Geography overview and progression of skills (EYFS - Year 6)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
EYFS	**Writing:** Who am I? 1. All Kinds of People by Emma Damon. 2. All about Families by Felicity Brooks. 3. Superhero Like You by Dr Ranj. 4. Super Millie and the Super School Day by Stephanie Clarkson **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** Is this old or is this new? 1. Look Up by Nathan Bryon and Dapo Adeola 2. Emma Jane's Aeroplane by Katie Haworth. 3. Once there were giants by Martin Waddell 4. When I was Young by James Dunbar and Martin Remphry. **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** What can I investigate? 1. I will never ever eat a tomato by Lauren Child 2. Growing Frogs by Vivian French 3. The Tiny Seed by Eric Carle (The Hungry Caterpillar by Eric Carle as an additional read to text). 4. The Extraordinary Gardener by Sam Boughton 5. The Night Pirates by Pete Harris and Deborah Allwright **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** What do Stories tell us? 1. Jack and the Beanstalk (Jim and the Beanstalk by Raymond Briggs - use both) 2. Anansi the Spider by Gerald McDermott 3. Ning and the Night Spirits by Adriena Fong 4. Bringing the rain to Kapiti Plain by Verna Aardema **Reading:** Phonics sessions daily with phonic books read in class.
1	**Writing:** Cave Baby by Julia Donaldson and Emily Gravett Theme: Journeys and Exploration (Fiction) Pig the Pug by Aaron Blabey & How to Be a Dog by Jo Williamson Theme: Friendship and Kindness (Fiction and non-fiction focus) **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** Astro Girl by Ken Wilson-Max Theme: Journeys and Exploration (Fiction and non-fiction focus) Billy and the Beast by Nadia Shireen Theme: Heroic deeds (Fiction) **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** Dinosaurs and All That Rubbish by Michael Foreman Theme: Nature and Environment (Fiction and non-fiction focus) The Odd Egg by Emily Gravett Theme: Similarities and Differences (Fiction and non-fiction focus) **Reading:** Phonics sessions daily with phonic books read in class.	**Writing:** Lost and Found by Oliver Jeffers *Book and Film Theme: Kindness and Friendship (Fiction) Beegu by Alexis Deacon Theme: Similarities and Differences (Fiction) **Reading:** Phonics sessions daily with phonic books read in class.
2	**Writing:** Tadpole's Promise by Jeanne Willis and Tony Ross Theme: Change and Relationships (Fiction and non-fiction focus)	**Writing:** The Journey Home by Frann Preston-Gannon Theme: Creation and Conservation (Fiction and non-fiction focus)	**Writing:** The Great Fire of London by Emma Adams and James Weston Lewis Theme: Urban Metropolis (Non-Fiction)	**Writing:** The Dragon Machine by Helen Ward and Wayne Anderson Theme: Fictional Worlds and Fantasy (Fiction)

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	Wolves by Emily Gravett Theme: A Twist in the Tale (Fiction and non-fiction focus) **Reading:** Phonics sessions daily with phonic books read in class. A Book of Bears by Katie Viggers - optional text Bravery vs Fear (Non-Fiction)	The Bear Under the Stairs by Helen Cooper Theme: Bravery vs Fear (Fiction and non-fiction focus) **Reading:** There's a Rang-Tan in my Bedroom by Fran Preston-Gannon Theme: Creation & conversation (Fiction and non-fiction focus) The Street beneath my feet by Charlotte Guillian Theme: Urban Metropolis (Non-Fiction) Fanatic about frogs by Owen Davey - optional text Theme: Change and Relationships (Non-Fiction)	The Owl and the Pussy-cat by Edward Lear and Charlotte Voake Poetry Theme: Change and Relationships (Fiction) **Reading:** Rabbit and Bear by Julian Gough & Jim Field Theme: Bravery vs. Fear (Fiction) Ada Twist and the Perilous Pantaloons by Andrea Beaty Theme: Urban metropolis and Utopia vs. Dystopia (Fiction and non-fiction focus)	House Held Up By Trees by Ted Kooser and Jon Klassen Theme: Creation and Conservation (Fiction and non-fiction focus) **Reading:** Hotel Flamingo by Alex Milway Theme: Bravery vs Fear (Fiction) Cinderella An Art Deco Love Story by Lynn Roberts and David Roberts Theme link: A Twist in the Tale (Fiction)
3	**Writing:** The Heart and the Bottle by Oliver Jeffers Theme:Magic and Wonder (Fiction focus) Leon and the Space Between by Angela McAllister Theme:Magic and Wonder (Fiction focus) **Reading:** Mr Penguin and the Lost Treasure by Alex T. Smith Theme: From mystery to Discovery (Fiction focus) New and Collected Poems for Children by Carol Ann Duffy Theme: Dreams & Curiosity Poetry	**Writing:** The Tin Forest by Helen Ward and Wayne Anderson Theme: Dreams and Curiosity (Fiction and non-fiction focus) The BFG by Roald Dahl Theme: Dreams and Curiosity (Fiction focus) **Reading:** Lost Species by Jess French and Daniel Long Theme: Creation and Conservation (Non-Fiction focus) The BFG by Roald Dahl 15 sessions Theme: Dreams & Curiosity (Fiction focus) Fortunately the Milk by Neil Gaiman Theme: Confidence and Caution (Fiction focus)	**Writing:** The Day I swapped my Dad for Two Goldfish by Niel Gaiman. Theme: Confidence and Caution (Fiction focus) Escape from Pompeii by Christina Balit Theme: Disaster, hope and healing (Fiction and non-fiction focus) **Reading:** Africa, Amazing Africa by Atiunke Theme: Overcoming Adversity (Non-Fiction focus) I am the Seed that Grew the Tree by Fiona Waters Theme: From Mystery to Discovery Poetry	**Writing:** The Tear Thief by Carol Ann Duffy and Nicoletta Ceccoli Theme: Dreams & Curiosity (Fiction and non-fiction focus) How to Live Forever by Colin Thompson Theme: From Mystery to Discovery (Fiction focus) Jim: A Cautionary Tale by Hilaire Belloc & Mini Grey Theme: Confidence and Caution (Fiction focus with poetry) **Reading:** A Necklace of Raindrops' by Joan Aiken & Jan Pienkowski Theme: Confidence & caution (Fiction and non-fiction focus)

