

Excellence, *care* & **FUN** for **ALL** where every child can

Sparkle like a **JEWEL**

'Your word is a lamp to guide my feet and a light for my path' (Psalm 119.105)

Haddenham St Mary's English Subject Knowledge Organiser

| Writing Progression- YR | | | |
|-------------------------|--|--|---|
| | Autumn | Spring | Summer |
| Grapheme Knowledge | Find any level 2 grapheme from a display when given the phoneme. | Find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme. | Find any Level 2 and Level 3 graphemes, from a display, when given the phoneme. |
| Spelling Knowledge | Give the phoneme when shown any level 2 grapheme. Orally segment CVC words. Segment in order to spell VC words e.g. if, am, on, up. | Give the phoneme when shown all or most Level 2 and Level 3 graphemes. Segment and make phonetically plausible attempts at spelling CVC words (single syllable words) consisting of L2 and L3 graphemes. Spell some 2 syllable words using L2 and L3 graphemes. Spell Tricky Words: the, to, I, no, go. | Be able to segment to spell words containing adjacent consonants. Be able to spell polysyllabic words containing adjacent consonants and words containing 3 letter adjacent consonants. Give the phoneme when shown any L2 or L3 grapheme. Spell words by identifying sounds and representing the sound with a letter or letters. Be able to spell the Tricky Words: he, be, we, she, me, was, you, they, are, all, my, here. |
| Handwriting | Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Develop FM and GM skills through play. Practice tripod pencil grip. | Continue to develop GM and FM skills through play. Write most letters recognisably when following a model. Develop effective Tripod Grip. | Write recognisable letters, most of which are correctly formed. Hold a pencil effectively in tripod grip. |

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| Composition | When speaking, be able to use longer sentences with 6 words or more. Be able to tell a familiar story. | When speaking, articulate their ideas and thoughts in well-formed sentences and begin to write some of these words down in sequence. When speaking, be able to tell their own story (for example in Helicopter Stories). | Write simple phrases and sentences that can be read by others. |
| Punctuation | Show an awareness of finger spaces between words and capital letters and full stops in sentences (when modelled by an adult). | Begin to use finger spaces between words and show an awareness of full stops and capital letters, sometimes using in writing when prompted. | Show awareness of capital letters and full stops, sometimes using them in their independent writing. |
| Grammar | | Show an awareness of and begin to use Capital Letters for names. With support, reread what they have written in order to check it makes sense. | With support, reread what they have written in order to check it makes sense. |

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Writing Progression- Year 1

| | Autumn | Spring | Summer |
|--------------------|---|---|---|
| Grapheme Knowledge | Refer to Twinkl Phonics Progression Map. Phonics Whole School Progression Map.pdf | Refer to Twinkl Phonics Progression Map. | Refer to Twinkl Phonics Progression Map. |
| Spelling Knowledge | Spell CEW the, to, do, I, is, his, has, be, he, she, we, me, no, go, so, my, by Spell words containing the L3 phonemes already taught. Name the letters of the alphabet in order. | Spell CEW: of, are, was, you, your, said, they, today, says, were, here Spell words containing the phase 4 phonemes already taught Using the spelling rules for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs. | Spell words using the L5 phonemes already taught. Spell days of the week Sell compound words. Adding -er, -est to adjectives where no change is needed to the root word. The prefix -un is added to the beginning of a word without any change to the root word. Spell CEW one, once, ask, friend, school, put, push, pull, full, house, our |
| Handwriting | Sit comfortably at the table, holding a pencil correctly in tripod grip. Form lower case letters in the correct direction, starting and finishing in the right place. Form digits 0-9 | Understand which letters belong to which handwriting families. Confidently and independently form lower case letters in the correct direction, starting and finishing in the right place. Form Capital Letters | Form letters with regular sizing, including Capital Letters. |
| Composition | Write from memory simple sentences dictated by the teacher. Explain what they plan to write. Write basic labels, lists and captions. Compose sentences out loud before writing them. | Group words together into sentences. Write a sequence of sentences to form a short narrative Read their writing to an audience. Write and perform basic rhymes and poems. | Write basic non-fiction texts. Write longer and more detailed narratives. Discuss what they have written with the teacher or other pupils |

