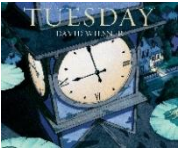


English Learning Journey Overview – Frogs Class

Autumn 1:2025

In English we will be exploring the text...

Tuesday by David Wiesner



Skills of Composition and Transcription	Progression Step 2	Transcription: Spelling <ul style="list-style-type: none">• Identifies or writes 5+ graphemes on hearing corresponding phonemes• Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS)• Groups letters/symbols together• Writes a variety of letters within groups of written 'words'• Varies the length of written 'words' Inputs numerals to five on computer with support• Orders symbols from left to right Identifies the initial letter of their name• Writes the first letter of their name with support• Writes the first letter of their name independently• Writes several letters of their name when mark-making
		Transcription: Handwriting and Presentation <ul style="list-style-type: none">• Forms correctly most of the 5+ lower-case letters in Standard 2 of English language comprehension and reading• Forms correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading (PKSS)• Colours in a picture and tries to keep within the lines• Copies simple shapes• Makes marks for name with some recognisable letters• Represents a person, story or event artistically• Uses tools with their preferred hand• Holds pencil correctly and with sufficient grip, most of the time• Returns up a vertical stroke, e.g. as in 'n'• Writes in lines• Traces numbers one to five• Writes letters of inconsistent size• Traces large shapes• Traces letter shapes• Traces simple shapes• Joins the dots to draw a square• Joins the dots to draw a triangle

DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
Writing Outcomes:	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a newspaper article		Plan and write a story in the style of	
Progression Step 2	<ul style="list-style-type: none"> Talk about an imaginary place Makes marks, including some letters, with the intention of conveying meaning Starts writing on left of page Suggests a phrase to include in their work Sequences two pictures of daily events, eg: first – eat breakfast, then go to school Spacing varies in length Leaves a space between groups of letters/symbols Makes statements or phrases in past tense 			<ul style="list-style-type: none"> Talk about an imaginary place Adds simple details to another person’s retelling of a story Attempts to write words other than their name Makes marks, including some letters, with the intention of conveying meaning Starts writing on left of page Suggests a phrase to include in their work Sequences two pictures of daily events, eg: first – eat breakfast, then go to school Spacing varies in length Leaves a space between groups of letters/symbols Makes statements or phrases in past tense 		<ul style="list-style-type: none"> Talk about an imaginary place Adds simple details to another person’s retelling of a story Attempts to write words other than their name Makes marks, including some letters, with the intention of conveying meaning Starts writing on left of page Suggests a phrase to include in their work Spacing varies in length Leaves a space between groups of letters/symbols Makes statements or phrases in past tense 	
Progression Step 3	Transcription: Spelling <ul style="list-style-type: none"> Frequently uses correct initial letter of word Groups letters in word blocks Identifies the initial sound of spoken words Identifies words beginning with letter sounds from their name Represents a word with the initial letter Sorts words and letters from numbers Sounds each letter out Identifies when some words are not said as they are spelt, e.g. the Writes letters from their own name when given letter sounds Writes their own name in correct sequence Attempts to write words using letter sound knowledge Finds named letters on a QWERTY keyboard Says the letter name of a sound to help when writing a word with support Spells some two letter words correctly Spells words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in (PKSS) Identifies or writes 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading (PKSS) 						