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				Earth Shattering Events by Sophie Williams and Robin Jacobs Theme: Disaster, hope and healing (Non-Fiction focus)
4	**Writing:** Tar Beach by Faith Ringgold Theme: Finding Freedom (Fiction focus) Varmints by Helen Ward Theme: Finding Freedom (Fiction and non-fiction focus) The Story of Tutankhamun by Patricia Cleveland-Peck Theme: Unearthing Civilisations (Non-Fiction focus) **Reading:** The story of Flight by Jakob Whitfield Theme: Invention & innovation (Non-Fiction focus) The Firework Maker's Daughter by Philip Pullman Theme: Darkness & light (Fiction focus)	**Writing:** Weslandia by Paul Fleischman and Kevin Hawkes Theme: Exploration and Discovery (Fiction and non-fiction focus) Winter's Child by Angela McAllister and Grahame Baker Smith Theme: Darkness & light (Fiction focus) **Reading:** Undefeated by Kwame Alexander Theme: Finding Freedom Poetry Viking Voyagers by Jack Theme: Taking Courage (Non-Fiction)	**Writing:** FArTHER by Grahame Baker Smith Theme: Invention and Innovation (Fiction) The Iron Man by Ted Hughes and Laura Carlin. Theme: Invention & innovation (Fiction) **Reading:** How Does a Lighthouse Work? by Roman Belyaev Theme: Taking Courage (Non-Fiction) Letters from the Lighthouse by Emma Carroll Theme: Taking Courage (Fiction)	**Writing:** The Lion and the Unicorn by Shirley Hughes Theme: Taking Courage (Fiction and non-fiction focus) Odd and the Frost Giants by Neil Gaiman and Chris Riddell Theme: Taking courage (Fiction focus) Shackleton's Journey by William Grill Theme: Exploration and Discovery (Non-Fiction) **Reading:** Overheard in a Tower Block: by Joseph Coelho Theme: Mystery and Truth Poetry Two Weeks with the Queen:By Morris Gleitzman Theme: A window to the world (Fiction focus)
5	**Writing:** The Lost Thing by Shaun Tan Theme: Belonging and Acceptance (Fiction focus) Robot Girl by Malorie Blackman and Matthew Griffin Theme: Ambition and Desire (Fiction focus) **Reading:** Who Let the Gods Out by Maz Evans	**Writing:** Percy Jackson by Rick Riordan Theme: Power vs Principles (Fiction and non-fiction focus) Firebird by Saviour Pirotta Theme: Mystery and Truth (Fiction focus) **Reading:** Percy Jackson by Rick Riordan Theme: Power vs Principles (Fiction and non-fiction focus)	**Writing:** Curiosity by Markus Motum Theme: Mystery and Truth (Non-Fiction focus) Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly and Laura Freeman Theme: Power vs Principles (Non-Fiction) **Reading:**	**Writing:** The Tempest by William Shakespeare. Helen Street and Charly Cheung Theme: Power vs Principles (Fiction and non-fiction focus. Shakespeare) Anne Frank by Josephine Poole Theme: Lessons from History (Non-Fiction) **Reading:** Cogheart by Peter Bunzl

Geography overview and progression of skills (EYFS - Year 6)

	Theme: Power vs Principle (Fiction focus)	The Listeners by Walter De La Mare Theme: Legends and Folklore Poetry focus	The Race for Space by Clive Gifford Theme: Power vs Principles (Non-Fiction) The Good Thieves by Katherine Rundell Theme: North America; 1920's prohibition (Fiction and non-fiction focus)	Theme: Power vs principles (Fiction focus) SPARE TEXT Beetle Boy by M.G. Leonard Theme: Evolution & Inheritance (Fiction and non-fiction focus)
6	**Writing:** The Promise by Nicola Davies Theme: Evolution and Inheritance (Fiction focus with poetry) The Boy in the Tower by Polly Ho-Yen Theme: Utopia vs dystopia (Fiction focus) **Reading:** The Boy in the Tower by Polly Ho-Yen Theme: Utopia vs dystopia (Fiction focus) Darwin's Voyage of Discovery by Jake Williams Theme: Evolution and Inheritance (Non-Fiction)	**Writing:** The Hidden Forest by Jeannie Baker Theme: Dreams and Curiosity (Fiction and non-fiction focus) The Last Bear by Hannah Gold 3 weeks Theme: Evolution and Inheritance (Fiction and non-fiction focus) Grammar focus activities **Reading:** The Last Bear by Hannah Gold 3 weeks Theme: Evolution and Inheritance (Fiction and non-fiction focus) **SATs Focus activities**	**Writing:** Grammar focus activities **Reading:** **SATs (Reading) Focus activities**	**Writing:** **Mary Anning - biography** (Non-Fiction) **There's a Boy in the Girl's Bathroom By Louis Sachar** (Fiction focus) **Reading:** **SATs (Reading) Focus activities**

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • 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. • Write simple phrases and sentences that can be read by others.	Transcription - Pupils should be able to spell **words containing each of the 40 phonemes accurately** as well as some common exception words and examples such as days of the week (W1.1). **They will know the names and sounds of the letters of the alphabet** in order (W1.2). Pupils will use the prefix un- and **suffixes –ing, -ed,** -er and –est **as well as –s and –es for plurals accurately** in their writing (W1.3). They can mainly accurately write simple sentences that include words from the spelling rules above (W1.4). Composition - Pupils can compose a sentence orally and practice saying it out loud before writing it (W3.1). They can re-read their work to check it is correct and read it to both adults and peers clearly (W3.2). They are able to sequence sentences from known narratives (W3.3). Word: Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun	Transcription - Pupils are able to segment spoken words in to phonemes and represent these with graphemes, spelling most accurately (W1.1). They can spell phonemes accurately where more than one spelling is known; spell some common homophones and some words containing contractions (W1.2) (As appropriate to appendix 1 PNC for spelling). Pupils will use possessive apostrophes generally accurately (W1.3). They can mainly accurately write simple sentences, dictated by the teacher, that include words from the spelling rules above and the punctuation taught in Year 2 (W1.4). Greater Depth: Pupils can spell accurately an increasing number of common exception words (as appropriate to appendix 1 PNC for spelling). **Pupils will use the suffixes –ment, -ness, -ful, –less and –ly to spell longer words accurately in their writing.