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| | Sequencing sentences to form simple narratives. Check their writing makes sense. | | |
| Punctuation | Leave spaces between words. Begin to punctuate sentences using capital letters and a full stop, Begin to show an awareness of the use of question marks or exclamation marks. | Begin to mark the end of questions with a question mark. Begin to mark the end of exclamation sentences with exclamation marks. | Use Full Stops and Capital Letters to demarcate most sentences. Sometimes use exclamation marks and question marks where required. |
| Grammar | Use capital letters for names of people, places, days of the week and the personal pronoun I | Identify common nouns in sentences | Use the grammatical terminology (word, sentence, punctuation, verb, noun, plural, adjective) Joining words and joining clauses using 'and' |

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Writing Progression- Year 2

| | Autumn | Spring | Summer |
|--------------------|--|--|--|
| Grapheme Knowledge | Refer to Twinkl Phonics Progression Map. Phonics Whole School Progression Map.pdf | Refer to Twinkl Phonics Progression Map. | Refer to Twinkl Phonics Progression Map. |
| Spelling Knowledge | Use of the suffixes –er –est to root words ending consonant –y Use of the suffixes –ful –less to root words that stay the same Spell words from phase 5 containing taught graphemes and alternatives Spell all phase 5 tricky words Add –s to pluralise words Use the W special rule to spell want, word, work, worm, worth | Use of –ly to make adverbs Spell 40% of the common exception words Add –es to nouns and verbs by changing the y to an i Add suffixes –ing –er- est to root words ending consonant y | Use the suffixes – ment, -ness, -tion Spell 70% of the common exception words Spell some homophones correctly Use suffixes –ing, -ed, -er, -est, -y to route words ending vowel +consonant +e Use suffixes –ing, -ed, -er, -est, -y to one syllable words ending with a single vowel |
| Handwriting | Form capital letters relative to lower case letters Form lower case letters relative to each other | Being to use some joining strokes in writing Know which letters should be left unjoined Use regular spacing that reflects the size of the letters | Join up most words when writing |
| Composition | Plan and talk about what they are going to write Record ideas and key vocabulary Write non-fiction texts Re read to check that writing makes sense Encapsulate what they want to say, sentence by sentence Explore poetry structure | Evaluate and discuss their own writing Read their writing out loud Write real and imagined recounts and reports Write more detailed instructions Write poetry using given structures | Write longer and more detailed narratives and recounts Write persuasive texts Write poems using their favourite structure Use features of written standard English Proof read for errors in spelling and grammar |

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| | | | Write for a range of different purposes. |
| Punctuation | Use full stops and capital letters to demarcate most sentences with more consistency. | Consistently use exclamation marks and question marks | Know how to use the possessive apostrophe Use the apostrophe for contraction |
| Grammar | Use adjectives to expand noun phrases Correct choice of present tense and past tense Use co-ordination (or, and, but) Understand and use sentences types: Statement, command, question, exclamation | Understand grammatical terminology when discussing writing (noun, noun phrase, adverb...) Understand when to use homophones and near homophones Explore subordination (when, if, that, because) Use commas in a list | Use subordination (when, if, that, because) |

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| Reading Progression- YR | | | |
|-------------------------|--|---|---|
| | Autumn | Spring | Summer |
| Word Reading | Orally blend VC and CVC words. Blend to read VC and CVC words. Read 5 Tricky Words: the, to, I, no, go. | Blend to read CVC words (single syllable words) consisting of L2 and L3 graphemes. Read some 2 syllable words using L2 and L3 graphemes. Read the Tricky Words: he, she, we, me, be, was, my, you, here, they, all, are. | Blend and Read words containing adjacent consonants. Read polysyllabic words containing adjacent consonants and words containing 3 letter adjacent consonants. Be able to read the Tricky Words: said, so, have, like, come, some, were, there, little, one, do, when, out, what. |
| Comprehension | Understand that print has meaning. Understand that print can have different purposes. Engage in extended conversations about stories, learning new vocabulary. | Re-read known books to build up their confidence in word reading, and thus their fluency and their understanding and enjoyment. Continue to learn new vocabulary from books. | Read with increasing fluency at their level in order to gain meaning from the text. Answer simple questions about what they have read. |
| Investigating Text | Know the names of the different parts of a book (front cover, blurb, back cover, title). Understand how to hold a book and turn pages in sequence. Know that we read English text from left to right and from top to bottom. | Become aware of some of the differences between fiction and non-fiction texts. | Be able to talk about their favourite books and some of the characteristics of the texts that they like. |