	Year 1	Transcription: Spelling <ul style="list-style-type: none"> Writes initial sounds of words Writes final sounds of words Spells words containing phonemes taught Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading (PKSS) Says the letter name of a sound to help when writing a word with support Spells a few common exception words, e.g. I, he, said, of (PKSS) Aware that each letter has a name and sound Applies some simple spelling rules from the Spelling Appendix Attempts to write simple sentence dictated by teacher, which includes common words 						
		Transcription: Handwriting and Presentation <ul style="list-style-type: none"> Uses a comfortable pencil grip Sits correctly when writing Begins letters in the correct place Moves round letters in correct direction Finishes letters correctly Writes most upper case letters correctly Forms most lower-case letters correctly (PKSS) 						
	DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
	Writing Outcomes:	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a newspaper article		Plan and write a story in the style of	
	Year 1	<ul style="list-style-type: none"> Talk about what they wish to write Says sentences aloud before writing Discusses where they think a punctuation lark should be placed after reading aloud their writing Convey ideas using phrases or short sentences Write sentences in order, to create a simple narrative Puts regular space between words Begins to punctuate with capital letters and full stops Includes capital I for personal pronoun sometimes after discussion 			<ul style="list-style-type: none"> Talk about what they wish to write Says sentences aloud before writing Discusses where they think a punctuation lark should be placed after reading aloud their writing Conveys information using phrases or short sentences Makes up their own sentences and says them aloud, after discussion with the teacher Write sentences in order, to create a simple narrative Puts regular space between words Begins to punctuate with capital letters and full stops Includes capital I for personal pronoun sometimes after discussion Makes amendments on reading own writing 		<ul style="list-style-type: none"> Talk about what they wish to write Says sentences aloud before writing Discusses where they think a punctuation lark should be placed after reading aloud their writing Conveys ideas using phrases or short sentences Makes up their own sentences and says them aloud, after discussion with the teacher Write sentences in order, to create a simple narrative Puts regular space between words Begins to punctuate with capital letters and full stops Includes capital I for personal pronoun sometimes after discussion Includes capital letters to begin names of people sometimes Makes amendments on reading own writing 	

	Year 2	Transcription: Spelling <ul style="list-style-type: none">• Spells most graphemes correctly• Uses phonic knowledge to spell unknown words• Attempts to use sound of one word to assist with spelling another word• Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (PKSS) Transcription: Handwriting and Presentation <ul style="list-style-type: none">• Lower-case letters are mostly of a consistent height and size• Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (PKSS)• Begins to join some letters• Uses spacing between words (PKSS)• Begins to use diagonal strokes to join letters• Begins to use horizontal strokes to join letters• Knows some letters should not be joined• Writes un-joined letters legibly• Forms lower-case letters in the correct direction, starting and finishing in the right place (PKSS)• Forms lower-case letters of the correct size, relative to one another in some of their writing (PKSS)• Uses the diagonal and horizontal strokes						
	DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
	Writing Outcomes:	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a newspaper article		Plan and write a story in the style of	
	Year 2	<ul style="list-style-type: none">• Captures what they want to say sentence by sentence• List key words and phrases to include in their writing• Chooses appropriate vocabulary for the task• Writes simple, coherent narratives about personal experiences and those or others (real or fictional)• Builds a simple description of a character/place• Uses the present and past tense mostly correctly and consistently• Writes in different forms for different purposes• Makes simple additions, revisions and proof-reading corrections to their own writing• Expands noun phrases to add detail with some support• Mainly keeps to one tense in the course of their writing• Uses simple time references to show different sections, eg: Next/then			<ul style="list-style-type: none">• Captures what they want to say sentence by sentence• List key words and phrases to include in their writing• Chooses appropriate vocabulary for the task• Writes simple, coherent narratives about personal experiences and those or others (real or fictional)• Builds a simple description of a character/place• Uses the present and past tense mostly correctly and consistently• Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing• Writes in different forms for different purposes• Makes simple additions, revisions and proof-reading corrections to their own writing• Expands noun phrases to add detail with some support		<ul style="list-style-type: none">• Captures what they want to say sentence by sentence• List key words and phrases to include in their writing• Chooses appropriate vocabulary for the task• Builds a simple description of a character/place• Uses the present and past tense mostly correctly and consistently• Creates a simple atmosphere, EG: cold, rainy day• Ensures story has a beginning, middle and end• Writes in different forms for different purposes• Makes simple additions, revisions and proof-reading corrections to their own writing• Expands noun phrases to add detail with some support• Mainly keeps to one tense in the course of their writing	