** Composition: Pupils can compose narratives based on real events, personal experiences and the experiences of others both in real life and from works of fiction (W3.1). They write different forms and for different purposes (W3.2). Pupils plan orally and practice saying it out loud before writing it	Transcription: Pupils can spell homophones and commonly misspelt words mostly accurately (W1.1). (As appropriate to appendix 1 PNC for spelling) They can **use prefixes, suffixes**, understand how to add these to root words and spell words accurately in their writing (W1.2). Pupils use possessive apostrophes accurately for regular and irregular plural forms (W1.3). They are able to use a dictionary efficiently (using the first two to three letters) to check their spelling (W1.4). They can accurately write simple sentences from memory, dictated by the teacher, that include words from the spelling rules above and the punctuation taught in Year 3 (W1.5). Greater Depth: Pupils spell commonly misspelt words accurately and apply spelling rules consistently. (As appropriate to appendix 1 PNC for spelling) Composition: Pupils can plan their writing through discussion of similar writing, understanding its structure, vocabulary and grammar and recording their ideas (W3.1). They compose writing through orally rehearsing sentences, using a rich	Transcription: Pupils can spell homophones and commonly misspelt words mostly accurately (W1.1). (As appropriate to appendix 1 PNC for spelling) They can **use prefixes, suffixes**, understand how to add these to root words and spell words accurately in their writing (W1.2). Pupils use possessive apostrophes accurately for regular and irregular plural forms (W1.3). They are able to use a dictionary efficiently (using the first two to three letters) to check their spelling (W1.4). They can accurately write simple sentences from memory, dictated by the teacher, that include words from the spelling rules above and the punctuation taught in Year 4 (W1.5). Greater Depth: Pupils spell commonly misspelt words accurately and apply spelling rules consistently. (As appropriate to appendix 1 PNC for spelling) Composition: Pupils can plan their writing through discussion of similar writing, understanding its structure, vocabulary and grammar and recording their ideas (W3.1). They compose writing through orally rehearsing sentences, using a rich and varied vocabulary and	Pupils will be able to prepare readings, summarise and present familiar stories in their own words. Pupils should be reading widely and frequently for pleasure and information. Pupils should be able to write down their ideas quickly, with broadly accurate punctuation, grammar and spelling. Pupils' knowledge of language gained from stories, plays, poetry, non-fiction and textbooks supports their increasing fluency as readers, facilitates them as writers and develops their comprehension. Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Transcription: Pupils can spell words with silent letters and distinguish between homophones and other words commonly confused (W1.1). (As appropriate to appendix 1 PNC for spelling) They can use prefixes and suffixes, understanding the guidance for adding these and using their knowledge of morphology and	Pupils will be able to prepare readings, summarise and present familiar stories in their own words. Pupils should be reading widely and frequently for pleasure and information. Pupils should be able to write down their ideas quickly, with broadly accurate punctuation, grammar and spelling. Pupils' knowledge of language gained from stories, plays, poetry, non-fiction and textbooks supports their increasing fluency as readers, facilitates them as writers and develops their comprehension. Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. By the end of year 6, pupils' reading and writing should be sufficiently fluently and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects, and not just in English. Greater Depth: *It should be ensured that pupils' can consciously control sentence structure in their*

