

English Learning Journey Overview – Frogs Class

Autumn 1:2026

In English we will be exploring the text...

Into the Forest by Anthony Browne



Skills of Composition and Transcription	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)
		Spoken Language: Expressive • Communicates in a fluent manner about familiar topic or an event • Describes an object or picture they can see • Includes newly learnt topic-based words when discussing work • Puts forward a suggestion • Takes turns with others in discussions about what they have read or listened to • Discusses what they have written with other pupils or members of staff • Answers direct questions in group situation • Develops ideas through discussion with peers • Asks simple questions to gain understanding
		Spoken Language: Receptive • Listens to others' point of view • Responds to an adult • Maintains concentration in a small group • Follows simple instructions • Adds relevant opinions after listening to a topic • Completes a task showing they have followed simple verbal instructions

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		WB Wed 02.09.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26
			Planning and Preparation - Talks to an adult about what they wish to write. - Says sentence aloud before writing. Drafting and Writing - Conveys ideas using phrases or short sentences. - Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS). - Writes down one of the sentences that they have rehearsed (PKSS). Vocabulary, Grammar and Punctuation - Puts regular spaces between words. - Begins to punctuate with full stops and capital letters.	Composition – Planning and Preparation - Talks to an adult about what they wish to write. - Says sentence aloud before writing. Composition – Drafting and Writing - Conveys ideas using phrases or short sentences. - Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS). - Writes down one of the sentences that they have rehearsed (PKSS). - Writes sentences in order, to create a simple narrative. Composition – Evaluating and Editing - Re-reads writing using the same words with some support. Composition – Vocabulary, Grammar and Punctuation - Includes 'and' to join words.	Composition – Planning and Preparation - Talks to an adult about what they wish to write. - Says sentence aloud before writing. Composition – Drafting and Writing - Conveys ideas using phrases or short sentences. - Writes down one of the sentences that they have rehearsed (PKSS). - Writes sentences in order, to create a simple narrative. Composition – Evaluating and Editing - Re-reads writing using the same words with some support.	Composition – Planning and Preparation - Talks to an adult about what they wish to write. Composition – Drafting and Writing - Conveys ideas using phrases or short sentences. Composition – Evaluating and Editing - Reads their own work aloud, for the class to hear	Composition – Planning and Preparation - Talks to an adult about what they wish to write. Composition – Drafting and Writing - Writes down one of the sentences that they have rehearsed (PKSS). - Writes sentences in order, to create a simple narrative. Composition – Evaluating and Editing - Re-reads writing using the same words with some support. - Reads their own work aloud, for the class to hear.	Composition – Planning and preparation - Talks to an adult about what they wish to write - Says sentence aloud before writing Composition – Drafting and writing - Conveys ideas using phrases or short sentences - Writes down one of the sentences that they have rehearsed (PKSS) Composition – Evaluating and editing - Re-reads writing using the same words with some support - Reads their own work aloud, for the class to hear Composition – Vocabulary, grammar and punctuation - Puts regular spaces between words - Begins to punctuate with - Full stops and capital letters

			Demarcates some sentences with capital letters and full stops (PKSS).				
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						
	Spoken Language: Expressive - Uses some descriptive language - Organises what they want to say appropriately, EG: in explanations, narratives or descriptions - Gives their opinion on a familiar topic confidently - Confidently talks through their ideas with adult - Says what each member of the group has done/contributed - Joins in group discussions about text they have read or have read to them - Contributes to an adult led discussion without requiring prompting - Shares ideas - Reaches an agreement with others - Accepts questions - Makes relevant comments on what a peer has said - Puts their point of view across simply - Asks questions to help understanding - Asks what an unknown word means						
	Spoken Language: Receptive - Listens to peers and make supportive comments - Demonstrates they can take turns in discussions - Follows instructions - Listens to instructions - Responds to verbal feedback - Pays attention to the speaker - Responds to peers’ ideas adding simple detail						

