



KIRK MERRINGTON PRIMARY SCHOOL

EYFS & Key Stage 1 English- 2024-2025

School Drivers

21st Century Citizens Understanding of the Wider World Multicultural awareness British values Sense of community- Rights and Responsibilities Understanding of the wider world	Independent Learner Independent Resilient Able to solve problems Able to think critically	Healthy Living Healthy Eating Being active Healthy mind Healthy relationships
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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (main focus) Focus Author Julia Donaldson	Pete the cat rocking in my school shoes All kinds of families The Enormous Turnip The Little Red Hen Room on the Broom (Julia Donaldson - Class author)	Rama and Sita The Gingerbread Man The Snowman The First Nativity	The Great Race - Chinese New Year Noah's Ark Handa's Surprise Dear Zoo	Jack and the Beanstalk What the Ladybird Heard The Hungry Caterpillar	Little Red Riding Hood Goldilocks and the three bears The Gruffalo (Julia Donaldson - Class author)	Rainbow Fish Sharing a shell (Julia Donaldson - Class author) The Singing Mermaid (Julia Donaldson - Class author)
Phonics	Phase 2 s a t p i n m d g o c k c k e u r h b f l is I the	Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) put* pull* full* as and has his her go no to into she push* he of we me be	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words was you they my by all are sure pure	Phase 3 Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end	Phase 4 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est /d/ -er, -est said so have like some come love do were here little says there when what one out today	Phase 4 Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words Review all taught so far

				words with -es /z/ at the end Review all tricky words		
Writing	Write own name Represent some sounds	To write cvc words containing taught graphemes	To write cvc words containing taught graphemes To begin to write a short sentence using a sentence stem. I can He is/She is It is Narrative: Retell some familiar phrases of Dear Zoo	Recount/News To begin to compose short sentences and write them using taught graphemes To write a dictated sentence. Narrative: Write sentences to describe a character e.g. He is big. He has a hat. Attempt some more challenging words and story language using their phonics to sound out and spell.	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. Recount/News Write simple phrases and sentences that can be read by others. Narrative: Write sentences to describe a character e.g. She has a red hood. She has a basket. Narrative: Retell a familiar three part story. Attempt some more challenging words and story language using their phonics to sound out and spell.	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. Recount/News Write simple phrases and sentences that can be read by others. Narrative: Write sentences to describe a character e.g. She has a red hood. She has a basket. Narrative: Retell a familiar three part story Attempt some more challenging words and story language using their phonics to sound out and spell. Include some key features of narrative.
Punctuation and Grammar			Finger spaces and full stops.	Capital letters, finger spaces and full stops.	Capital letters, finger spaces and full stops.	Capital letters, finger spaces and full stops.
Spoken Language	See Oracy Progression Document					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (main focus) Focus Author- Jill Murphy	Beegu- Alexis Deacon The	The Three Little Pigs- Nicola Baxter We're Going on a Bear Hunt- Michael Rosen	Dogger- Shirley Hughes	Supertato- Sue Hendra	Paddington at the Palace- Michael Bond Paws,	The Tiger who came to Tea- Judith Kerr
Phonics	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a- e sha e /igh/ i-e time /oa/ o- e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield their people oh your Mr Mrs Ms as * could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey don ey /oo/ ui ou fruit soup any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor wal /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actoronce laugh because eye	Phonics review Phonics Screening Prep.	/ai/ eigh aigh ey ea eight straight grey brea /n/ n gn nee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more busy beautiful pretty hour move improve parents shoe
Writing	Beegu Recount real life events: summer holiday. Core Learning: Write sentences to match pictures, or sequences of pictures, illustrating an event. To achieve GD: Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'. Narrative Core Learning: Write character descriptions and setting descriptions using adjectives. Tell a basic three part story about a central character To achieve GD: Add additional character description. Poetry: On the Ning Nang Nong - Spike Milligan (recite and perform)	The Three Little Pigs We're Going on a Bear Hunt Descriptions/Bonfire Night Core Learning: To write simple adjectives in the present tense using -ing endings. Narrative Core Learning: Retell a simple story with predictable phrases e.g. repetition of key phrases - "huff and puff and blow your house down", "We're going on a bear hunt....". Focus on creation of sentence. To achieve GD: Add additional detail joining sentences using 'and'. Poetry - We're going on a bear hunt Core Learning:	Dogger Recount Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. To achieve GD: Expand by using simple descriptive language to add detail. Narrative Character description Core Learning: Retell a familiar story in three parts. Include accurate sentence punctuation To achieve GD: Write own version of the story recounting the information in sequence - then, next, after etc. Senses Poetry - Winter Write a senses poem that links to a given theme, e.g. winter.	Supertato Recount Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense To achieve GD: Expand by using simple descriptive language to add detail. Narrative Character description (4 weeks) Core Learning: Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation. To achieve GD: Expand by using simple descriptive language to add detail.	Paddington at the Palace Recount Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense To achieve GD: Expand by using simple descriptive language to add detail. Postcard/Letter Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter. To achieve GD: Expand by using simple descriptive language to add detail. Narrative Character description	The Tiger who Came to Tea Non-chronological report (2 weeks) Core Learning: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. To achieve GD: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning. Narrative Character description (3 weeks) Core Learning: Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.

