

**EYFS English Progression Document 2024-2025**

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)
<b>Theme</b>	A New Adventure	Let's celebrate!	Once Upon A Time	We Are All Heroes	Down at the bottom of the garden	Water, Water Everywhere!
<b>Text Drivers</b>	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	Supertato A superhero like you How to save a hero	Are the Dinosaurs Dead Dad? Farmer Duck Jasper's Beanstalk The Odd Egg The Very Hungry Caterpillar	The Treasure of Pirate Frank The Rainbow Fish Flotsam Tiddler Commotion in the Ocean
<b>Link Texts</b>	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	Juniper Jupiter Superkid Superworm Bananaman meets Dr Gloom clip  Easter themed stories	Christopher Nibble The Dinosaur who pooped..	Pirate Pete The Night Pirates Captain Pugwash clip
<b>Weekly Writing Outcomes and purpose</b>	<b>Mark marking, lists</b> - Mark-make and give meanings to those marks - Write own name - Make a list of fruits in Handa's basket	<b>Labels, lists, letters and cards</b> - 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	<b>Character description, speech bubble</b> - Troll Character description - Story sequence using pictures - Sentence to retell story picture - write a caption / sentence to match image	<b>Character descriptions, Instructions</b> - character wanted poster - character description passport for a new vegetable - write a sentence about own hero - Thank you letter - vegetable soup instructions	<b>Story Maps, retelling</b> - Story sequence using pictures - write sentences to retell element(s) of the story - write a label or caption to explain life cycle	<b>Review of skills taught</b> - use sentences to retell part of a story - instructions for a pirate to get ready -write clear simple sentences based on under the sea animal facts - write warning labels about the pirates -colour poem based on sea creatures
<b>Drawing Club writing opportunities</b> Each book explores a character, setting and 'I	<u>Characters included:</u> puppy; dragon; colour monster; penguin  <u>Settings included:</u> cage; house; water transport	<u>Characters included:</u> pinata; wind  <u>Settings included:</u> a party; woodland; celebrations	<u>Characters included:</u> Troll; Gingerbread man  <u>Settings included:</u> bridge; old lady's house	<u>Characters included:</u> vegetable; <u>Superworm</u> <u>Settings included:</u> new superhero; new superbase	<u>Characters included:</u> duck; animal in egg,  <u>Settings included:</u> own school; brand new egg	<u>Characters included:</u> dragon; pirate  <u>Settings included:</u> new boat; map

wonder...' adventure time	<u>Adventures included:</u> apology; new broomstick; emotion thief	<u>Adventures included:</u> new hat; warning	<u>Adventures included:</u> a rescue; magic potion	<u>Adventures included:</u> mystery; hero visit; super powers	<u>Adventures included:</u> how to stop dinosaur; missing book; farmer disguise;	<u>Adventures included:</u> a rescue; new crew; what next?
<b>Drawing Club vocabulary covered</b>	<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&amp;F:</u> confused; accompany; isolated; misplaced; delighted; miniature; constructed.	<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.	<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.	<u>SW:</u> zooming; superhuman; timid; heroic; calamity; wiggling; indestructible; alter.  <u>BMDG:</u> gloomy; unconvincing; transformation; gulp; muscular; searching; befuddled; victorious.	<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.	<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.
<b>Grammatical Features</b>	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	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.	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.	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.	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.	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.