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*] Sentence: How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and* Text: Sequencing **sentences** to form short narratives	(W3.3). They can write their own ideas and key words, including vocabulary choices and develop their writing sentence by sentence (W3.4). They are able to read their work aloud with correct intonation to ensure meaning is clear. Greater Depth: They can re-read their work to check it is correct, **including identifying accurate and consistent use of verbs**. They can evaluate their writing with both adults and peers, making some simple additions/revisions **and proof-reading corrections for spelling, grammar and punctuation** to their own writing. Word: Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	and varied vocabulary and range of sentence structures and can **organise their writing in paragraphs** (W3.2). Pupils create character, setting and plot in narrative writing and use simple organisational devices in non-fiction writing (W3.3). Pupils can evaluate the effectiveness of theirs and others' writing **and suggest improvements including changes to inaccurate grammar (including the use of pronouns) and vocabulary to improve consistency** (W3.4)**.** Word: Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]. Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]. **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] Sentence: Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example,	range of sentence structures and can **organise their writing in paragraphs** (W3.2)**.** Pupils create character, setting and plot in narrative writing and use simple organisational devices in non-fiction writing (W3.3). Pupils can evaluate the effectiveness of theirs and others' writing **and suggest improvements including changes to inaccurate grammar (including the use of pronouns) and vocabulary to improve consistency** (W3.4)**.** Word: Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]. Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]. **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] Sentence: Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions**	etymology to use and spell words accurately in their writing (W1.2). They are able to use a dictionary efficiently (using the first three or four letters) to check their spelling and meaning of words (W1.3). They can use a thesaurus effectively (W1.4). Composition: Pupils can plan their writing by identifying the audience for and purpose of the writing (W3.1). They develop their narrative considering how known authors have developed characters, setting and plot (W3.2). Pupils **compose writing through selecting appropriate grammar and vocabulary, showing awareness of how their choices have changed or enhanced the meaning** (W3.3). In narrative, pupils can describe setting, characters and atmosphere and are able to integrate dialogue to convey character and advance action (W3.4). They are able to précis longer passages (W3.5). **Pupils use a wide range of devices to organise their writing and build cohesion within and across paragraphs**	*writing and understand why sentences are constructed in the way they are.* ***Pupils should understand the nuances in vocabulary choice and age-appropriate academic vocabulary whilst making assured and conscious control over levels of formality.*** Transcription: Pupils can spell words with silent letters and distinguish between homophones and other words commonly confused (W1.1). (As appropriate to appendix 1 PNC for spelling) They can use prefixes and suffixes, understanding the guidance for adding these and using their knowledge of morphology and etymology to use and spell words accurately in their writing (W1.2). They are able to use a dictionary efficiently (using the first three or four letters) to check their spelling and meaning of words (W1.3). They can use a thesaurus effectively (W1.4). Composition: Pupils can plan their writing by identifying the audience for and purpose of the writing (W3.1). They

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Sentence: **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command Text: Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]	*then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	[for example, *before*, *after*, *during*, *in*, *because of*] Text: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]	(W3.6). Pupils use a range of organisational and presentational devices to structure and guide the reader in non-fiction writing (W3.7). Pupils can evaluate the effectiveness of theirs and others' writing and suggest improvements including changes to inaccurate grammar, punctuation and vocabulary to enhance effects and clarify meaning (W3.8). **They can ensure consistency in tense, subject and verb agreements** and singular and plural (W3.9). **They are able to proof read effectively for spelling and punctuation errors** (W3.10). Greater Depth: *Pupils plan writing for a wide range of audiences and purposes. They use similar writing as a model for their own. They can develop their ideas through further reading and research where necessary. Pupils distinguish between the language of speech and writing and choose the appropriate register.*	develop their narrative considering how known authors have developed characters, setting and plot (W3.2). Pupils **compose writing through selecting appropriate grammar and vocabulary, showing awareness of how their choices have changed or enhanced the meaning** (W3.3). In narrative, pupils can describe setting, characters and atmosphere and are able to integrate dialogue to convey character and advance action (W3.4). They are able to précis longer passages (W3.5). **Pupils use a wide range of devices to organise their writing and build cohesion within and across paragraphs** (W3.6). Pupils use a range of organisational and presentational devices to structure and guide the reader in non-fiction writing (W3.7). Pupils can evaluate the effectiveness of theirs and others' writing and suggest improvements including changes to inaccurate grammar, punctuation and vocabulary to enhance effects and clarify meaning (W3.8). **They can ensure consistency in tense, subject and verb**

