

Progression Pathway English Curriculum Overview 2026-2027

The English curriculum for the Progression Pathway helps pupils build key English skills through a spiral approach, where learning is revisited regularly and developed over time. Each half-term, a high-quality text linked to the term's theme forms the basis of learning. These varied themes provide meaningful contexts for pupils to develop and apply their English and wider curriculum skills.

By revisiting skills throughout the year and across their school journey, pupils strengthen and deepen their understanding at a pace that matches their individual needs and abilities. Progress may be shown through greater independence, improved recall, application of skills in new situations, increased focus, or achievement of personal targets. Repeating skills across different texts and themes helps pupils build on prior learning, make connections across the curriculum, and develop lasting understanding.

Across each text and theme, pupils will develop skills from the following key areas (adapted from the National Curriculum English Programme of Study):

Spoken Language and Communication

- Speaking, listening, responding and discussion
- Poetry (including rhymes, chants or songs) and drama

Reading

- Word recognition, decoding/encoding, word structure and spelling
- Comprehension, including understanding, interpreting, engaging with and responding to texts

Writing

- Transcription: spelling and handwriting
- Composition: organising and expressing ideas in speech and writing

The high-quality text for each half-term will be a work of fiction (see long term plan below)

Non-fiction texts and skills will be integrated into the overall theme throughout the half-term.

Non-fiction skills will be covered through areas such as:

- Signs, labels, captions and lists
- Information, including personal information and environmental information relevant to the pupil
- Recounts, including recent real events experienced by the pupil
- Instructions
- Letters and emails (where appropriate and meaningful)
- Explanations (factual writing)
- Alphabet and dictionary work

- Posters
- Exploring new vocabulary, glossaries and indexes

Non-fiction focuses are detailed in the long-term plan. Teachers may choose to plan non-fiction work into one week of the half-term. Pupils should also have opportunities to create other types of writing throughout the half-term.

Handwriting sessions

All pupils have daily handwriting sessions which are separate to weekly English lessons. Please see separate handwriting guide.

Focus Texts

Each half term, a story will be used as the central focus and theme to develop key skills in reading, writing, and spoken language/communication.

Each week, there should be opportunities for reading, writing, and spoken language/communication. These may be delivered through teaching inputs or planned activities.

Non-fiction skills and poetry will be integrated into each half term using the focus text (see LTP below).

Each half term, the following skills should be consistently taught, modelled, and planned for within activities. The focus text should be used as a stimulus, with skills explicitly linked to it. These skills should not be seen as a discrete checklist, but as a guide for planning to ensure key skills are consistently taught and applied throughout the half term.

Suggested coverage (taken from progression milestones):

Comprehension

- Exploring the text (book handling skills, use of props, understanding the theme, making predictions, understanding new vocabulary, dictionary skills)
- Character and story understanding (sequencing events, recognising characters, matching symbols, describing settings, asking and answering questions)

Transcription

- Fine motor skills and letter formation
- Spelling and phonics skills
- Prefixes and suffixes
- Capital letter recognition and formation
- Using dictionaries for spelling
- Correcting errors

Spoken Language and Communication

- Symbol sentences

- Following instructions
- Positional language
- Role play and drama
- Show and tell

Composition

- Choosing appropriate words for sentences
- Unscrambling sentences
- Capital letters, full stops, spaces between words, question and exclamation marks
- Orally rehearsing sentences

Word Recognition

- Matching letters and fonts
- Sound recognition
- Matching initial sounds to pictures/objects
- Sounding out words
- Sequencing sentences
- Identifying errors

For further guidance with planning, please refer to Progression Milestones for Reading, Writing, and Spoken Language on insight.

Colourful semantics

Colourful Semantics is used across the Progression Pathway to support learners by reducing cognitive load and enabling them to construct sentences in a clear, visual way. It is particularly effective for pupils who benefit from concrete, structured approaches to language development. A guide to using colourful semantics is in the English subject information teams channel.

Key vocabulary should be explicitly pre-taught before any written tasks, and learners should be provided with appropriate supports such as symbols or word banks to help them access and use new language confidently.

All work should be carefully scaffolded to promote independence and ensure that learners are able to experience success while gradually developing their skills.

Progression pathway half termly English overview (LTP) for 2026-2027

	Paragon 2 & Bridgwater 1	Gladstone 1 & Gladstone 2	Wedgwood 1 and Minton 2
Aut 1	The very Hungry Caterpillar Days of the week	Dougal's Deep Sea Diary Diary entry	The Secret garden Using a Library
Aut 2	Each Peach Pear Plum Using a Library	Look up! Did you know? Facts	A Christmas Carol Past, present and future tense
Spr 1	The Enormous Turnip Labels	Treasure Island Acrostic poetry	Mary Poppins Poetry Ideas – If I flew in by the wind I would... Magical bag poem (Inside my magical bag is...) Nonsense poems (linked to made up words)
Spr 2	Ph dear, Look What I Got! Rhyming pairs		
Sum 1	The Baddies Posters	Detective Dog Using a Library	War horse Fact files
Sum 2	Goldilocks and the Three Bears Recipes	Stone Age Boy Fact File	