



# English Assessment Schedule

## Term One

CEW spelling assessment from previous years  
and gap analysis  
Establish Book Bands  
Benchmarking of on entry standards.  
Identify prior attainment groups and establish  
progress trajectory.

**(IDENTIFY AT RISK LEARNERS IN  
PREPARATION FOR LEARNING REVIEW)**

## Term Two

**CEW reading  
Phonics Test**  
Check Book Bands  
CEW spelling assessment (current year)  
Spelling age/Reading age  
Identify prior attainment groups and establish  
progress trajectory.  
NFER assessment for reading  
NFER assessment for GPS  
TA (using school statements) for writing

## Term Three

Y2/Y6 3 x writing samples assessed against AF  
Check Book Bands  
**(IDENTIFY AT RISK LEARNERS IN  
PREPARATION FOR LEARNING REVIEW)**

## Term Four

**CEW reading  
Phonics Test**  
Y2/Y6 3 x writing samples assessed against AF  
CEW spelling assessment (current year)  
Spelling age/Reading age  
establish progress trajectory.  
TA (using school statements) for writing

## Term Five

Y2/Y6 3 x writing samples assessed against AF  
Check Book Bands  
**(IDENTIFY AT RISK LEARNERS IN  
PREPARATION FOR LEARNING REVIEW)**

## Term Six

**CEW reading  
Statutory Phonics Test/ Y2 Y6 SATS**  
Check Book Bands  
CEW spelling assessment (current year)  
Spelling age/Reading age  
NFER assessment for reading  
NFER assessment for GPS  
TA (using school statements) for writing



# 2023-2024 English Progression Maps

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Entertain</b>	Retell Description (setting/character) Narratives <u>Acrostic poem</u> <u>Structured poem</u> -	Character description Diary Narrative Setting Description <u>Rhyming poem</u> <u>Shape poem</u> <u>Simile poem</u>	Linear Narrative Short Story Adventure Narrative Character Description Setting Description Myths & Legends <u>Haiku</u> <u>Free Verse</u> <u>Kenning</u>	Mystery Narrative Character Description Cliffhangers Diary <u>Simile</u> <u>Free verse poetry</u> <u>Narrative poetry</u>	Quest Narrative Biography Autobiography Non-linear narrative Character Description <u>Cinquain</u> <u>Sonnet</u> <u>Narrative poetry</u>	Short Story Character Description Viewpoint narrative <u>Limerick</u> <u>Calligram</u> <u>Sonnet</u>
<b>Inform</b>	Instruct Travel Guide Report Letter Recount	Recount Explanation Diary Letter Non-Chronological report Instructions Leaflet	Non-Chronological report Letter Tabloid News Report Explanation Historical Recount	Biography Newspaper (broadsheet) Non-Chronological report	Explanation Essay Biography Autobiography Instructions	Recount Essay Non-Chronological Report Journalistic Writing
<b>Persuade</b>			Persuasive poster	Persuasive leaflet Travel Brochure	Speech	Campaign
<b>Discuss</b>					Letter Advertisement	Balanced Argument News Report Advert

