

Cotton End Forest School English Curriculum Progression

At Cotton End Forest School, English is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.

Intent

At Cotton End Forest School, we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. We aim for the children to be able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. We want our children to gain an understanding of how language works by looking at its patterns, structures and origins. We will encourage our children to use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Through the teaching of literacy we aim to enable children to: speak clearly and audibly in ways which take account of their listeners; listen with concentration in order to be able to identify the main points of what they have heard; adapt their speech to a wide range of circumstances and demands; develop their ability to reflect on their own and others' contributions and the language used; evaluate their own and others' contributions through a range of activities; become confident, independent readers through an appropriate focus on word, sentence and text-level knowledge; be enthusiastic and reflective readers through contact with challenging and diverse texts; enjoy writing and recognise its value; write with accuracy and meaning in a variety of styles; use planning, drafting and editing to improve their work.

Implementation

- Our long-term planning follows the National Curriculum 2014 and EYFS Statutory Framework 2021. Short term planning is supported by the use of: Power of Reading Texts; "Unlocking Letters and Sounds" phonics programme; Rising Stars Vocabulary; Nelson Reading comprehension; and Nelson Handwriting.

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- Through linking our key teaching texts to our creative curriculum and taking learning outside at least once a week, we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children in all aspects of literacy learning.
- Speaking and listening play a key part in our English teaching and children are encouraged to explore new vocabulary in both class discussion and in their written work. We provide the children with a 'Communication friendly' environment in which to work.
- We aim to foster a love of reading for all our children. We do this by: choosing diverse and challenging texts for whole class teaching; having a set of Spine Books for each year group; encouraging independent reading with a range of texts in each classroom; our school library; and our annual Book Week celebrations
- Children are encouraged to take pride in their written work. We have a system of handwriting awards leading up to a pen license. Our presentation policy outlines expectations of presentation in books and regular 'book looks' monitor this.
- Lessons are engaging and are well planned to support all the children regardless of ability. Progress is evidenced in the books and Tracked using Target Tracker.
- We place a big emphasis on pupil engagement and design lessons which involve all pupils, addressing different styles of learning. We encourage all our children to invest in their learning and make positive contributions to their lessons.
- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.
- Children who are not making the required progress are given extra support through interventions which support phonics, writing, reading, spelling or handwriting as identified.

Impact

At Cotton End Forest School, we ensure that all students are exposed to rich learning experiences both in and out of the classroom that aims to create children who:

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- Are confident and fluent readers by the end of Key Stage 1.
- Have a love of reading and can talk about a variety of stories and texts with passion and interest.
- Show good grammatical understanding and apply their knowledge accurately when writing.
- Understand the process of writing and are able to: write with stamina; plan and draft their written word; proofread and edit their writing well, by the end of Key Stage 2, in a range of contexts, purposes and audiences.
- Present their written work with pride, with attention to correct letter formation and neat handwriting.
- Are competent in the arts of speaking and listening for different purposes.
- Demonstrate a wide vocabulary which they are able to use both when speaking and in written work.
- Apply the skills learnt in English effectively to other curriculum areas.

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	EYFS	KSI		LKS2		UKS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription: Spelling	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>Children are taught to spell words containing each of the 40+ phonemes already taught.</p> <p>Children spell common exception words and the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Children will be taught to add prefixes and suffixes.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs</p>	<p>Children are taught to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>They learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words and learn to spell more words with contracted forms.</p> <p>They are taught to use the possessive apostrophe.</p> <p>Distinguish between homophones and near-homophones.</p>	<p>Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Children are taught to spell homophones and near homophones.</p> <p>They learn to place the possessive apostrophe accurately in words.</p> <p>Identify and spell irregular plurals, e.g. goose/geese, woman/women, potato/es.</p> <p>They learn to use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes, e.g. in-, im- ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Use further suffixes, e.g. -ation, -tion, -ssion, -cian.</p> <p>They are taught to spell words that are often misspelt.</p> <p>They learn to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <p>They use their spelling knowledge to use a dictionary more efficiently.</p> <p>Write from memory simple sentences, dictated by the teacher, that</p>	<p>Investigate and use verb prefixes e.g. dis-, re-, pre-, mis-, over-.</p> <p>Spell complex homophones and near-homophones including who's/whose and stationary/stationery.</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn. Develop self-checking and proof-checking strategies.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>They learn to use a thesaurus.</p> <p>Begin to spell the Y5 and Y6 statutory spelling words correctly.</p>	<p>Investigate and use further prefixes, e.g. bi- trans- tele- circum-</p> <p>They learn to spell words that contain hyphens e.g. co-ordinate, re-enter, co-own.</p> <p>Identify root words, and spelling patterns as a support for spelling.</p> <p>Children continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p>

