

English Whole School Progression Map 2025-26



Diamond Class - EYFS

Topic	Marvellous Me	How do we celebrate around the world?	Amazing Animals	Terrific Tales - Once Upon a time	Farm, Food and Growing	Fun at the Seaside
Set Texts	The Rainbow Fish The Colour Monster Supertato	Owl Babies Stick Man The Jolly Postman	The Very Hungry Caterpillar The Tiger who came to Tea	Three Little Pigs Little Red Hen Little Red Riding Hood	Jack and the beanstalk The Giant Turnip Farmer Duck	What the Ladybird Heard Tiddler
Listening, Attention and Understanding	Settling in activities and carpet times. Listening to the Colour Monster – Moods and feelings <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Understand 'why' questions, e.g "Why do you think the colour monster is Red?" Learn New vocabulary Understand a question or instruction that has 2 parts e/g "put on your coat and line up at the door". Engage in story times Learn rhymes and songs. 	Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Sharing weekend news. <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Engage in story times.	Links to the World Around Us, talking about shared experiences – Winter Walk, Chinese New Year, news from home. <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Engage in non-fiction books.	Links to stories and Easter, talking about shared experiences – Pancake Day, Mother's Day, news from home. <ul style="list-style-type: none"> Sustained focus when listening to a story. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Early Learning Goal – Listening, Attention and Understanding <ul style="list-style-type: none"> Hold conversation in back and forth exchanges with adults and peers. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	
Speaking	<ul style="list-style-type: none"> Develop social phrases. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Connect one idea or action to another using a range of connectives. Use talk to organise themselves and their play. Individual speech assessment 	<ul style="list-style-type: none"> Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Start a conversation with an adult or a friend and continue it for many turns. Ask questions to find out more and to check they understand what has been said to them.	<ul style="list-style-type: none"> Describe events in some detail. Connect one idea or action to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences	<ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Early Learning Goal – Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	
Physical Development	Fine Motor: <ul style="list-style-type: none"> Dough Disco activities. Daily name writing activities. Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Show preference for dominant hand. 	Fine Motor: <ul style="list-style-type: none"> Dough Disco. Daily name writing/CVC writing activities. Threading, cutting, weaving, playdough, Develop muscle tone to put pencil pressure on paper. 	Fine Motor: <ul style="list-style-type: none"> Daily name writing/CVC writing activities Dough Disco Threading, cutting, weaving, playdough. Begin to form letters correctly. 	Fine Motor <ul style="list-style-type: none"> Daily name/CVC/Sentence writing activities. Dough Disco Threading, cutting, weaving, playdough Hold pencil effectively with comfortable grip. 	Fine Motor <ul style="list-style-type: none"> Daily name/CVC/Sentence writing activities. Dough Disco Threading, cutting, weaving, playdough Develop Pencil grip and letter formation continually. Use one 	Early Learning Goal – Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

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	<ul style="list-style-type: none"> • Draw lines and circles using gross motor movements. • Hold pencil/paint brush beyond whole hand grasp. • Pencil Grip – encourage tripod grip <p>Using a knife and Fork</p>	<ul style="list-style-type: none"> • Use tools to effect changes to materials. • Show preference for dominant hand. • Engage children in structures activities guide them what to draw, write or copy. • Teach and model correct letter formation. 	<ul style="list-style-type: none"> • Handle tools, objectives and construction and malleable materials with increasing control. • Encourage children to draw freely. • Holding small items/button clothing/cutting with scissors 	<ul style="list-style-type: none"> • Forms recognisable letters mostly formed correctly. 	<p>hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors and start to cut along a curved line/circle.</p>	
Literacy – Word Reading	<p>Linking sounds to letters.</p> <p>Phonic Sounds: ULS Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending.</p> <p>Phonic Sounds: ULS Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Introducing digraphs. Phonic Sounds: ULS Differentiated groups. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Begin to read simple sentences.</p> <p>Phonic Sounds: ULS Differentiated groups. Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Read and understand simple sentences. Phonic Sounds: ULS Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet confidently. Distinguishing capital letters and lower case letters.</p>	<p>Early Learning Goal – Word Reading</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Read words consistent with their phonic knowledge by sound-blending. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: ULS Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
Literacy – Writing	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a storyboard. Practising correct letter formation</p>	<p>Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Early Learning Goal – Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write recognisable letters, most of which are correctly formed. Writing simple sentences and phrases that can be read by others.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation</p>