# Malvern Primary School– English curriculum Mapping/ Term One

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Into The Woods	Marvellous Mixtures	Ages Ago!	Why Rome wasn't built in a day...	Walk like an Egyptian!	We'll Meet Again...
Key Text	The Gruffalo	George's Marvellous Medicine	Stone Age Boy by Satoshi Kitamura	Queen of Darkness	The Phoenix Code	Blitzed by Robert Swindell
Read2Write	Major Glad Major Dizzy	Bog Baby	The Rhythm of the Rain	The Lost Happy Endings	The Lost Book of Adventure	Rose Blanche
Writing For a Purpose?	<b>To Entertain</b> Retell with emphasis on oral retelling, first with opportunities to read their writing aloud.	<b>To Entertain</b> Character description of grandma <b>To inform</b> Recount (Imagine That)	<b>To Entertain</b> Linear Narrative <b>To inform</b> Non-chronological report	<b>To Entertain</b> Setting description <b>Inform</b> Biography	<b>To inform</b> Explanation Text <b>Entertain</b> Quest Narrative	<b>To inform</b> Non Chronological Report <b>Entertain</b> Setting, Description
Punctuation	Finger spacing Capital Letters (formation) Capitalisation of personal pronoun	Commas in a list Exclamation/Question Marks Capital letters and full stops (revisit)	Use of bullet points to list items Capital letters for proper nouns	Inverted commas for direct speech Begin to use dashes for emphasis	Parenthesis using brackets, dashes and commas. Quotation marks	Use of semi-colons to punctuate complex lists, including when using bullet points
Grammar	Building a full idea to form a complete sentence	Exclamatory Sentence Word classes– Nouns, verbs, adjectives	Use of subordinating and coordinating conjunctions	Use of expanded noun phrases to inform Use of determiners	Use of passive voice Expanded Noun Phrases 1st/3rd person / Present/past tense	Use of adverbials including meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to and For example Use of passive voice
Spelling	Common Exception Words,	Common Exception Words, numbers, days of the week	Y3/4 Word lists using spelling policy	Y3/4 word lists	Y5/6 word lists	Y5/6 word lists assess and teach to gaps using spelling policy
What will we revisit?	Lower case letter formation	Common Exception Words Y1 revisit Capital letter formation Accurate sentence boundaries Adjectives/nouns	Common exception words Y2 revisit and target any gaps Full stops and capital letters Question marks Comma lists Exclamatory sentences	Apostrophes for possession and contraction Four sentence types	Y3/4 CEW words Commas to mark fronted adverbials After lunch, we went into the museum Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of commas to mark clauses including relative and subordinate clauses Use of apostrophes for plural possession Use of apostrophes for contraction and singular possession

# Malvern Primary School– English curriculum Mapping/ Term Two

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Dinosaur Roar!	Fire, Fire!	Extreme Earth	Route 66	The Sky at Night	Mayan Mysteries
<b>Key Text</b>	Tyrannosaurus Drip	Vlad and the Great Fire of London by Katie Cunningham	The Firework Maker's Daughter by Philip Pullman	Kidnap on the California Comet	Cosmic	Holes by Louis Sachar
<b>Writing For a Purpose?</b>	<b>To Entertain</b> Write a description of a chosen dinosaur  <b>To Inform</b> T Rex recount (real life experience)	<b>To Entertain</b> Diary  <b>To Inform</b> Letter	<b>To Entertain</b> Short Story  <b>To Inform</b> Letter	<b>To Entertain</b> Mystery, Narrative  <b>To Inform</b> Newspaper Article (broadsheet)	<b>To Entertain</b> Character Description  <b>To Inform</b> Essay	<b>To Entertain</b> Diary Entry  <b>To Inform</b> Advert
<b>Punctuation</b>	Identifying nouns as naming words and understanding a sentence needs a noun.	Secure use of apostrophes for contraction and singular possession.	Full use of including before and within the inverted commas.  Use of paragraphs	Use of paragraphs to organise in time sequence  Comparing different forms of past tense (progressive/simple)	Use brackets and dashes to explain technical vocabulary and mark relative clauses  Secure use of commas to mark clauses, including opening subordinating clauses	Using semi-colons to join related clauses  Using hyphens to avoid ambiguity
<b>Grammar</b>	Using the coordinating conjunction 'and' within an accurately punctuated sentence with finger spaces	Use a range of subordinating and coordinating conjunctions  Expanded noun phrases	Use of expanded noun phrases to add detail and description.	Use of commas to mark fronted adverbials and subordination.  Use of prepositions to express time and cause	To use subordinating conjunctions in varied positions  Begin to use colons to link related clauses	Use subordinating conjunctions in varied positions  Use relative clauses to add further detail
<b>Spelling</b>	nk, ng, tch, ll, ff, ss, zz, ck,	Common exception words, dge/ge, g or j, soft/hard c, kn/gn, wr, le/el	Y3/4 Word lists using spelling policy	Year 3/4 spelling words	Y5/6 word lists using spelling policy	Y5/6 word lists assess and teach to gaps using spelling policy
<b>What will we revisit?</b>	Common exception words  Oral retell	Identifying nouns as naming words  Jotter- what do you remember about Dinosaurs?	Apostrophes for possession and contraction	Inverted commas to punctuate direct speech	Apostrophes for possession and contraction  Four sentence types  Commas to mark subordination  <i>When he was a boy, Dahl did not like reading</i>	Use of commas to mark fronted adverbials and subordination.  Use brackets and dashes to explain technical vocabulary and mark relative clauses