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		and common exception words taught so far.	<p>They add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Begin to spell the Y3 and Y4 statutory spelling words correctly.</p>	<p>include words and punctuation taught so far.</p> <p>Spell Y3 and Y4 statutory spelling words correctly.</p>		<p>Be secure with all spelling rules previously taught.</p> <p>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</p> <p>Spell the Y5 and Y6 statutory spelling words correctly.</p>
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	EYFS	KSI		LKS2		UKS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription: Handwriting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when</p>	<p>Children are taught to: sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>They begin to form lower-case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>They form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Children are taught to: form lower-case letters of the correct size relative to one another.</p> <p>They write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>They use spacing between words that reflects the size of the letters.</p> <p>They start using some of the diagonal and horizontal strokes needed to join letters.</p>	<p>Children are taught to: use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>They continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Children are taught to: increase the legibility, consistency and quality of their handwriting for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>They confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>Increase the speed of their handwriting.</p> <p>They confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</p>	<p>Children are taught to: write using a joined style.</p> <p>They write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>

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	<p>sitting at a table or on the floor.</p> <p>Develop the foundations of a handwriting style.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>						
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	EYFS	KSI		LKS2		UKS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing: Composition	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	<p>Children are taught to write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives and rereading what they have written to check that it makes sense.</p> <p>Compose and sequence their own sentences to write short non-fiction texts.</p> <p>Children discuss what they have written with the teacher or other children, reading aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Use a number of simple features of different text types.</p>	<p>Children are taught to develop positive attitudes towards writing and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional). Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Children are taught to plan what they are going to write about by writing down ideas and encapsulating what they want to say, sentence by sentence.</p> <p>They make simple additions, revisions and corrections to their own writing by evaluating with the teacher and other pupils.</p> <p>Children reread their writing to check that it</p>	<p>Planning: Children discuss writing similar to that which they are planning to write. They discuss and record ideas.</p> <p>Draft and write: Compose and rehearse sentences orally (including dialogue).</p> <p>Begin to organise paragraphs around a theme.</p> <p>Create settings, character and plot in narratives.</p> <p>Use headings and subheadings to organise information.</p> <p>Evaluate and edit: Proofread to check for errors and make improvements in spelling, grammar and punctuation in own and others' writing.</p>	<p>Planning: Children discuss writing similar to that which they are planning to write. They use ideas from their own reading and modelled examples.</p> <p>Draft and write: Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary.</p> <p>Consistently organise their writing into paragraphs around a theme to add cohesion.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure.</p>	<p>Planning: Children plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write: In narratives, describe settings, characters and atmosphere with carefully chosen vocabulary.</p> <p>Regularly use dialogue to convey a character and to advance the action.</p> <p>Consistently link ideas across paragraphs.</p>	<p>Planning: Identify audience and purpose.</p> <p>Note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Compare how authors develop characters and settings.</p> <p>Draft and write: Select appropriate grammar and vocabulary.</p> <p>Select appropriate register for formal and informal purposes.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.</p> <p>Use a range of organisation and presentational devices to structure text for</p>

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			<p>makes sense and the correct tense is used throughout.</p> <p>Children are taught to proofread to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>Read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Evaluate and edit: Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling.</p> <p>Read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Use organisation and presentational devices.</p> <p>Evaluate and edit: Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>different purposes and audiences.</p> <p>Evaluate and edit: Assess the effectiveness of own and others' writing in relation to audience and purpose. Proofread for grammatical, spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure correct subject and verb agreement.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>
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Writing: Vocabulary, Grammar and Punctuation	EYFS	KSI		LKS2		UKS2	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words.</p> <p>Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their</p>	<p>Children are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Leaving spaces between words. Using the joining word 'and' to link ideas and sentences. They begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. They are taught to use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. They use simple sentence structures and begin to form simple compound sentences. They learn to recognise and use the terms</p>	<p>Children learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p> <p>They learn how to use: Sentences with different forms; statement, question, exclamation, command. Expanded noun phrases to describe and specify. The present and past tenses correctly and consistently including the progressive form. Some features of written Standard English. Use co-ordination (or, and, but). Use subordination (when, if, that, because).</p>	<p>Children learn to try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p>	<p>Children are taught to use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who</p>	<p>Children explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</p> <p>Use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); I have eaten lunch already (present perfect).</p>

