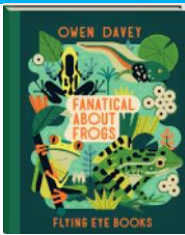


English Learning Journey Overview – Frogs Class

Autumn 2:2025

In English we will be exploring the text...

Fanatical about Frogs by Owen Davey



	Progression Step 3	Transcription: Spelling • 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)
		Transcription: Handwriting and Presentation • Forms correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading (PKSS) • Copies underneath writing • Copies writing patterns • Lessens the movement of their arm when writing, e.g. makes more movements with their hand • Positions the paper correctly • Holds the paper while writing • Presses keys and the space bar on a keyboard to produce text • Writes the letter shapes of a given handwriting family • Colours in a picture and keeps within the lines most of the time • Handwrites letters which are recognisable • Holds a pencil correctly • Writes the letters shapes of own name • Moves across the page from left to right when writing • Separates their pictures and writing clearly • Writes numbers to five • Orientates most letters correctly

DATE:	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
Writing Outcomes:	Question writing	Classifying fiction and non-fiction	Descriptive writing, labelling and sentence construction			Design and make conservation posters and present them to others	
Progression Step 3	Writing LOs - Makes contributions to group writing Spoken Language LOs - Approaches person they wish to speak to - Initiates conversations - Responds to questions that require simple recall	Writing LOs - Identifies different uses for writing - Names a character in a story - Suggests a causal connection using an appropriate conjunction when discussing a familiar subject Spoken Language LOs - Responds to questions that require simple recall - Answers a direct question	- Draws or paints a picture to illustrate - Makes a simple pictorial representation of what they have seen - Include a noun with an adjective - Listens while a group written story is read aloud - Creates work that includes pictures and text - Describes the quality of an object using appropriate language - Order a series of three pictures into the correct time sequence (life cycle) - Conveys ideas using phrases or short sentences - Labels a simple diagram eg pictures of body parts on a silhouette			- Draws or paints a picture to illustrate - Makes a simple pictorial representation of what they have seen - Include a noun with an adjective - Makes contributions to group-writing - Describes the quality of an object using appropriate language, EG: big/small	
Year 1	Transcription: Spelling - 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 - 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 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
Writing Outcomes:	Question writing	Classifying fiction and non-fiction	Descriptive writing, labelling and sentence construction			Design and make conservation posters and present them to others	
Year 1	Writing LOs - Talks to an adult about what they wish to write - Says sentences aloud before writing - Conveys ideas using phrases or short sentences Spoken Language LOs - Includes newly learnt topic based words when discussing work - Puts forward a suggestion - Answers direct questions in a group situation - Develops ideas through discussions with peers	Writing LOs - Conveys information using phrases or short sentences Spoken Language LOs - Makes and expresses their choice - Describes an object or picture they can see - Takes turns with others in discussions - Answers direct questions in group situations	- Talks to an adult about what they wish to write - Says sentence aloud before writing - Conveys ideas using short phrases or short sentences - Makes amendments on reading own writing - Includes 'and' to join words - Includes 'and' to join clauses - Begins to punctuate with full stops, capital letters and exclamation marks			- Conveys ideas using short phrases or short sentences - Make amendments on reading own writing - Makes up their own sentences and says them aloud, after discussion with an adult - Reads their own work aloud, for the class to hear - Answers questions about the content of their writing	
Year 2	Transcription: Spelling - 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 • 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 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
Writing Outcomes:	Question writing	Classifying fiction and non-fiction	Descriptive writing, labelling and sentence construction			Design and make conservation posters and present them to others	
Year 2	Writing LOs • Chooses appropriate vocabulary for the task • In group planning shows an awareness of the tense they are writing in Spoken Language LOs • Organises what they want to say appropriately • Confidently talks through ideas with an adult • Shares ideas • Accepts questions	Writing LOs • Lists key words and phrases to include in their writing • Spoken Language LOs • Shares ideas • Accepts questions • Joins in group discussions about text they have read or have read to them • Shares ideas • Contributes to an adult led discussion without requiring prompting	• Plan basic sections • Captures what they want to say sentence by sentence • Builds a simple description • Use the past and present tense mostly correctly and consistently • Write 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 • Uses simple time references to show different sections, EG: next/then			• Plans basic sections • List key words and phrases to include in their writing • Choose appropriate vocabulary for the task • Attempts to follow a plan • Checks for sense in what they have written when evaluating and editing • Writes sentences using different forms, EG: questions, commands and statements	
Year 3	Transcription: Spelling • Attempts to apply spelling rules for prefixes and suffixes, doing so correctly some of the time • Applies spelling rules to commonly misspelt words correctly some of the time • Attempts to spell common homophones correctly Spells 25 words from the Spelling Appendix correctly						