# Malvern Primary School– English curriculum Mapping/ Term Three

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Chasing Space	Splendid Structures	There are places I'll remember...	Journey through the human body	Terrible Tudors?	Call of the Wild
<b>Key Text</b>	Little People Big Dreams: Neil Armstrong	Iggy Peck Architect	Henry's Freedom Box	The Dentist of Darkness	<u>Diver's Daughter: A Tudor Story</u>	The Last Bear
<b>Writing For a Purpose?</b>	<b>To Entertain</b> Narrative  <b>To inform</b> Travel guide about Earth	<b>To Entertain</b> Narrative– Change a song into a narrative  <b>To inform</b> Non-chronological report about castles	<b>To Entertain</b> Adventure Narrative  <b>To Persuade</b> Persuasive poster	<b>To Entertain</b> Character Description  <b>To Persuade</b> Persuasive leaflet	<b>To inform</b> Biography  <b>To Persuade</b> Speech	<b>To Entertain</b> Narrative  <b>To Persuade</b> Campaign
<b>Poetry</b>	Acrostic	Shape Poetry	Free verse	Riddle	Sonnet	Calligram
<b>Punctuation</b>	Identifying verbs as action words and understanding a sentence needs a verb.	Apostrophes for plural possession	Ensure accurate use of capitalisation for proper nouns.  Use of nouns and pronouns for clarity and cohesion	Use of !? For rhetorical/exclamatory sentence.  Use of commas to mark relative clauses  Use commas to mark fronted adverbials and subordinate clauses.	Use of ?, ! For exclamatory/rhetorical sentences  Use of colons and semi-colons to list features, attractions or arguments  Use of brackets and dashes for parenthesis	Use of brackets and dashes for parenthesis  Use colons and semi-colons to mark clauses
<b>Grammar</b>	Using the subordinating conjunction 'because' within an accurately punctuated sentence with finger spaces	Use of progressive verb forms  Adverbials for how  Use of coordinating and subordinating conjunctions in the middle of a sentence	Use of the imperative to convey urgency  Use of noun phrases to add detail and description  Use of 2nd person	Use of rhetorical questions to engage  Use of imperative verbs to convey urgency  Use a wider range of subordinating conjunctions  Use of relative clauses to provide additional enticement	Use of imperative and modal verbs to convey urgency  Use adverbials to convey sense of certainty  Use of short sentences for emphasis	Use of subjunctive form for formal structure.  Use of varying sentence structure including short and complex sentence structures to build pace.
<b>Spelling</b>	2x syllables, 'v' at the end of a word, s/se, est, ing, ed, er, s	Al/il, ending in y, y to I before es, er/est, ing, a before l/ll, o sounds like u	Ey/eigh, sc, gue, ch sounds like sh, ch sounds like c,	Homophones and near homophones,	Cious, tious, tial, cial, ant, ance, ation	Homophones and near homophones, HFW 4C
<b>What will we revisit?</b>	Common Exception Words  Coordinating conjunctions  Mondrian Jotter	Identifying verbs  Subordination using because  Y2 Common Exception words	Confident use of ! For exclamatory sentences  Y2 CEW spelling	Use of the imperative to convey urgency  Use of noun phrases to add detail and description	Use of rhetorical questions to engage the reader  Use of relative clauses to provide additional enticement  Use of the imperative to convey urgency	Use of the imperative to convey urgency  Confident use of ! For exclamatory sentences  Use of short sentences for emphasis