				<ul style="list-style-type: none">Mainly keeps to one tense in the course of their writingUses simple time references to show different sections, eg: Next/thenDemarcates some sentences with capital letters and full stops	<ul style="list-style-type: none">Uses simple time references to show different sections, eg: Next/thenDemarcates some sentences with capital letters and full stops		
Year 3	Transcription: Spelling <ul style="list-style-type: none">Attempts to apply spelling rules for prefixes and suffixes, doing so correctly some of the timeApplies spelling rules to commonly misspelt words correctly some of the timeAttempts to spell common homophones correctly Spells 25 words from the Spelling Appendix correctlySpells 50 words from the Spelling Appendix correctlyOccasionally uses possessive apostrophe in regular plurals correctly in the course of their writingChecks words in dictionary using the first two or three letters						
	Transcription: Handwriting and Presentation <ul style="list-style-type: none">Diagonal and horizontal joins to letters without ascendersDiagonal and horizontal joins to letters with ascendersDemonstrates understanding of which letters should or should not be joined in the majority of their writingHandwrites with clear and consistent ascenders and descenders, and with consistent spacing between letters and words						
DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
Writing Outcomes:	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a newspaper article		Plan and write a story in the style of	
Year 3	<ul style="list-style-type: none">Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to useRehearses sentences orally to check/help to extend vocabulary/grammarMatches their vocabulary to the style with a few errors of tone, EG: letter to friend or letter of complaintUsually demonstrates consistent use of tense, some slips as writing continuesUses capital letters and full stops to demarcate simple sentences correctly, generally using question marks and commas for lists without prompting			<ul style="list-style-type: none">Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to useRehearses sentences orally to check/help to extend vocabulary/grammarMatches their vocabulary to the style with a few errors of tone, EG: letter to friend or letter of complaintRe-reads, pinpointing places they can add description, noting errors of spelling, punctuation and lack of senseUsually demonstrates consistent use of tense, some slips as writing continuesUses capital letters and full stops to demarcate simple sentences correctly, generally using question marks and commas for lists without promptingOccasionally uses some ambitious vocabularyAttempts to group information/themes into paragraphs		<ul style="list-style-type: none">Rehearses sentences orally to check/help to extend vocabulary/grammarRe-reads, pinpointing places they can add description, noting errors of spelling, punctuation and lack of senseUsually demonstrates consistent use of tense, some slips as writing continuesUses capital letters and full stops to demarcate simple sentences correctly, generally using question marks and commas for lists without promptingOccasionally uses some ambitious vocabularyAttempts to group information/themes into paragraphsSuggests improvements to own writingChecks for spelling and basic punctuation errors, and suggests alternative vocabulary choices to enhance meaning/description	

	Year 4	Transcription: Spelling <ul style="list-style-type: none">Attempts to apply spelling rules for prefixes and suffixes in the English Appendix 1 correctly most of the timeApplies spelling rules to commonly misspelt words correctly most of the timeAttempts to spell further homophones correctlyUses possessive apostrophe in regular plurals in the course of their writing, mostly correctlyAttempts to add possessive apostrophe in irregular pluralsUses first two or three letters of words to check in dictionary, gaining speed to find wordWrites down a dictation of simple sentences with mostly correct spelling and punctuation taught at this levelSpells 25 words from the Spelling Appendix correctlySpells 50 words from the Spelling Appendix correctly						
		Transcription: Handwriting and Presentation <ul style="list-style-type: none">Usually sustains a joined-up handwriting styleWrites legibly and accurately in size and shape, spaced so letters on different lines do not meetDemonstrates the development of own style of handwriting						
	DATE:	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
	Writing Outcomes:	Making predictions, gathering information, writing in the third and first person narrative			Role play, sequence a story and write a newspaper article		Plan and write a story in the style of	
Year 4	<ul style="list-style-type: none">Lists vocabulary which follows the style they are writing inRehearses sentences orally, noting where they can add detail/changes structureReads text to evaluate use of words and unnecessary repetitionWrites simple expanded noun phrases to aid description or specificationAttempts to vary sentence structure and indicate sentences with more than one clauseDemonstrates consistent use of tense and time			<ul style="list-style-type: none">Lists vocabulary which follows the style they are writing inRehearses sentences orally, noting where they can add detail/changes structureReads text to evaluate use of words and unnecessary repetitionWrites simple expanded noun phrases to aid description or specificationAttempts to vary sentence structure and indicate sentences with more than one clauseDemonstrates consistent use of tense and timePinpoints errors of consistency, explaining why they are incorrect and making changes, EG: tenseReads their own writing aloud with the correct volume, tome and with appropriate intonation		<ul style="list-style-type: none">Lists vocabulary which follows the style they are writing inRehearses sentences orally, noting where they can add detail/changes structureReads text to evaluate use of words and unnecessary repetitionWrites simple expanded noun phrases to aid description or specificationDemonstrates consistent use of tense and timePinpoints errors of consistency, explaining why they are incorrect and making changes, EG: tenseReads their own writing aloud with the correct volume, tome and with appropriate intonationRe-reads own writing, noting errors of spelling and punctuation and suggesting how they can be corrected		