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	<p>experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To recognise and use the terms from previous year groups plus determiner, pronoun, possessive pronoun and adverbial.</p>	<p>was a famous inventor, had made a new discovery.</p> <p>Children are taught to recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Children learn to use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Children are taught to recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
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English Overview 2023 - 2024			
	Autumn	Spring	Summer
Preschool			
Narrative (POR)	Peepo - Janet and Allan Ahlberg I like Trains - Daisy Hirst	Dinosaur Roar - Paul Stickland Jasper's Beanstalk - Nick Butterworth	Hungry Caterpillar - Eric Carle Superworm - Julia Donaldson
Non-fiction	All about me	Fact books about dinosaurs and growing and changing	Fact books about animals and their babies
Reception			
Narrative	Ruby's Worry - Tom Percival Naughty Bus - Jan and Jerry Oke	Astro Girl - Ken Wilson-Max The Gigantic Turnip - Aleksie Tolstoy	The Queen's hat - Steve Anthony There is no dragon in this story - Lou Carter
Writing Outcomes	Personal narratives, letters, cards, story maps Shared journal, song writing, caption writing	Lists, letters, thoughts about a story Story map, bookmaking, shared writing	Labels, lists, captions Writing in role, notes of advice, speech and thought bubbles
Non-fiction	Fact books about the body, families	Books about Space, Growing and Changing	Books about Kings and Queens,
Writing Outcomes	Questions, facts	Information texts, recipe writing	Fact files, report writing

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Year 1			
Narrative (POR)	Beegu - Alexis Deacon Rabbit and Bear: Rabbit's Bad Habits - Julain Gough	Lila and the Secret of Rain - David Conway 10 Things I Can Do to Help My World - Melanie Walsh	The Story Tree - Hugh Lupton Poems to Perform - Julia Donaldson
Writing Outcomes	Writing in role, instructional writing, letter writing, playscript Information writing, explanation, free writing, narrative	Narrative descriptions, story maps, poems, thought bubbles Label writing, instructions, notes, letters	Setting description, character description, recount, narrative Descriptive vocabulary and phrase collections, poetry, class anthologies
Non-fiction	Books about the human body, animals, earth	Books about the UK, Kings, Queens, Seasons, Weather, Environment	Books on Parliament, Continents, Plants, Materials
Writing Outcomes	Information writing, explanation, instructional writing	Persuasive letters persuading others to take care of the earth, fact files, non-chronological reports	Identify and describe the characteristics of animals and their habitat
Reading Comprehension	Units 1 and 2	Units 3 and 4	Units 6 and 7
Year 2			
Narrative (POR)	Augustus and his Smile - Catherine Rayner Man on the Moon - Simon Bartram	The Puffin Book of Fantastic First Poems by June Crebbin The Lonely Beast by Chris Judge	Claude in the City - Alex T Smith Look Up - Nathan Bryon
Writing Outcomes	Book review, narrative, letter writing Character description, postcard, diary entries, recount, instructions	Descriptive writing, poems Interview questions, newspaper article, scripts, persuasive letter	Story mapping, postcard in role, city poems, personal narrative Making lists, writing in role, scripts, poetry
Non-fiction	Books about The Romans, Earth, Materials, Space	Books on The British Isles, The Tudors, Electricity, Plants	Books on Northern Europe, Significant people in History, Human Body, Living Things