# Malvern Primary School– English curriculum Mapping/ Term Four

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Carnival!	Ship Mate, Navigate!	Iron Man	Invasion	When I grow up...	Creative Curations
Key Text	Jabuti the Tortoise	The Owl and the Pussycat	Iron Man	Monster Slayer by Brian Patten	Frozen In Time	Framed
Writing For a Purpose?	<b>To Entertain</b> Setting Description (Rainforest) <b>To Inform</b> Report about Rio	<b>To Entertain</b> Retell Narrative <b>To inform</b> Letter from alternative perspective	<b>To Entertain</b> Character Description <b>To inform</b> Newspaper Article (tabloid)	<b>To Entertain</b> Narrative with cliff-hanger <b>To inform</b> Non-Chronological report	<b>To Entertain</b> Autobiography <b>To Inform</b> — Instructions	<b>To Entertain</b> - Narrative <b>To Discuss</b> —News Report
Punctuation	Begin to form accurate sentences orally that constitute a full idea.	Inverted commas to mark direct speech introduction Comma lists	Consolidate four main punctuation marks . , ! ! Inverted commas for direct speech Use of paragraphs	Correct dialogue punctuation including accurate use of new line, new speaker. Use of commas to mark relative clauses, adverbial phrases and subordinate clauses. Use of commas after fronted adverbials and subordination	Use brackets for incidentals Use of dashes to emphasise additional information	Use of colons to add further detail in a new clause Use of semi-colons to join related clauses
Grammar	Understand the difference between past and present tense. Order events in time order.	Subordination and coordination. Adverbials to sequence time	Use of pronouns and nouns to add detail and cohesions Use of relative clauses to add further detail Use of perfect present tense	Use of subordinate clauses to add detail or context. Use of fronted adverbials to show how/when and event occurs.	Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context	Use of a range of adverbials and conjunctions Use the perfect form of verbs to mark relationships of time and cause
Spelling	ai/ay, oy/oi, a_e, i_e, u_e, o_e, u_e, ar, ee, ea, ir, ur	ey, a sounds like o, or sounds like ir, s sounds like zsh, ment, less/ ness	Ssion/sion, tion/cian, less/ness, ous, sure/ture,	Il- , Im-, Ir—, HFW 3c/3d,	Ent, ence, ency, able, ible, hyphenated words	HFW 4c, 4D
What will we revisit?	Coordination and subordination using and because Upper/lower case letter formation diagnostic	Y2 common exception words Accurate letter formation in print/cursive Jotter– Setting description of the Rainforest	Comma lists Subordination and coordination	Revisit use of apostrophes for possession (plural/singular) and contraction. Ssion/tion spelling rule Use of nouns/pronouns for cohesion	Use of relative clauses to add further detail Correct dialogue punctuation including accurate use of new line, new speaker. Use of commas to mark relative clauses, adverbial phrases and subordinate clauses	Use subordinate clauses to add detail or context, including in varied positions. Use relative clauses to add detail or context

# Malvern Primary School– English curriculum Mapping/ Term Five

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	Memory Makers	Critique Crawlies	Circle of Life	Where My Wellies Take Me	Cool Chemistry	This is Me
<b>Key Text</b>	Old Bear	The Boy Who Lost His Bumble	Wangari's Tree of Peace: A True Story from Africa	Leaf	The Lion, the Witch and the Wardrobe	Wonder
<b>Read2Write</b>		Night Gardner	Jemmy Button	The Whale	The Promise	Origin of Species
<b>Writing For a Purpose?</b>	<b>Entertain</b> Precious things narrative  <b>Inform</b> Letter to Ducks	<b>Entertain</b> Setting description  <b>Inform</b> Instructions to build a wormery	<b>Entertain</b> Setting description  <b>Inform</b> Explanation	<b>To Entertain</b> Narrative  <b>To inform</b> Report	<b>To Entertain</b> Nonlinear Narrative  Setting Description	<b>To Discuss</b> Balanced Argument  <b>To Inform</b> Essay
<b>Punctuation</b>	Record sentences accurately in written form with finger spaces. Begin to demarcate sentence boundaries.  Question marks.	Apostrophes for contraction and possession  Four sentence types revisit	Compare different forms of past tense including progressive and simple	Use of paragraphs to group related ideas  Use of subheadings  Bullet points	Use of semi colons to mark relative clauses.	Use commas, brackets and dashes for parenthesis, including for emphasis.  Use of commas to mark relative clauses  Colons and semi colons to punctuate a complex list
<b>Grammar</b>	Begin to understand nouns and identify within a sentence.	Conjunctions (subordinating and coordinating)  Noun phrases  Tenses including past, present and progressive	Word class consolidation including noun, verb, adjective, adverb, determiner.  Introduce prepositions.	Word class consolidation including noun, verb, adjective, adverb, determiner, prepositions	Use of passive voice  Use colons to introduce lists or sections	Expanded noun phrases to describe in detail  Use of adverbials to provide cohesion across a full text  Use modal verbs to convey degrees of probability  Use relative clauses to provide supporting detail  Use passive voice to maintain an impersonal tone
<b>Spelling</b>	Oo, oa/oe, Days of week, Mr, Mrs, Miss, ow/ou, or, ew.ue, ie/igh	Full, contractions, tion, common homophones	Ally/ ly, ation, super, anti, auto, inter, sub,	Re-, -que, possessive apostrophe plural, HFW 4a,	Hyphenated words, I before e except after c, ough	Months, ent, ence, ency, hypens
<b>What will we revisit?</b>	Letter formation Oral retell Y1 common exception words	Cursive letter formation Y1 common exception words Jotter- Instructions	Subordination and coordination	Compare different forms of past tense including progressive and simple	Four sentence types revisit Word class consolidation including noun, verb, adjective, adverb, determiner.	Use of modal verbs to indicate degrees of possibility Relative clauses to provide supporting detail



