>Non-fiction: My Voice poster. Using writing, images or pictures to express and combine ideas. Telling others about ideas. Identifying personal preferences and knowing how to order choices. Using letters & words. Writing name in different contexts. Weekly phonics; higher stage.</p>	<p>Fiction vs non-fiction. Myths and legends. Real and not real. Real and made up recounts. Using letters & words. Writing name in different contexts. Using a range of words, pictures and symbols in combination to express ideas and understanding. Weekly phonics; higher stage.</p>	<p>Rhyming poems: Books that rhyme. Animals, tree dens and houses. House for insects, animals and us. Communicating difference between objects and pictures. Responding to simple requests. Respond to questions what and who. Using letters & words. Writing name in different contexts. Phonics</p>	<p>Feeling Poems: How did it feel? Playing; games, sensory or messy play – plus capture through art. Using vocab to describe feelings and sensations. Actively listening and following instructions. Writing and asking 'what' and 'where' questions. Weekly phonics; higher stage.</p>	<p>Shape poems. Emotion pictures and shapes. Combining a range of pictures or symbols for interaction. Using vocab related to experiences in school (who/where). Using all letters of the alphabet (lower & upper). Writing in sequence (word/letter) Write short story. Weekly phonics; higher stage.</p>
	Books	<p>Examples: Books about places, people and generally things in the world that has relevance to our learners. Likes, dislikes, jobs, growing up, changes, changing clothes for school, painting, PE or work. Children growing up or animals. Jack and the beanstalk.</p>	<p>Examples: Flip Flap Jungle by Axel Scheffler. Flip Flap Farm by Axel Scheffler. If I ran the rain forest. Fabulous pie. Goldie locks. Everything you need for a tree house. Rhyming books like J Donaldson. Elmer and the lost teddy.</p>	<p>Examples: I feel happy. I feel sad. I feel angry. The feelings book. Books about playing. Instruction books (adapted to writing with symbols such as making clean mud).</p>			