	<p>Instructions</p> <p>Core Learning: Write simple instructions about something they know well including imperative verbs (Bossy Verbs), precise language and commands.</p> <p>To achieve GD: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p> <p>Narrative</p>	<p>Change the central character for the hunt. Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher.</p> <p>To achieve GD: Discuss better word choices. Begin to talk about improvements.</p>	<p>To achieve GD: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p> <p>Poetry: If you should meet a crocodile – Christine Fletcher (recite and perform)</p>		<p>(4 weeks)</p> <p>Core Learning: Retell a familiar story in three parts. Include accurate sentence punctuation</p> <p>To achieve GD: Write own version of the story recounting the information in sequence – then, next, after etc.</p>	<p>To achieve GD: Include some of the patterns and language of familiar stories e.g. "but he didn't just take one bun. He took all of the buns on the plate."</p> <p>Poetry</p> <p>Core Learning: Write an acrostic poem that links to a given theme, e.g. an animal/summer Ensure that the first letter in each line spells out a word.</p> <p>To achieve GD: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>
Punctuation and Grammar	<p>Finger spaces</p> <p>Capital letters to begin sentences</p> <p>Full stops</p> <p>Capital letter for personal pronoun I</p> <p>Combining words to make sentences.</p>	<p>Finger spaces</p> <p>Capital letters to begin sentences</p> <p>Full stops</p> <p>Capital letter for personal pronoun I</p> <p>Combining words to make sentences.</p>	<p>Joining words and clauses using and</p> <p>Capital letters for names</p> <p>Sequencing sentences to form short narratives</p>	<p>Exclamation marks</p> <p>Capital letters for names of places and days of the week.</p> <p>Sequencing sentences to form short narratives</p>	<p>Question marks</p> <p>Capital letters for names of places and days of the week.</p> <p>Sequencing sentences to form short narratives</p>	<p>Sequencing sentences to form short narratives</p>
Spelling	<p>'ff' and 'ss'</p> <p>'ll', 'zz' and 'ck'</p> <p>Adding -ing, -ed and -er</p> <p>'ng' and 'nk'</p> <p>'ch' and 'tch'</p> <p>'v' and 've'</p>	<p>'ai' and 'oi'</p> <p>'ay' and 'oy'</p> <p>'oa', 'ow' and 'oe'</p> <p>'e' and 'ee'</p> <p>'ea'</p> <p>'ie'</p>	<p>'igh'</p> <p>'ar'</p> <p>Stressed and unstressed 'er'</p> <p>Vowel digraphs 'ir' and 'ur'</p> <p>Adding -er and -est to adjectives</p> <p>Days of the week</p>	<p>'ke', 'ki' and 'ky'</p> <p>The split digraphs 'a-e' and 'e-e'</p> <p>The split digraphs 'i-e' 'o-e'</p> <p>The split digraph 'u-e'</p> <p>The vowel digraph 'oo'</p> <p>The vowel digraphs 'ue' and 'ew'</p>	<p>The vowel digraphs 'ow' and 'ou'</p> <p>Words ending in 'y'</p> <p>The vowel digraph 'or' and the vowel trigraph 'ore'</p> <p>The vowel digraphs 'aw' and 'au'</p> <p>Vowel trigraphs 'air' and 'are'</p> <p>The vowel trigraph 'ear'</p>	<p>'wh' and 'ph'</p> <p>Adding the prefix -un</p> <p>Adding -s or -es to words</p> <p>Compound words</p> <p>Read words with contractions</p> <p>Common exception words</p>
Spoken Language	See Oracy Progression Document					

