



English Progression at NLAS

Intent

At NLAS, a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. We understand that our children have the right to explore an enriched and exciting curriculum which provides purposeful and meaningful opportunities to write, embracing every child's uniqueness and nurturing their creativity. Our pupils are encouraged to develop the stamina and skills to write at length, use accurate spelling and punctuation, be grammatically correct, write in range of ways and purposes including narrative, explanations, descriptions, comparisons, summaries and evaluations and write to support their understanding and consolidation of what they have heard or read. We understand what it is to be a writer and allow children the time and space to develop their own style and confidence. Our aim is for every child to develop a life-long love of reading, appreciating the value of literature and its power to transport, educate and heal. Every unit aims to immerse the children in a new world of high-quality literature, and our approach to teaching reading enables all children to become fluent readers, develop their background knowledge, expand their vocabulary and broaden their understanding of genres. We aim to develop children's speaking and listening skills so that they feel confident and competent in communicating their ideas through a range of different experiences and for a variety of purposes. By the time children leave NLAS they will be equipped with the literacy skills to succeed in life.

Our Four Curriculum Drivers underpin our approach to learning across all subjects at NLAS.

Global Citizens



Healthy Body, Healthy Mind



Adventure & Exploration



Aspirations





Implementation

Reading and writing is taught during English sessions through contextualised learning linked to key texts. Grammar, language and punctuation skills are taught through analysis of the author's use of effective vocabulary choices, language structures and writing style, and by using a key text as a model during the writing process. Children are given opportunities to imitate the author's style, reflect on why the writing is effective, then practise and develop their own writing style using the skills they have learnt. Links are made across the curriculum to join up learning and make writing meaningful and these skills are woven into a curriculum which promotes a love of reading and places an emphasis on learning to read early, which then allows our children to read to learn. We use high quality texts and ensure children are exposed to a variety of text types and authors to allow them to find that love for books. In the early stages of reading, we teach children to decode words using phonic skills as their main approach, alongside which we teach sight vocabulary. Once grasped, the focus for developing reading is understanding and comprehension.

Impact

We nurture confident children who engage in deep conversations and debates about topics and important issues. Children question each other in a challenging, yet respectful way, to further understanding and explore meaning. Role-play is used to develop children's expression and confidence and all children get the opportunity to perform to a wider audience. We teach children to present clearly and use intonation and expression to capture an audience and entertain. As readers and writers, we develop children who take pride in and enjoy showcasing the development and progression of their knowledge and skills. At the end of their journey at NLAS, our children are able to read fluently for both pleasure and knowledge, debate their ideas, take risks in their writing and have the skills to think creatively, curiously and boldly.



Whole School Writing Overview by Year Group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Key text: Marvellous Me</p> <p>Letter formation</p> <p>Name Writing</p> <p>Initial Sounds</p> <p>Pencil Control</p> <p>Word Blending</p> <p>CVC words</p> <p>Harder to Read and Spell</p> <p>Word Reading</p> <p>Mark making using senses.</p> <p>ELG: LN4, LN5, LN6</p>	<p>Key text: We all go travelling</p> <p>Writing names.</p> <p>Read and Colour</p> <p>Reading Harder to Read and Spell Words.</p> <p>CVC words in various contexts.</p> <p>ELG: LN4, LN5, LN6</p>	<p>Key text: Frozen Planet</p> <p>Writing simple sentences</p> <p>Using adjectives</p> <p>CVC words</p> <p>ELG: LN7, LN8, LN9, LN10</p>	<p>Key text: Rumble in the Jungle</p> <p>Performance poetry</p> <p>Descriptive sentences</p> <p>Story retelling</p> <p>CVC words</p> <p>Capital letters and full stops</p> <p>ELG: LN7, LN8, LN9, LN10</p>	<p>Key text: Seashore secrets</p> <p>Descriptive sentences</p> <p>Instructions</p> <p>Use adjectives</p> <p>Sentences</p> <p>Capital letters and full stops</p> <p>ELG: W1, W2, W3</p>	<p>Key text: Land of Make Believe</p> <p>Letter writing</p> <p>Instructions</p> <p>Plan a story</p> <p>ELG: W1, W2, W3</p>
Year 1	<p>Key text: Harry the Happy Mouse</p> <p>Writing outcomes:</p> <p>Narrative</p> <p>Non-chronological reports</p> <p>Grammar Focus:</p> <p>Sentence structures</p> <p>Punctuation</p>	<p>Key text: Supertato</p> <p>Writing outcomes:</p> <p>Narrative</p> <p>Poetry</p> <p>Instructions</p> <p>Grammar Focus:</p> <p>Sentence structures</p> <p>Punctuation</p>	<p>Key text: No-Bot</p> <p>Writing outcomes:</p> <p>Narrative</p> <p>Letter Writing</p> <p>Grammar Focus:</p> <p>Sentence structures</p> <p>Punctuation</p>	<p>Key text: The tales of Peter Rabbit</p> <p>Writing outcomes:</p> <p>Non-Chron Report</p> <p>Character Description</p> <p>Recount</p> <p>Poetry</p> <p>Narrative</p> <p>Grammar Focus:</p> <p>Sentence structures</p> <p>Punctuation</p>	<p>Key text: The Scarecrows' Wedding</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>	<p>Key text: How to train a train</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>
Year 2	<p>Key text: The Way Home for Wolf</p> <p>Writing outcomes:</p> <p>Character Description</p> <p>Narrative</p> <p>Non-chronological report</p> <p>Grammar Focus:</p> <p>Conjunctions</p> <p>Punctuation</p> <p>Adverbials for time</p>	<p>Key text: The Great Fairy Tail Disaster</p> <p>Writing outcomes:</p> <p>Personal opinions</p> <p>Diary entries</p> <p>Fairy tails</p> <p>Instructions</p> <p>Grammar Focus:</p> <p>Noun phrases</p> <p>Conjunctions</p> <p>Suffixes</p>	<p>Key text: The Owl who was afraid of the dark.</p> <p>Writing outcomes:</p> <p>Non-chronological report</p> <p>Playscripts</p> <p>Questions</p> <p>Factfiles</p> <p>Riddles/Poetry</p> <p>Narrative</p> <p>Grammar Focus:</p> <p>Homophones</p>	<p>Key text: The Owl who was afraid of the dark.</p> <p>Writing outcomes:</p> <p>Poem</p> <p>Narrative</p> <p>Letter Writing</p> <p>Diary Writing</p> <p>Persuasive Leaflet</p> <p>Grammar Focus:</p> <p>Forming sentences</p> <p>Conjunctions</p>	<p>Key text: Aladdin</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>	<p>Key text: The Killer Cat</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>