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		WB Wed 02.09.26	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26
			Planning and Preparation - Captures what they want to say sentence by sentence. - Chooses appropriate vocabulary for the task. Drafting and Writing - Builds a simple description of a character/place. - Attempts to follow plan. Vocabulary, Grammar and Punctuation - Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS). - Mainly keeps to one tense in the course of their writing. - Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS).	Composition – Planning and Preparation - Chooses appropriate vocabulary for the task. - Captures what they want to say sentence by sentence. - Plans basic sections. Composition – Drafting and Writing - Builds a simple description of a character/place. - Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. - Writes sentences that are sequenced to form a short narrative (real or fictional) (PKSS). - Ensures story has a beginning, middle and end. - Attempts to follow plan.	Composition – Planning and Preparation - Chooses appropriate vocabulary for the task. - Captures what they want to say sentence by sentence. Composition – Drafting and Writing - Builds a simple description of a character/place. - Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. - Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (PKSS).	Composition – Planning and Preparation - Chooses appropriate vocabulary for the task. - Captures what they want to say sentence by sentence. Composition – Drafting and Writing - Builds a simple description of a character/place. - Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Composition – Vocabulary, Grammar and Punctuation - Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS).	Composition – Planning and Preparation - Plans basic sections. - Captures what they want to say sentence by sentence. Composition – Drafting and Writing - Attempts to follow plan. - Ensures story has a beginning, middle and end. - Creates a simple atmosphere i.e. cold, rainy day. - Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Composition – Evaluating and Editing - Makes simple additions, revisions and proof-reading corrections to their own writing. - Checks for sense in what they have written when	Composition – Planning and preparation - Lists key words and phrases to include in their writing Composition – Drafting and writing - Builds a simple description of a character/place Composition – Evaluating and editing - Makes simple additions, revisions and proof-reading corrections to their own writing Composition – Vocabulary, grammar and punctuation - Expands noun phrases to add detail with some support - Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)

			Composition – Vocabulary, Grammar and Punctuation - Expands noun phrases to add detail with some support. - Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS). - Uses some conjunctions other than 'and'. - Mainly keeps to one tense in course of their writing. - Uses the present and past tense mostly correctly and consistently (PKSS). - Uses simple time references to show different sections e.g. next/then.	Composition – Vocabulary, Grammar and Punctuation - Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS). - Uses simple time references to show different sections e.g. next/then.		evaluating and editing. - Reads aloud their work with correct intonation. Composition – Vocabulary, Grammar and Punctuation - Expands noun phrases to add detail with some support. - Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (PKSS). - Uses simple time references to show different sections e.g. next/then.	
	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 Spoken Language: Expressive - Makes relevant contributions without prompting - Expresses views/opinions confidently in pairs and small groups					

		• Offers suggestions confidently • Asks an appropriate question to further understanding • Communicates about how they feel about a topic/situation • Uses varied vocabulary when providing descriptions • Gives their opinion confidently • Gives reasons for their ideas • Relates contribution to topic • Asks considered questions • Responds appropriately to peers’ questions • Asks relevant questions • Comments constructively on a heard story or talk • Communicates about the main points of a story or talk						
		Spoken Language: Receptive • Listens and contributes to discussions • Listens, responds and begins to develop ideas • Listens and responds to questions, considering the answer • Responds to another’s ideas by building on the initial concept • Adds information they think the speaker may have missed						
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			Planning and Preparation • Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include. • Orally composes sentences which include a specified structure, e.g. subordinate clause. Drafting and Writing • Rehearses sentences orally to check/help extend vocabulary/grammar.	Composition – Planning and Preparation • Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include. • Orally composes sentences which include a specified structure, e.g. subordinate clause. Composition – Drafting and Writing • Rehearses sentences orally to check/help extend	Composition – Planning and Preparation • Orally composes sentences which include a specified structure, e.g. subordinate clause. • Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include.	Composition – Planning and Preparation • Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include. Composition – Drafting and Writing • Demonstrates attempt to follow plan and organise writing into basic paragraphs, but may add superfluous detail/plot movements. • Matches their vocabulary to the	Composition – Planning and Preparation • Records ideas and maps progression of content using a given structure, choosing and noting vocabulary they wish to include. • Orally composes sentences which include a specified structure, e.g. subordinate clause. Composition – Drafting and Writing • Demonstrates attempt to follow plan and organise writing into basic	Composition – Planning and preparation • Lists key words and phrases to include in their writing Composition – Drafting and writing • Builds a simple description of a character/place Composition – Evaluating and editing • Makes simple additions, revisions and proof-reading corrections to their own writing