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (main focus) Focus Author- Jill Tomlinson	Harry and the Bucketful of Dinosaurs - Ian Whybrow Trouble at Dinosaur Café - Brian Moses Stomp, Dinosaur Stomp - Margaret Mayo	Jack and the flum flum tree - Julia Donaldson The Pirates Next Door - Jonny Duddle	The Tunnel - Anthony Browne The Dragon Sitter's Castle - Josh Lacey	Flat Stanley - Jeff Brown	The Owl Who was afraid of the dark - Jill Tomlinson	Fantastic Mr Fox - Roald Dahl
Writing	<p>Recount real life event Summer holiday using own pictures then sentences</p> <p>Harry and the bucketful of dinosaurs - Ian Whybrow Core Learning: Retell a 3 part story that has a key central character. To achieve GD: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>Trouble at Dinosaur Café - Brian Moses Narrative Core Learning: Retell a 3 part story that has a key central character. Adapt the ending to include own ideas. To achieve GD: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>Stomp, Dinosaur Stomp - Margaret Mayo Character descriptions Create own dinosaur and describe it using descriptive language and phrases. To achieve GD: Expand by using simple descriptive language to add detail.</p> <p>Roar - Poem (Twinkl) Core Learning: Identify rhyming words to complete poem To achieve GD: Write own rhyming couplet to add into poem.</p>	<p>Jack and the flum flum tree - Julia Donaldson Core Learning: Retell a 3 part story that has a key central character. To achieve GD: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p>The pirates next door - Jonny Duddle Instructions Core Learning: Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. To achieve GD: Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p>letter to Santa Letter Core Learning: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter. To achieve GD: Expand by using simple descriptive language to add detail.</p>	<p>The Tunnel - Anthony Browne The Dragon Sitter's Castle - Josh Lacey</p> <p>Narrative Core Learning: Retell a 3 part story that has a key central character. To achieve GD: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives. (2weeks)</p> <p>Recount Core Learning: Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a post card or an email. To achieve GD: Write same recount as a third person recount.</p> <p>Explanation Core Learning: Write a series of extended sentences, organised appropriately for a specific form to explain a process. To achieve GD: Write a new explanation text where relevant items are grouped together and enough details are included.</p>	<p>Flat Stanley - Jeff Brown</p> <p>Narrative Core Learning: Plan and tell a story in four parts with clear use of subordination and co-ordination. To achieve GD: Expand on the main event with a focus on use of verbs and adverbs.</p> <p>Recount/Letter Core Learning: Write a narrative recount in role. Write about a real experience. To achieve GD: Change the form of the recount e.g. diary or letter considering the how language and vocabulary choices may change.</p>	<p>The Owl Who was afraid of the dark - Jill Tomlinson</p> <p>Narrative Core Learning: To plan and write your own four part story showing the use of a range of sentence types and language to add detail. To achieve GD: Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Non-Chronological Report Core Learning: Use the language and structural features in a specific form e.g. leaflet. To achieve GD: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p>Poetry Core Learning: Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' To achieve GD: Write a riddle in either first or third person (depending on which already used). Begin to use rhyming couplets.</p>	<p>Fantastic Mr Fox - Roald Dahl</p> <p>Narrative Core Learning: To plan and write a familiar story with a range of sentence types - applying the skills of Year 2. To achieve GD: Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>Persuasion Core Learning: Use simple persuasive language to write a persuasion based on a fictional book e.g. in the form of a letter to a character in a book. To achieve GD: Expand on information using emotive language to create a persuasive leaflet for visit.</p> <p>Poetry Core Learning: Create a diamante poem. Complete structure: Line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1, a short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending 'ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject. To achieve GD: Use increasingly precise adjectives and verbs.</p>
Punctuation and Grammar	Capital letters and full stops	Co-ordinating Conjunction 'or' Questions	Present tense	Exclamation sentences Commas in a list	Consolidate P&G	Consolidate P&G

	Co-ordinating Conjunctions 'and' & 'but' Noun phrases	Statements Commands Past tense	Sub-ordinating conjunctions 'because' 'when' 'if' & 'that'	More able - apostrophes for contractions and possession		
Spelling	n - spelt kn & gn r - spelt wr s - spelt c j - spelt dge and ge j - spelt j or g Common Exception Words	l - spelt le, al, el & il igh - spelt y at the end of words add -ies Common Exception Words	-ed -er -est -ing to words ending in y with a consonant before it -ed -er -est -ing to words ending in -e with a consonant before it -ed -er -est -ing when doubling the consonant - short vowel sound or - a Common Exception Words	u - spelt o ee - spelt ey o - spelt a er - spelt or zh - spelt s Common Exception Words	Suffixes -ment -ness -ful Suffixes -less -ly -tion Contractions Possessive apostrophe Common Exception Words	Homophones and near homophones Months of the year Question words
Spoken Language	<ul style="list-style-type: none"> • See Oracy Progression Document 					

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EVFS Early Learning Goals:

- Communication and Language: Listening and Attention- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Communication and Language: Understanding- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Communication and Language: Speaking- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

National Curriculum Objectives Spoken Language

Year 1-6:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication