

EYFS English Progression Document 2023-2024

| Term | Autumn 1 (7 ½ weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
|--|--|--|---|--|---|--|
| Theme | A New Adventure | Let's celebrate! | Once Upon A Time | Paws and Claws | We Are All Heroes | Water, Water Everywhere! |
| Text Drivers | Dear Zoo We Are Going on a Bear Hunt Room on a Broom The Colour Monster Handa's Surprise Lost & Found | Binny's Diwali The Leaf Thief Kipper's Birthday Cake! | The Three Billy Goats Gruff The Gingerbread Man The Magic Porridge Pot | Are the Dinosaurs Dead Dad? Farmer Duck Jasper's Beanstalk The Odd Egg The Very Hungry Caterpillar | Supertato A superhero like you How to save a hero Superkid | The Treasure of Pirate Frank The Rainbow Fish Flotsam Tiddler |
| Link Texts | Ruby's Worry All About Friends All About Families Meesha Makes Friends | A Letter from Santa's elves Christmas themed stories | The Three Little Pigs Goldilocks & The Three Bears Jack & the Beanstalk Anansi the spider stories | Christopher Nibble The Dinosaur who pooped.. Easter themed stories | Juniper Jupiter Superworm Bananaman meets Dr Gloom clip | Pirate Pete The Night Pirates Captain Pugwash clip |
| Weekly Writing Outcomes and purpose | <ul style="list-style-type: none"> - Mark-make and give meanings to those marks - Write own name - Make a list of fruits in Handa's basket | Labels, lists, letters and cards <ul style="list-style-type: none"> - write a label to match image from text - write prediction of who took the leaves - write a list of ingredients to make a cake - make a list for a party - thought bubble to describe feeling / thinking - caption for a picture / warning - write Santa a present list | Character description, speech bubble <ul style="list-style-type: none"> - Troll Character description - Story sequence using pictures - Sentence to retell story picture - write a caption / sentence to match image | <ul style="list-style-type: none"> - Story sequence using pictures - write sentences to retell element(s) of the story - write a label or caption to explain life cycle | <ul style="list-style-type: none"> - character wanted poster - character description passport for a new vegetable - write a sentence about own hero - Thank you letter - vegetable soup instructions | <ul style="list-style-type: none"> - use sentences to retell part of a story - instructions for a pirate to get ready -write clear simple sentences based on water facts - character description - write warning labels about the pirates |
| Drawing Club writing opportunities Each book explores a character, setting and 'I wonder...' adventure time | <u>Characters included:</u> puppy; dragon; colour monster; penguin <u>Settings included:</u> cage; house; water transport <u>Adventures included:</u> apology; new broomstick; emotion thief | <u>Characters included:</u> pinata; wind <u>Settings included:</u> a party; woodland; celebrations <u>Adventures included:</u> new hat; warning | <u>Characters included:</u> Troll; Gingerbread man <u>Settings included:</u> bridge; old lady's house <u>Adventures included:</u> a rescue; magic potion | <u>Characters included:</u> duck; animal in egg, <u>Settings included:</u> own school; brand new egg <u>Adventures included:</u> how to stop dinosaur; missing book; farmer disguise; | <u>Characters included:</u> vegetable; <u>Superworm</u> <u>Settings included:</u> new superhero; new superbase <u>Adventures included:</u> mystery; hero visit; super powers | <u>Characters included:</u> dragon; pirate <u>Settings included:</u> new boat; map <u>Adventures included:</u> a rescue; new crew; what next? |

| | | | | | | |
|---|---|--|---|--|---|--|
| <p>Drawing Club vocabulary covered</p> | <p><u>DZ</u>: gift; captured; slippery; elongated; return; disapprove; accept; persistent. <u>BH</u>: wandering; joyful; obstacle; courageous; tiptoe; panic; flee; hide. <u>RoaB</u>: whoosh; splat; fiery; scaly; horrible; swoop; passenger; addition. <u>CM</u>: discombobulated; assist; shimmering; sobbing; enraged; evaporate; timid; tranquil. <u>HS</u>: shock; tasty; delicious; juicy; flavoursome. <u>L&F</u>: confused; accompany; isolated; misplaced; delighted; miniature; constructed.</p> | <p><u>BD</u>: rangoli; diva; mendhi. <u>LT</u>: abundant; hibernate; rustling; amber; swirling; season. <u>KB</u>: celebrate, jubilation; combine; gifts; guests; belated. <u>Cake</u>: received, invitation; nervous; disappeared, gust; irresistible.</p> | <p><u>BGG</u>: luscious; triple; creaky; fearless; gruesome; suddenly; determined; bamboozle. <u>GB</u>: leap; disappointed; accelerate; pursue; block; cunning; soggy; mocking. <u>MPP</u>: gloopy, steaming, endless, enchanted, cease, despair, conversation, covered.</p> | <p><u>ATDDD</u>: herbivore, carnivore, ferocious; extinct; ginormous; disbelief; terrified; intrigue. <u>FD</u>: bone idle; exhausted; eject, stunned, stealthy; hot on the heels; cultivate. <u>TOE</u>: emerge; incubate; flourish; armour; fracture; demolish; plume; cherish. <u>TVHC</u>: metamorphosis, ravenous, larva, pupa, chrysalis, emerge, life cycle.</p> | <p><u>SW</u>: zooming; superhuman; timid; heroic; calamity; wiggling; indestructible; alter. <u>BMDG</u>: gloomy; unconvincing; transformation; gulp; muscular; searching; befuddled; victorious.</p> | <p><u>PP</u>: peer; adventuring; polka dot; cutlass; voyage; ocean; navigate; directions. <u>TNP</u>: murky; ascend; courageous; creeping; monstrous; puzzling; request; voyaging. <u>CP</u>: joyful; hoist; lost; beware; observe; nervous; careful; munch.</p> |
| <p>Grammatical Features</p> | <p>Phonics Application in DC code. Recognition of letters in own name. Know that a list goes down a page. Letter formation groups taught e.g. c, o, a, d, g, q</p> | <p>Identify and attempt to write initial sounds. Explore forming graphemes for known phonemes. Increasingly accurate application of known phonics sounds. Be able to hear final sounds with support when needed.</p> | <p>Correctly form letters linked to our handwriting policy. Know how to write CVC/CVCC words. Be able to use capital 'I' to start sentence. To know use of a full stop to end sentence. To use classroom resources to spell e.g. sound mat. To recognise HRS words and attempt to write.</p> | <p>Become more independent with hearing sound(s) within own word choices. Know that some sounds are represented with digraphs/trigraphs. Know how to write a short phrase or simple sentence. Letter formation reviewed.</p> | <p>Write a short sentence using phonetic spelling. Be able to hear medial sounds in some commonly written words. Spell known HRS words with accurate formation. Know how to correctly form capital letter.</p> | <p>Write a short sentence using phonetic spelling. Spell known HRS words. Re-read what they have written to check it makes sense. Letters formed mostly accurate. Use of capital letters and full stop for each sentence.</p> |