	Handwriting Composition	Vocabulary choices	Conjunctions Punctuation	Commas in a list Adjectives		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Key text: Writing outcomes: Grammar Focus:	Key text: Writing outcomes: Grammar Focus:	Key text: Writing outcomes: Grammar Focus:	Key text: Writing outcomes: Grammar Focus:	Key text: Writing outcomes: Grammar Focus:	Key text: Writing outcomes: Grammar Focus:
Year 4	Key text: Greek Myths Writing outcomes: Diary Entry Setting Description Character Description Narrative Grammar Focus: Word types Nouns and noun phrases Sentence structures Sentence openers Prefixes	Key text: Rumaysa Writing outcomes: Character Description Informal Letter Poetry Narrative Non-chronological report Grammar Focus: Sentence structure Fronted adverbials Inverted commas Pronouns Composition Vocabulary choices	Key text: Gulliver's Travels Writing outcomes: Poetry Diary Entry Informal letter Narrative Persuasive adverts Grammar Focus: Fronted adverbials Nouns for precision Pronouns Apostrophes Suffixes	Key text: The Last Bear Writing outcomes: Grammar Focus:	Key text: The Mousehole Cat Writing outcomes: Grammar Focus:	Key text: Macavity Poems Writing outcomes: Grammar Focus:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Key text: Beowulf</p> <p>Writing outcomes:</p> <p>Diary Entry Persuasive Speech Historical Fiction Newspaper Reports</p> <p>Grammar Focus:</p> <p>Inverted Commas Complex Sentences Relative Clauses Use brackets, dashes and commas. Use cohesive devices.</p>	<p>Key text: Gelert</p> <p>Writing outcomes:</p> <p>Inner Monologue Narrative Character Description Playscripts</p> <p>Grammar Focus:</p> <p>Sentence types Pronouns</p>	<p>Key text: E.T.</p> <p>Writing outcomes:</p> <p>Setting description Poetry Narrative</p> <p>Grammar Focus:</p> <p>Expanded noun phrases Sentence openers</p>	<p>Key text: The boy who met a whale.</p> <p>Writing outcomes:</p> <p>Non-Chronological Report Character Description Adventure Story</p> <p>Grammar Focus:</p> <p>Parenthesis Higher-level punctuation</p>	<p>Key text: The invention of Hugo Cabaret</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>	<p>Key text: Jabberwocky</p> <p>Writing outcomes:</p> <p>Grammar Focus:</p>
Year 6	<p>Key text: Holes</p> <p>Writing Outcomes:</p> <p>Setting Description Non-Chronological Report Instructions</p> <p>Grammar Focus:</p> <p>Sentence structures Word types Sentence openers</p>	<p>Key text: Holes</p> <p>Writing Outcomes:</p> <p>Informal letter Character Description Persuasive leaflet Narrative</p> <p>Grammar Focus:</p> <p>Descriptive language Developing an awareness of the reader Tenses Apostrophes Informal/formal writing</p>	<p>Key text: The Nowhere Emporium</p> <p>Writing Outcomes:</p> <p>Diary entry Formal letter of complaint</p> <p>Grammar Focus:</p> <p>Punctuation Commas for clarity Hyphenated words Subjunctive form</p>	<p>Key text: The Nowhere Emporium</p> <p>Writing Outcomes:</p> <p>Biography Balanced argument Suspense Narrative Explanation text</p> <p>Grammar Focus:</p> <p>Passive and active voice Cohesive devices Modal Verbs Inverted Commas Synonym and Antonyms Sentence structure.</p>	<p>Key text: Boy 87</p> <p>Writing Outcomes:</p> <p>Diary Entry Setting Description Informal Letter</p> <p>Grammar Focus:</p> <p>Converting nouns/adjectives into verbs Editing and redrafting Cohesive Devices</p>	<p>Key text: Boy 87</p> <p>Writing Outcomes:</p> <p>Poetry Film Literacy Playscripts</p> <p>Grammar Focus:</p> <p>Revision of concepts covered across the year.</p>