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Reading Progression- Year 1

| | Autumn | Spring | Summer |
|---------------|--|---|---|
| Word Reading | <p>Give the phoneme when shown any grapheme that has been taught (L2, L3).</p> <p>Read and spell taught CEWs (refer to Phonics progression Map for these).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out the words.</p> <p>Re-read these books to build up their fluency and confidence with word building.</p> | <p>Give the phoneme when shown any grapheme that has been taught (L2, L3, some of L5A).</p> <p>Read and spell taught CEWs (refer to Phonics progression Map for these).</p> <p>Read phonetically decodable 2 syllable words.</p> | <p>Give the phoneme when shown any grapheme that has been taught (L2, L3, L5ABC)</p> <p>Read and spell all taught CEWs (refer to Phonics progression Map for these).</p> <p>Apply phonics knowledge and skills as the prime approach to reading unfamiliar words that are not completely decodable.</p> <p>Read phonetically decodable 3 syllable words.</p> <p>Use alternative ways of pronouncing long vowel phonemes.</p> <p>Recognise some contracted words where the apostrophe replaces a missing letter.</p> |
| Comprehension | <p>Make links between what they have read or hear to their own experiences.</p> <p>Recognise and join in with predictable phrases.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Listen to a range of stories, poems and information texts.</p> <p>Explore character descriptions in texts.</p> | <p>Discuss word meanings linking new meanings to those already known.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Making inferences based on what is said and done.</p> <p>Gather information from non-fiction texts such as letters and leaflets.</p> | <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Learn to appreciate rhymes and poems, learning some by heart and performing them.</p> <p>Explore the meaning of new words.</p> |

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| | Gather information from labels, lists and captions. | | |
| Investigating Text | Become very familiar with key stories, retelling them and considering their characteristics. At their reading level and also when being read to, predict what might happen next based on what has been read so far. Discuss and explain their understanding of what they have heard or read. | Develop and express opinions about what is read to them and what they read themselves. Use general knowledge, background information and new vocabulary to investigate texts. | Discuss the significance of title and events. Participate in discussion about what is read to them, taking turns and listening to what others say. |

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Reading Progression- Year 2

| | Autumn | Spring | Summer |
|---------------|---|--|--|
| Word Reading | <p>Read accurately by blending the sounds in words that contain phase 5 graphemes and recognise alternative sounds.</p> <p>Read some words containing common suffixes.</p> <p>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded.</p> | <p>Read multisyllabic words containing graphemes taught.</p> <p>Read more words containing common suffixes.</p> <p>Develop automatic decoding and read more fluently.</p> | <p>Read accurately most words of 2 or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>Read most common exception words.</p> <p>Read most words accurately, in age-appropriate books, without overt sounding and blending with fluency that allows them to focus on meaning.</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p> |
| Comprehension | <p>Develop expression at their reading level.</p> <p>Discuss favourite words and phrases</p> <p>Listen to a wider variety of stories, poems and information texts.</p> <p>Retell a wide range of stories.</p> <p>Explore a variety of non-fiction texts including diary entries and instructions.</p> <p>Extend vocabulary by investigating synonyms in poetry.</p> | <p>Develop expression at their reading level.</p> <p>Recognise simple recurring language in stories and poetry</p> <p>Discuss the features of a wider variety of stories, poems and information texts.</p> <p>Discuss events in a story and how information is related.</p> <p>Discuss the use of words and phrases in text.</p> <p>Explore recurring literary language in poetry and narrative.</p> | <p>Read fluently and with expression thus gaining meaning from texts they read.</p> <p>Discuss and clarify new meanings of words in a text</p> <p>Check that text makes sense and correct inaccurate reading</p> <p>Retell and be familiar with a wider range of stories.</p> <p>Make inferences based on what characters say and do.</p> <p>Explain and discuss their understanding of books, poems and other texts, both those that are listened to and those that are read independently.</p> |

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| | | | <p>Compare the features of a wider variety of stories, poems and information texts.</p> <p>Investigate how text is used to persuade.</p> <p>Investigate word meanings and link to known vocabulary.</p> <p>Continue to build up a repertoire of poems learnt by heart.</p> |
| Investigating Text | <p>Participate in discussions about texts that are read to them and those that they read themselves.</p> <p>Discuss the sequence of events in books and how items are related.</p> <p>Predict what might happen on the basis of what has happened so far.</p> | <p>Listen to, express and discuss views about a variety of stories, poems and non-fiction texts.</p> <p>Explore a variety of non-fiction texts that are structured in different ways.</p> <p>Use general knowledge, background information and new vocab to investigate meaning in texts</p> | <p>Retell and be familiar with a wide range of stories.</p> <p>Make inferences based on what characters say and do.</p> |

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