	• Spells 50 words from the Spelling Appendix correctly • Occasionally uses possessive apostrophe in regular plurals correctly in the course of their writing • Checks words in dictionary using the first two or three letters							
	Transcription: Handwriting and Presentation • Diagonal and horizontal joins to letters without ascenders • Diagonal and horizontal joins to letters with ascenders • Demonstrates understanding of which letters should or should not be joined in the majority of their writing • Handwrites with clear and consistent ascenders and descenders, and with consistent spacing between letters and words							
	DATE:	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
	Writing Outcomes:	Question writing	Classifying fiction and non-fiction	Descriptive writing, labelling and sentence construction			Design and make conservation posters and present them to others	
	Year 3	Writing LOs • Orally composes sentences which include a specified structure • Rehearses sentences orally to check/help/extend/vocabulary/grammar Spoken Language LOs • Initiates a discussion with an adult • Makes relevant contributions without prompting • Uses non-verbal gestures • Offers suggestions confidently • Takes part actively in a conversation	Writing LOs • Uses capital letters and full stops to demarcate simple sentences correctly, generally using question marks, exclamation marks and commas for lists without prompting Spoken Language LOs • Gives their opinion confidently • Gives reasons for their ideas • Relates contribution to topic	• Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include • Demonstrates attempt to follow plan and organise writing into basic paragraphs, but may add superfluous detail • Includes many similar sentence structures, with some extended sentences/correct use of prepositions/conjunctions, and some descriptive vocabulary • Matches their vocabulary to the style with a few errors in tone • Uses capital letters and full stops to demarcate simple sentences correctly, generally using question marks, exclamation marks and commas for lists without prompting • Uses an apostrophe to show possession in regular plural nouns occasionally			• Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include • Assesses effectiveness of writing against criteria • Reads own writing aloud with some volume, tone and with appropriate intonation • Occasionally includes some ambitious vocabulary	

	Year 4	Transcription: Spelling - Attempts to apply spelling rules for prefixes and suffixes in the English Appendix 1 correctly most of the time - Applies spelling rules to commonly misspelt words correctly most of the time - Attempts to spell further homophones correctly - Uses possessive apostrophe in regular plurals in the course of their writing, mostly correctly - Attempts to add possessive apostrophe in irregular plurals - Uses first two or three letters of words to check in dictionary, gaining speed to find word - Writes down a dictation of simple sentences with mostly correct spelling and punctuation taught at this level - Spells 25 words from the Spelling Appendix correctly - Spells 50 words from the Spelling Appendix correctly						
		Transcription: Handwriting and Presentation - Usually sustains a joined-up handwriting style - Writes legibly and accurately in size and shape, spaced so letters on different lines do not meet - Demonstrates the development of own style of handwriting						
	DATE:	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
	Writing Outcomes:	Question writing	Classifying fiction and non-fiction	Descriptive writing, labelling and sentence construction			Design and make conservation posters and present them to others	
	Year 4	Writing LOs - Lists vocabulary which follows they style they are writing in - Rehearses sentences orally, noting where they can add detail/change structure Spoken Language LOs - Develops their ideas through discussion - Makes relevant contributions in group or class discussions	Writing LOs - Lists vocabulary which follows they style they are writing in Spoken Language LOs - Gives alternative word choices to enhance meaning - Descriptions contain relevant detail	- Discusses and records ideas, mapping the progression of events in each section/paragraph, noting specific vocabulary/dialogue they wish to use - Lists vocabulary which follows the style they are writing in - Pinpoints errors of consistency, explaining why they are incorrect and making changes, EG: tense - Writes simple expanded noun phrases to aid description of specification - Demonstrates consistent use of tense and time			- Examines styles and layouts, suggesting how they can recreate it, EG: noting presentation, use of paragraphs/headings - Follows their plan to create different sections in their writing, generally sticking to it - Reads their own writing aloud with the correct volume, tone and with appropriate intonation - Groups information/themes in paragraphs	