Emerald Class - Year 1

Topic Question	What is it like where I live?	How have toys changed over time?	Who were the three Queens of England?	What makes an animal?	What is the weather like in the UK?	Is there anyone else like me?
National Curriculum Links	Geography – our local area	History – changes within living memory	History – significant individuals	Science - Animals	Geography – weather and seasons Science – Seasonal Change	PSHE
Set Texts	The Lonely Beast (Fiction)	Traction man – Mini Grey (Fiction) Dogger – Shirley Hughes (Fiction) Lost in the Toy Museum – David Lucas (Fiction)	The Queen’s Hat – Steve Anthony (Fiction)	Flotsam (Fiction- wordless picture book) Big book of beasts (non-Fiction)	Seasons by Hannah Pang (non-fiction) After the storm by Nick Butterworth (Fiction)	The day the crayons quit – Drew Daywalt (Fiction) Children of the world – Nicola Edwards + Andrea Stegmaier (Non-Fiction)
Writing Outcomes	Descriptions – Character Description - The Lonely Beast Setting Description – The Lonely Beast’s journey Instructions How to be a good friend	Character description Lost toy poster Narrative story of a toy going missing Instructions Making Traction Man’s clothes	Fact File Fact file about a Queen Narrative Retelling a story Invitation to the palace garden party	Fact File - Animal information Fact files Recount of my trip to the farm Persuasive leaflet to visit the farm Animal Poetry	Information Texts Weather reports	Letter Writing
Spelling, Punctuation and Grammar	Ready to Write Punctuating Sentences	Word Classes Capital Letters 1	Conjunctions Exclamations	Capital Letters 2	Questions Singular/Plural Prefixes	Suffixes Sequencing Sentences



Ruby Class - Year 2/3

Topic Question	Which significant Bristolians have helped children in Bristol?	How do people and nature live together in Bristol and the UK?	Stone Age - What is so special about rocks?	The Romans – What impact did Romans have on Britain?	Enchanting Europe – What can we discover about Europe?	Why is our world wonderful?
National Curriculum Links	History – Victorians and local history	Geography – UK Science - plants	History – events beyond living memory; changes in Britain Science - rocks	History – the Romanisation of Britain	Geography – Human and Physical Geography	Geography PSHE
Set Texts	Little people, big dreams Florence Nightingale (Non-Fiction)	Wilding: How to bring wildlife back by Isabella Tree (Non-Fiction)	Stone Age Boy (Historical Fiction) The secrets of Stonehenge (Non-fiction) The pebble in my pocket (Historical Fiction)	Escape from Pompeii (Historical Fiction)	A walk in Paris (Fiction)	
Writing Outcomes	Diary Entry setting description character description	Recount of a journey – local walk Persuasive leaflet – care for community Poetry – our world	Character description Information text	Instructions Narrative	Information text Fact Files	Newspaper Report Letter writing
Spelling, Punctuation and Grammar	Ready to Write (Y2+3) Commas (Y2) Determiners (Y3)	Word Classes (Y2) Conjunctions (Y2+3) Sentence Types (Y2)	Word Classes (Y2) Apostrophes (Y2) Sentence Types (Y2) Adverbs (Y3) Prepositions (Y3)	Tenses (Y2+3) Suffixes (Y2) Speech (Y3)	Suffixes (Y2) Nouns (Y3) Paragraphs (Y3) Word Families (Y3)	Consolidation (Y2) Prefixes (Y3)



Amethyst Class - Year 3/4

Topic Question	Which significant Bristolians have helped children in Bristol?	How do people and nature live together in Bristol and the UK?	Stone Age - What is so special about rocks?	The Romans – What impact did Romans have on Britain?	Enchanting Europe – What can we discover about Europe?	Why is our world wonderful?
National Curriculum Links	History – Victorians and local history	Geography – UK Science - plants	History – events beyond living memory; changes in Britain Science - rocks	History – the Romanisation of Britain	Geography – Human and Physical Geography – The Water Cycle	Geography PSHE
Set Texts	Hetty Feather (Historical Fiction)	Wilding: How to bring wildlife back by Isabella Tree (Non-Fiction)	Stone Age Boy (Historical Fiction) The secrets of Stonehenge (Non-fiction) The pebble in my pocket (Historical Fiction)	Escape from Pompeii (Historical Fiction)	How to Make a mountain (Non-Fiction) The rhythm of the rain (Fiction with non-fiction subject matter)	
Writing Outcomes	Diary Entry setting description character description	Recount of a journey – local walk Persuasive leaflet – care for community Poetry – our world	Character description Information text	Instructions Narrative	Information text Fact Files	Newspaper Report Letter writing
Spelling, Punctuation and Grammar	Ready to Write Pronouns (Y4) Determiners (Y3)	Fronted Adverbials (Y4) Adverbs (Y3) Conjunctions (Y3)	Speech Apostrophes (Y4) Prepositions (Y3)	Noun Phrases (Y4) Nouns (Y3) Standard English (Y4) Tenses (Y3)	Paragraphs Word Families Prefixes Suffixes	Consolidation