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							agreements and singular and plural (W3.9). **They are able to proof read effectively for spelling and punctuation errors** (W3.10). Greater Depth: *Pupils plan writing for a wide range of audiences and purposes. They use similar writing as a model for their own. They can develop their ideas through further reading and research where necessary. Pupils distinguish between the language of speech and writing and choose the appropriate register.*
Reading	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions,	Through Year 1, pupils develop a pleasure in reading, motivation to read and an understanding of the words and texts that they read and those that are read to them (R1.1). **They participate in discussions around texts** and begin to develop the clarity of their explanation of their understanding (R1.2). They take turns in reading and discussion and listen to others read and express their views (R1.3). Pupils are able to respond quickly to all **40 taught**	Through Year 2, pupils develop a pleasure in reading, motivation to read and an understanding of vocabulary in texts that they read fluently and accurately and texts that are read to them. They participate in discussions around books and poems, explaining and discussing their understanding and taking turns to listen to others. **Pupils are able to apply phonic knowledge to decode words automatically** so it is	Through Year 3 and 4, pupils develop a positive attitude reading, motivation to read and an understanding of what they read independently. They participate in discussions about books read independently, and books read to them, explaining and discussing their understanding and taking turns to listen to others. **They are able to retrieve and record information from non-fiction texts.** **Pupils are able to use their knowledge of root**	Through Year 3 and 4, pupils develop a positive attitude reading, motivation to read and an understanding of what they read independently. They participate in discussions about books read independently, and books read to them, explaining and discussing their understanding and taking turns to listen to others. **They are able to retrieve and record information from non-fiction texts.** **Pupils are able to use their knowledge of root**	**Pupils are able to listen to and discuss a wide range of books**, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, poetry and plays, books from other cultures and traditions, non-fiction reference books and textbooks that they are reading (R2.1). They are able to recommend books, giving reasons for their choice (R2.2), **identifying themes and conventions in and across a range of writing** (R2.3) and **make**	Pupils should read with confidence and fluency (R1.1). They are able to use their knowledge of root words, prefixes and suffixes (**morphology and etymology**[5]**) to read and understand the meaning of new words** (R1.2). **Pupils are able to listen to and discuss a wide range of books**, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, poetry and plays, books from other cultures and traditions, non-fiction

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	offering their own ideas, using recently introduced vocabulary. • 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 experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic	**graphemes and phonemes and use these to decode words** (R2.1). They can read unknown words containing the taught GPCs$_2$ and common exception words (R2.2). Pupils can **read words containing more than one syllable** and containing taught GPCs and **suffixes –s, -es. –ing, -ed, -er and –est** (R2.3)**.** Pupils **can read some words with contractions** and understand the omitted letter that is represented by the apostrophe (R2.4). **They can read books consistently that are relative to their phonic knowledge** (R2.5). Pupils are **able to listen to and talk about fiction, non-fiction and poetry texts above the level at which they are reading** and begin to make links to their own experiences (R3.1). They become increasingly familiar with traditional tales and stories, re-telling them with a good level of accuracy (R3.2). Pupils can join in with predictable phrases and are able to **recite some rhymes/poems by heart** (R3.3). They discuss the meanings of words and	embedded and they can read with fluency (R1.1). They can read unknown words containing the taught graphemes, including alternative sounds, common exception words, **words containing two or more syllables** and **words containing common suffixes** (R1.2). Pupils can **read mostly fluently familiar, and many unfamiliar, words without the need for sounding out** and blending (R1.3). **They can read aloud books (both fiction and non-fiction) consistently** that are relative to their phonic knowledge and without over-hesitation over unfamiliar words (R1.4). Pupils are able to listen to and talk about a wide range of contemporary and classic fiction, non-fiction and poetry texts above the level at which they are reading (R2.1). They can **discuss the sequence of events** and identify related information, as well as the different structures of non-fiction texts (R2.2). They **become increasingly familiar with traditional tales and stories, re-telling them with a good level of accuracy**	**words, prefixes and suffixes to read and understand the meaning of new words** (R1.1)**.