# Malvern Primary School– English curriculum Mapping/ Term Six

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Research Project	All creatures great and small	Plant a little seed...	Ancient Greek Legacy...	Mountain High	Fantastic Beasts	Back to the Future
Key Text	Slinky Malinki	Jack and the Beanstalk	Greek Myths for Young Children by Heather Amery	King of the Cloud Forests	Darkmouth	The Flower Boy
Writing For a Purpose?	<b>Entertain</b> Character description <b>Inform</b> Big Cat Report	<b>Entertain</b> Narrative <b>Inform</b> Information leaflet	<b>Entertain</b> Myths & Legends <b>Inform</b> Historical Recount	<b>Entertain</b> Free verse/ Diary <b>Inform</b> Travel Brochure	<b>To Persuade / Discuss</b> Advertisement <b>To Discuss</b> Letter	<b>To Discuss</b> Argument Speech
Poetry	Poem using structure scaffold	Simile poem	Kenning Poetry	Narrative poetry/blank verse	Narrative Poem	Sonnet
Punctuation	Demarcate simple sentences accurately using finger spaces, accurate letter formation, capitalisation and full stops. Question marks.	Commas in a list Four sentence types Apostrophes for contraction and possession	Using paragraphs to order events chronologically Using paragraphs to group related ideas Using sub-headings and bullet points	Use of ellipsis Using subheadings, bullet points and captions	Use commas, brackets and dashes for parenthesis, including for emphasis. Use of commas to mark relative clauses Colons and semi colons to punctuate a complex list	Use of colons and semi colons to punctuate complex lists Consolidation of all punctuation taught at KS2 including , "" !?; ...
Grammar	Begin to understand adjectives and identify within a sentence/	Use of the progressive form for verbs Past/Present tense	Use of expanded noun phrases Use nouns and pronouns for clarity and cohesion	Use of simile and metaphor to engage	Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across a text Use passive voice to maintain an impersonal tone	Consolidate appropriate use of cohesive devices Use of the subjunctive form when needed
Spelling	Ore, au/au, air, ear, are/ir/ur, y, ph.wh, k before e/l/y, un, compound words.	Revise any gaps in CEW and areas of weakness identified in teaching.	in, mis, dis, ou like u, y like I	HFW 4a, CEW, revisit Y3 rules	Silent letters: b,c,g,k,h,n,m,d,t,p,u,w	Gap analysis and revisit based on common misconceptions.
What will we revisit?	Diagnostic assessment of spelling rules and teach to gaps. Nouns/Verbs	All KS1 common exception words Cursive Handwriting	Revisit Y3/4 common exception words and provide gap analysis for Y4	Revisit Y3/4 common exception words and provide gap analysis for Y5	Use of the progressive form for verbs Using paragraphs to group related ideas Using sub-headings and bullet points	Use commas, brackets and dashes for parenthesis, including for emphasis. Use of commas to mark relative clauses Colons and semi colons to punctuate a complex list