Sapphire Class – Year 5

Topic Question	What contributions did Steve Stacey make to football?	How has Space Travel Evolved?	What is life like for a Refugee?	Who were the Ancient Greeks?	What are Volcanoes and Earthquakes?	Who were the Mayans?
National Curriculum Links	History – Local history and significant individuals	Science – Earth and space	Geography – Human geography, locational knowledge	History - Ancient Greece	Physical Geography	History – Non-European study: the Mayans Geography – Locational Knowledge
Set Texts	Fantastic Football Poems (Friendly matches) by Allan Ahlberg (Poetry) Jaz Santos vs. The world by Priscilla Mante (Fiction)	Hidden Figures Margot Lee Shetterly (Non-fiction) Dr Maggie’s Grand Tour of the Solar System by Maggie Aderin-Pocock (Non-fiction)	A Story like the wind (Fiction) Welcome to Nowhere by Elizabeth Laird (Non-fiction)	Myths and legends from Greek mythology (Non-fiction)	Earth Shattering Events by Sophie Williams (Non-fiction) The Firework-Maker’s Daughter by Phillip Pullman (Fiction)	The Hero Twins (Fiction – Graphic novel) Rain Player by David Wisniewski (Fiction)
Writing Outcomes	Poetry Narratives	Biographies Information leaflets about space travel	Balanced arguments Diary Writing	Persuasive Writing Narrative – Greek Mythology	Instructions – how to survive and Earthquake or Volcano Explanation Texts – Volcanoes and Earthquakes	Instructions – how to play Pok a Tok Explanation Texts – Mayan Civilisation Narrative – Rain Player Character descriptions
Spelling, Punctuation and Grammar	Ready to Write Relative Clauses	Modal Verbs Adverbs	Parenthesis Expanded Noun Phrases	Tenses	Commas Cohesion	Prefixes Suffixes



Topaz Class – Year 6

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Topic Question	What was the impact of Windrush on Bristol?	What impact did WW1 have on Bristol?	What impact did WW2 have on Bristol?	What are the hottest / coldest / wettest places on Earth?	How have Scientists and inventors changed our world?	Where does our food come from and why should we shop fair trade?
National Curriculum Links	History – local history study	History – a turning point in British History Local History Study	History – a turning point in British History Local History Study	Geography – Physical Geography; Locational Knowledge	Science – Energy	Human geography PSHE - transition
Set Texts	What is Politics and Why Should I Care About It? By Michael Rosen (Non-Fiction) Windrush Child by Benjamin Zephaniah (Historical Fiction) Poetry - Maya Angelou – Still I rise	War Game by Michael Foreman (Historical Fiction) War Horse by Michael Morpurgo (Historical Fiction)	When Hitler Stole Pink Rabbit by Judith Kerr (Historical Fiction)	The Explorers by Katherine Rundell (Fiction) Amazon River by Sangma Francis (Non-Fiction)	Selected Fiction and Non-Fiction Extracts	Pig Heart Boy by Malorie Blackman (Fiction) Moving up – By Christian Foley (Fiction)
Writing Outcomes	Narrative - Diary writing Persuasive texts Poetry – “Still I rise” BHM	Narratives - describing characters Newspaper reports	Narrative – incorporating dialogue Biography	Narrative - describing settings Information texts Narrative writing – setting the scene/adventures	Narrative - cohesion Explanations	Narrative – Playscripts Poetry
Spelling, Punctuation and Grammar	Ready to write Relative Clauses Model Verbs Adverbs Parenthesis Expanded Noun Phrases Commas Tense	Word Classes Nouns and Verbs Adjectives and Adverbs Subjects and Objects Determiners, Conjunctions and Prepositions Subjunctive Form	Punctuation Commas in lists Colons and Semi-Colons Using Bullet Points Active and Passive Identify Verbs Passive verbs	Formal and Informal Subjunctive form in formal speech and writing Question tags in informal speech and writing Formal and informal Vocab Punctuation Identifying clauses	SATS Cohesion Paragraphs in non fiction Organising sentences into paragraphs Organising paragraphs Avoiding repetition	Consolidation – Writing assessments

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	Synonyms and Antonyms	Was or were		Semi-colons to mark boundaries Colons to mark boundaries Dashes	Using devices to build cohesion	
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