** They are able to identify unusual correspondences between the spelling and sound of exception words, and where within the word these occur (R1.2). **Pupils are able to listen to and discuss a wide range of contemporary and classic fiction, poetry and plays, non-fiction reference books and textbooks that they are reading** (R2.1)**. They are able to identify some different forms of poetry** and discuss words and phrases that capture the reader's interest and imagination (R2.2)**. They can read and understand (and explain) why books are structured in different ways and for different purposes** (R2.3) and identify a range of themes and conventions within the books (R2.4)**. Pupils can clarify the meanings of words using dictionaries** (R2.5). They become increasingly familiar with traditional tales, fairy stories, myths and legends and can re-tell some of these with a good level of accuracy (R2.6). They can prepare	**words, prefixes and suffixes to read and understand the meaning of new words** (R1.1)**.** They are able to identify unusual correspondences between the spelling and sound of exception words, and where within the word these occur (R1.2). **Pupils are able to listen to and discuss a wide range of contemporary and classic fiction, poetry and plays, non-fiction reference books and textbooks that they are reading** (R2.1)**. They are able to identify some different forms of poetry** and discuss words and phrases that capture the reader's interest and imagination (R2.2)**. They can read and understand (and explain) why books are structured in different ways and for different purposes** (R2.3) and identify a range of themes and conventions within the books (R2.4)**. Pupils can clarify the meanings of words using dictionaries** (R2.5). They become increasingly familiar with traditional tales, fairy stories, myths and legends and can re-tell some of these with a good level of accuracy (R2.6). They can prepare poems and play-scripts to	**comparisons within and across books** (R2.4)**. Pupils can clarify the meanings of words using dictionaries** (R2.5)**.** They become increasingly familiar with learning a wide range of poetry by heart (R2.6). They can prepare poems and play-scripts to read aloud, showing understanding and meaning to the audience in their performance through changes in intonation, tone, volume and action (R2.7). **Pupils are able to participate in discussions about texts** (R2.8)**.** They can discuss their understanding, **distinguish between fact and opinion** and **provide reasoned justification for their opinions** (R2.9). They listen to others including challenging their views courteously, showing a developed understanding of texts, in a range of ways (R2.10)**. They can explain and explore the meaning of words in context**(R2.11) ; **make inferences such as a characters feeling or motives from their actions and justifying this with inferences** and evidence (R2.12)**; ask questions to develop**	reference books and textbooks that they are reading (R2.1). They are able to recommend books, giving reasons for their choice (R2.2), **identifying themes and conventions in and across a range of writing** (R2.3) and **make comparisons within and across books** (R2.4)**. Pupils can clarify the meanings of words using dictionaries** (R2.5)**.** They become increasingly familiar with learning a wide range of poetry by heart (R2.6). They can prepare poems and play-scripts to read aloud, showing understanding and meaning to the audience in their performance through changes in intonation, tone, volume and action (R2.7). **Pupils are able to participate in discussions about texts** (R2.8)**.** They can discuss their understanding, **distinguish between fact and opinion** and **provide reasoned justification for their opinions** (R2.9). They listen to others including challenging their views courteously, showing a developed understanding of texts, in a range of ways (R2.10).

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	link them to other known examples (R3.4). Pupils are able to use knowledge they have gained from prior reading, own experiences or that taught to them to understand books (R3.5). **They can discuss key features (titles of main events),** make **inferences based on what is said or done** and predict what might happen next (R3.6). They are able to self-correct errors when they are reading (R3.7).	(R2.3). Pupils can recognise some simple recurring literary language **and clarify the meaning of words** (R2.4)**.** They can recite poems with appropriate intonation to imply meaning (R2.5). They are able to check a text makes sense to them as they read (R2.6) and self-correct errors in inaccurate reading (R2.7). Pupils are able to use knowledge they have gained from prior reading, own experiences or that has been taught to them to understand books (R2.8). **They can discuss (ask & generate questions) texts and make inferences based on what is said or done** (R2.9)**.** Greater Depth: Pupils can discuss (ask & generate questions) their favourite words and phrases and link them to other known examples. Pupils can make links between the book they are reading and other books they have read, **make inferences based on what is said or done** in those self-read books, and **predict what might happen next.**	poems and play-scripts to **read aloud, showing understanding in their performance through changes in intonation, tone**, volume and action (R2.7). **Pupils are able to participate in discussions about texts, and listen to others, showing a developed understanding of them**, in a range of ways (R2.8). They can explain the meaning of words in context (R2.9); **make inferences such as a characters feeling or motives** and justifying this with evidence (R2.10); ask questions to develop their understanding (R2.11); **predict what might happen based on facts and implied meanings** (R2.12); identify and summarise the main themes from paragraphs (R2.13); **identify how the language, structure and presentation contribute to meaning** (R2.14) and retrieve and record information from information texts (R2.15). They are able to check a text makes sense to them as they read and self-correct errors in inaccurate reading (R2.16).	