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Writing Outcomes	Persuasive writing to encourage local activism, Non-chronological report, questions and hypotheses to research, fact file	Instructions, explanation writing, information poster	Newspaper reports, biographies
Reading Comprehension	Units 1 - 4	Units 5 - 8	SATs questions Units 9 - 10
Year 3			
Narrative (POR)	Ug: Boy Genius of the Stone Age - Raymond Briggs Charlotte's Web - E B White	The King Who Banned the Dark - Emily Haworth-Booth The Mousehole Cat - Antonia Barber	Werewolf Club Rules - Joseph Coelho Gorilla - Anthony Browne
Writing Outcomes	Recount, comic strip, persuasive speech, postcard, instructions Diary entry, story maps, writing in role, character descriptions, narrative descriptions	Letter writing, writing in role, free verse poetry, journalistic writing	Text marking, drafting, redrafting and writing poetry Letter writing, narrative recount, illustrated sequel
Non-fiction	Books about the Stone Age, Bronze Age, Iron Age, Earth, Human Body, Ancient Egypt, Settlements, Life Cycles	The Anglo-Saxons, Scots, Vikings, Rivers, UK Geography: The South West, Plants, Light	Books on Law and Power, Western Europe, India, China, Rocks, Forces
Writing Outcomes	Non-chronological report, instructions, information writing, newspaper report, fact files	Explanation writing, instructions, diary writing	Science report, discussion, information leaflet
Reading Comprehension	Units 1-4	Units 5 - 8	Units 9 - 10

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Year 4			
Narrative (POR)	The Comet - Joe Todd-Stanton The Green Ship - Quentin Blake	Lob - Linda Newbery Hot Like Fire and Other Poems - Valerie Bloom	The Rhythm of the Rain by Grahame Baker-Smith Krindlekrax by Philip Ridley
Writing Outcomes	Story maps, character description, setting description, diary extract, narrative	Free verse poetry, writing in role, letter writing, news report script, character description, free writing Poems, descriptive paragraphs, note taking	Personal narrative, persuasive speech, poetry Letter to an agony aunt, narrative recount, magazine interview
Non-fiction	Books about Ancient Greece, Earth, Human Body, Classification of Plants and Animals,	Ancient Rome, Eastern Europe, UK Geography, Sound, Ecology	Books about The Stuarts, London and the South East, Japan, Water Cycle, Electricity
Writing Outcomes	Argument, persuasive writing	Instructions, argument writing	Biography, explanation texts, non- chronological report
Reading Comprehension	Units 1 - 4	Units 5 - 8	Units 9 - 10
Year 5			
Narrative (POR)	Runaway Robot - Frank Cottrell-Boyce Seasons of Splendour - Madhur Jaffrey	Where Do You Go Birdy Jones? - Joanna Nadin A Boy and a Bear in a Boat - Dave Shelton	Cosmic Disco - Grace Nichols Street Child - Bernie Doherty
Writing Outcomes	Writing in role, letter writing, creative writing, persuasive writing Playscripts, letter writing, annotations	Free writing, letter writing, emails, free verse poetry, writing in role	Poetry, note taking Recounts, free writing, captions, pen portraits, note of advice

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Non-fiction	Book about the British Empire, Human Body, Earth, Mountains	UK Geography, Australia, Living Things, Forces	Books about The Industrial Revolution, Victorians, The South Pacific, Astronomy, Meteorology
Writing Outcomes	Non-chronological reports, biography writing, explanation writing	Explanation writing, information writing	Biography, timeline, glossary
Reading Comprehension	Units 1 - 4	Units 5 - 8	Units 9 - 10
Year 6			
Narrative (POR)	Stay Where You Are and Then Leave - John Boyce Suffragette: The Battle for Equality - David Roberts	Rose Blanche - Christophe Gallaz and Roberto Innocenti Love That Dog - Sharon Creech	Mama Miti: Wangari Maathai - Donna Jo Napoli The Promise - Nicola Davies
Writing Outcomes	Writing in role, diary writing, letter writing, telegram, free verse poetry, propaganda posters Speeches, prison letters and accounts, newspaper report, persuasive letters	Writing in role, diary writing, letter writing, journalistic writing Poetry, diary writing, letter writing	Note taking, letters of advice, free verse poetry, speeches Narrative, creative writing, persuasive writing
Non-fiction	Books on WW1, Suffragettes, Role of Women, Earth, Human Body, Blood	Books on North and South America, WWII, Holocaust, Electricity, Light	Books about The Cold War, Human Rights, Africa, Globalisation, Reproduction, Evolution
Writing Outcomes	Instruction writing, explanation texts, reports, biographies, timelines	Newspaper report, persuasive writing, non-chronological reports	Science investigation, summative report, biography, cookery book
Reading Comprehension	Units 1 - 4	Units 5 - 6 SATs questions	Units 7 - 10