			- Includes many similar sentence structures, with some extended sentences/correct use of prepositions/conjunctions, and some descriptive vocabulary. Vocabulary, Grammar and Punctuation - Extends sentences and clarifies relationships using a wide range of connectives. - Occasionally includes some ambitious vocabulary	vocabulary/grammar. - Includes many similar sentence structures, with some extended sentences/correct use of prepositions/conjunctions, and some descriptive vocabulary. - Demonstrates attempt to follow plan and organise writing into basic paragraphs, but may add superfluous detail/plot movements. Composition – Evaluating and Editing - Reads own work to check consistency and clarity, finding some errors, e.g. grammar/use of pronouns and suggests corrections. - Suggests improvements to own and others’ writing.	Composition – Drafting and Writing - 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 few errors of tone, e.g. letter to friend or letter of complaint. - Demonstrates attempt to follow plan and organise writing into basic paragraphs, but may add superfluous detail/plot movements. Composition – Evaluating and Editing - Checks for spelling and basic punctuation errors, and suggests alternative vocabulary choices to enhance meaning/description. - Reads own work to check consistency and clarity, finding some errors, e.g. grammar/use of	style with few errors of tone, e.g. letter to friend or letter of complaint. Composition – Evaluating and Editing - Suggests improvements to own and others’ writing. - Reads own work to check consistency and clarity, finding some errors, e.g. grammar/use of pronouns and suggests corrections. - Checks for spelling and basic punctuation errors, and suggests alternative vocabulary choices to enhance meaning/description.	paragraphs, but may add superfluous detail/plot movements. - Includes many similar sentence structures, with some extended sentences/correct use of prepositions/conjunctions, and some descriptive vocabulary. - Rehearses sentences orally to check/help extend vocabulary/grammar. - Matches their vocabulary to the style with few errors of tone, e.g. letter to friend or letter of complaint. Composition – Evaluating and Editing - Reads own work to check consistency and clarity, finding some errors, e.g. grammar/use of pronouns and suggests corrections. - Suggests improvements to own and others’ writing. - Checks for spelling and basic punctuation errors, and suggests	Composition – Vocabulary, grammar and punctuation - Expands noun phrases to add detail with some support - Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required (PKSS)
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				Composition – Vocabulary, Grammar and Punctuation • Extends sentences and clarifies relationships using a wide range of connectives. • Demonstrates some use of pronouns to avoid repetition. • Includes prepositions and adverbs to express time and cause. • Occasionally includes some ambitious vocabulary.	pronouns and suggests corrections. • Assesses effectiveness of writing against criteria. Composition – Vocabulary, Grammar and Punctuation • Extends sentences and clarifies relationships using a wide range of connectives.		alternative vocabulary choices to enhance meaning/description. • Assesses effectiveness of writing against criteria. • Reads own writing aloud with some volume, tone and with appropriate intonation. Composition – Vocabulary, Grammar and Punctuation • Extends sentences and clarifies relationships using a wide range of connectives. • Demonstrates some use of pronouns to avoid repetition. • Includes prepositions and adverbs to express time and cause. • Occasionally includes some ambitious vocabulary.	
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