**read aloud, showing understanding in their performance through changes in intonation, tone**, volume and action (R2.7). **Pupils are able to participate in discussions about texts, and listen to others, showing a developed understanding of them**, in a range of ways (R2.8). They can explain the meaning of words in context (R2.9); **make inferences such as a characters feeling or motives** and justifying this with evidence (R2.10); ask questions to develop their understanding (R2.11); **predict what might happen based on facts and implied meanings** (R2.12); identify and summarise the main themes from paragraphs (R2.13); **identify how the language, structure and presentation contribute to meaning** (R2.14) and retrieve and record information from information texts (R2.15). They are able to check a text makes sense to them as they read and self-correct errors in inaccurate reading (R2.16).	**their understanding** (R2.13)**;** predict what might happen based on facts and implied meanings (R2.14); identify and summarise the main themes from paragraphs **identifying the key details to support** this (R2.15); **identify how the language, structure and presentation contribute to meaning** and **retrieve, record and present information from information texts** (R2.16)**.** They are able to **discuss and evaluate how authors use language, including figurative language, and think about its impact on the reader** (R2.17). Pupils can show this understanding through formal presentations and debates with a sustained focus on topic and using notes where necessary (R2.18).	**They can explain and explore the meaning of words in context**(R2.11) ; **make inferences such as a characters feeling or motives from their actions and justifying this with inferences** and evidence (R2.12)**; ask questions to develop their understanding** (R2.13)**;** predict what might happen based on facts and implied meanings (R2.14); identify and summarise the main themes from paragraphs **identifying the key details to support** this (R2.15); **identify how the language, structure and presentation contribute to meaning** and **retrieve, record and present information from information texts** (R2.16)**.** They are able to **discuss and evaluate how authors use language, including figurative language, and think about its impact on the reader** (R2.17). Pupils can show this understanding through formal presentations and debates with a sustained focus on topic and using notes where necessary (R2.18).

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Pupils will be able to sit appropriately and hold a pencil correctly - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (W2.1). They can form capitals letters and the digits 0-9 accurately and in the correct orientation (W2.2) and are beginning to do the same for most lower case letters (W2.3). They know and can practice letters within **handwriting 'families$_1$'** to support this (W2.4). Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paintbrushes and cutlery accurately.	Pupils will be able to sit appropriately and hold a pencil correctly (W2.1). They can form capitals letters and the digits 0-9 accurately and in the correct orientation (W2.2) and are beginning to do the same for most lower case letters (W2.3). They know and can practice letters within **handwriting 'families$_1$'** to support this (W2.4).	Pupils will be able to sit appropriately and hold a pencil correctly (W2.1). **They can form capitals letters** and the digits 0-9 accurately and in the correct orientation (W2.2) and **form lower case letters of the correct size in relation to one another and the capital form** (W2.3). The use of spacing between words is appropriate and reflective of the size of their letters (W2.4). Greater Depth: They are showing awareness of the use of some diagonal and horizontal strokes to join some letters, and where it is appropriate to leave un-joined.	Pupils handwriting quality is legible, using diagonal and horizontal strokes to join letters where appropriate, knowing where some are best left un-joined (W2.1). Lines of writing should be spaced sufficiently that ascenders and descenders do not touch and down-strokes of letters are parallel (W2.2). Greater Depth: Pupils' handwriting quality is legible, joined and increasingly consistent.	Pupils handwriting quality is legible, using diagonal and horizontal strokes to join letters where appropriate, knowing where some are best left un-joined (W2.1). Lines of writing should be spaced sufficiently that ascenders and descenders do not touch and down-strokes of letters are parallel (W2.2). Greater Depth: Pupils' handwriting quality is legible, joined and increasingly consistent.	Pupils' handwriting quality is legible, fluent and completed with a good degree of speed (W2.1). Letter shape, whether to join certain letters or not and the implement best suited for the task is selected appropriately (W2.2).	Pupils' handwriting quality is legible, fluent and completed with a good degree of speed (W2.1). Letter shape, whether to join certain letters or not and the implement best suited for the task is selected appropriately (W2.2).
Spelling	• Spell words by identifying sounds in them and representing the sounds with a letter or letters.	See National Curriculum overview for Year 1 Spellings: The national curriculum in England - English Appendix 1: Spelling	See National Curriculum overview for Year 2 Spellings: The national curriculum in England - English Appendix 1: Spelling	See National Curriculum overview for Year 3 Spellings: The national curriculum in England - English Appendix 1: Spelling	See National Curriculum overview for Year 4 Spellings: The national curriculum in England - English Appendix 1: Spelling	See National Curriculum overview for Year 5 Spellings: The national curriculum in England - English Appendix 1: Spelling	See National Curriculum overview for Year 6 Spellings: The national curriculum in England - English Appendix 1: Spelling
Vocabulary, Grammar and Punctuation	See writing.	Pupils **mostly use capital letters, full stops** and spaces between their words (W4.1). They are beginning to use capital letters for proper nouns and the personal pronoun 'I' (W4.2) and **question marks and exclamation**	Pupils mostly use capital letters, full stops and question marks accurately in their writing (W4.1)**. Pupils can identify and write sentences for different forms$_3$** (W4.2), use expanded noun phrases (W4.3) for	Pupils develop their writing using a range of sentence structures (W4.1). They **use a range of conjunctions to write sentences with more than one clause** (W4.2), use **fronted adverbials** (W4.3), use conjunctions	Pupils develop their writing using a range of sentence structures (W4.1). They **use a range of conjunctions to write sentences with more than one clause** (W4.2), use **fronted adverbials** (W4.3), use conjunctions (W4.4),	Pupils develop and use a range of concepts as identified below. They use punctuation, as exampled below, mostly accurately to indicate grammatical features and **use and understand the grammatical**	Pupils develop and use a range of concepts as identified below. They use punctuation, as exampled below, mostly accurately to indicate grammatical features and **use and understand the grammatical terminology**

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		marks to punctuate sentences (W4.3). Pupils **join words or clauses using 'and'** (W4.4). They are able to talk about their own writing using the correct grammatical terminology (W4.5).	description and use **past and present tense mostly accurately and consistently** (W4.4). **They are able to use some conjunctions accurately for subordination and co-ordination**[4] (W4.5) and demonstrate some features of written Standard English (W4.6). **They are able to talk about their own writing using the correct grammatical terminology** (W4.7)**. (As appropriate to appendix 2 PNC for vocabulary, grammar and punctuation)** **Greater Depth:** Pupils can also use exclamation marks, **commas for lists** and **apostrophes for contraction and possession** accurately when using these in the punctuation of sentences.	(W4.4), **adverbs** (W4.5) **and prepositions** (W4.6) **(to express time and cause)** and nouns and **pronouns** (W4.7) **(for clarity and to avoid repetition). They use progressive, present, present perfect and past tense forms of verbs generally accurately** (W4.8). Pupils are able to indicate use of grammatical features through the use of punctuation, for example, **using commas after fronted adverbials, using apostrophes to indicate possession including for plural possessive nouns** and **punctuating direct speech** (W4.9)**.** They are able to talk about their own writing using the correct grammatical terminology (W4.10). (As appropriate to appendix 2 PNC for vocabulary, grammar and punctuation) Greater Depth: They select nouns and pronouns appropriately for clarity, cohesion, and to avoid repetition.	**adverbs** (W4.5) **and prepositions** (W4.6) **(to express time and cause)** and nouns and **pronouns** (W4.7) **(for clarity and to avoid repetition). They use progressive, present, present perfect and past tense forms of verbs generally accurately** (W4.8). Pupils are able to indicate use of grammatical features through the use of punctuation, for example, **using commas after fronted adverbials, using apostrophes to indicate possession including for plural possessive nouns** and **punctuating direct speech** (W4.9)**.** They are able to talk about their own writing using the correct grammatical terminology (W4.10). (As appropriate to appendix 2 PNC for vocabulary, grammar and punctuation) Greater Depth: They select nouns and pronouns appropriately for clarity, cohesion, and to avoid repetition.	**terminology appropriately when discussing their writing.** (As appropriate to appendix 2 PNC for vocabulary, grammar and punctuation) Concepts **(Y5 Quarter 2 & 4 PS)** & **(Y6 Quarter 4 PS)** • Vocabulary and structures appropriate for formal speech, **including subjunctive forms**[6] (W4.1) • **Use of passive verbs to affect the presentation of information in a sentence** (W4.2) • Use the perfect form of verbs to mark relationships of time and cause (W4.3) • Use expanded noun phrases to convey complicated information concisely (W4.4)	**appropriately when discussing their writing.** (As appropriate to appendix 2 PNC for vocabulary, grammar and punctuation) Concepts **(Y5 Quarter 2 & 4 PS)** & **(Y6 Quarter 4 PS)** • Vocabulary and structures appropriate for formal speech, **including subjunctive forms**[6] (W4.1) • **Use of passive verbs to affect the presentation of information in a sentence** (W4.2) • Use the perfect form of verbs to mark relationships of time and cause (W4.3) • Use expanded noun phrases to convey complicated information concisely (W4.4) • **Use modal verbs or adverbs to**

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						• Use modal verbs or adverbs to indicate degrees of possibility (W4.5) • Use relative clauses beginning with who, which, where, when, whose, that or with an implied/omitted relative pronoun (W4.6)	• indicate degrees of possibility (W4.5) • Use relative clauses beginning with who, which, where, when, whose, that or with an implied/omitted relative pronoun (W4.6) Grammatical Features **(Y6 Quarter 1 PS)** Understanding of grammatical features should be demonstrated so that they enhance meaning and avoid ambiguity within the pupil's writing. • Using commas to clarify meaning and avoid ambiguity (W4.7) • **Using hyphens to avoid ambiguity** (W4.8) • Using brackets, **dashes** or commas to indicate

Geography overview and progression of skills (EYFS - Year 6)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							parenthesis (W4.9) *Greater Depth* ***(Y6 Quarter 2 & 3 PS)*** ● ***Using semi colons, colons or dashes to mark boundaries between independent clauses*** ● ***Using colons to introduce a list*** ● ***Punctuating bullet points consistently***