

Handwriting Progression

Year 1

- To sit correctly at a table, holding a pencil comfortably and correctly.
- To form most lower-case letters correctly.
- To form capital letters.
- To form digits 0-9.
- To understand which letters belong to which handwriting 'families'.



Year 2

- To form lower-case letters of the correct size relative to one another in most writing.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To use spacing between words that reflects the size of the letters.



Year 3

- To confidently join handwriting.
- To increase the legibility, consistency and quality of handwriting.

Year 4

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of handwriting.



Year 5

- To write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and decided whether or not to join specific letters.



Year 6

- To write legibly, fluently and with increasing speed.

Reading

Reading at home

Decodable book linked to Monster Phonics Stage.

Monster phonics power point.

If child has passed their phonics assessment and completed Stage 10 Book 10 of Monster Phonics. If a child has **not** passed, please continue to follow box above.

Free choice of library book using 5 finger rule.

Gem focus shared with parent if children struggle with an element of comprehension. Please see <https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Reading&pid=1008> for more detail on the gems .

Reading at school with an adult

Monster phonics book linked to focus sound.

This may be a sound they have a gap (including common exception words) in or are currently learning in their phonics group.

If child has passed their phonics assessment and completed Stage 10 Book 10 of Monster Phonics but is not age related for reading (e.g. difficulties in comprehension).

Decodable book (Stage 10) with a gem focus.

Please see <https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Reading&pid=1008> for more detail on the gems .

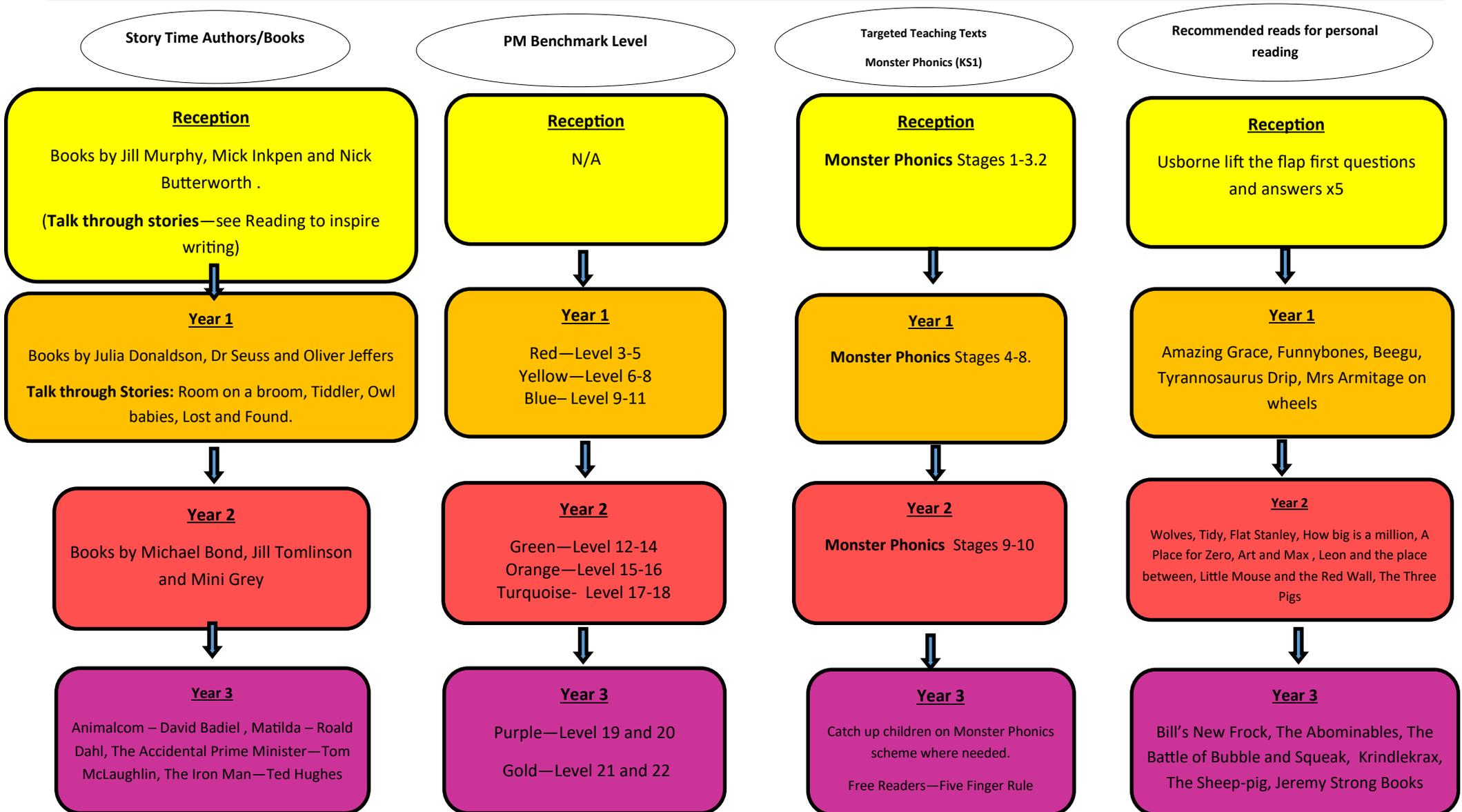
If child is working at age related in reading.

Free choice of library book using 5 finger rule.

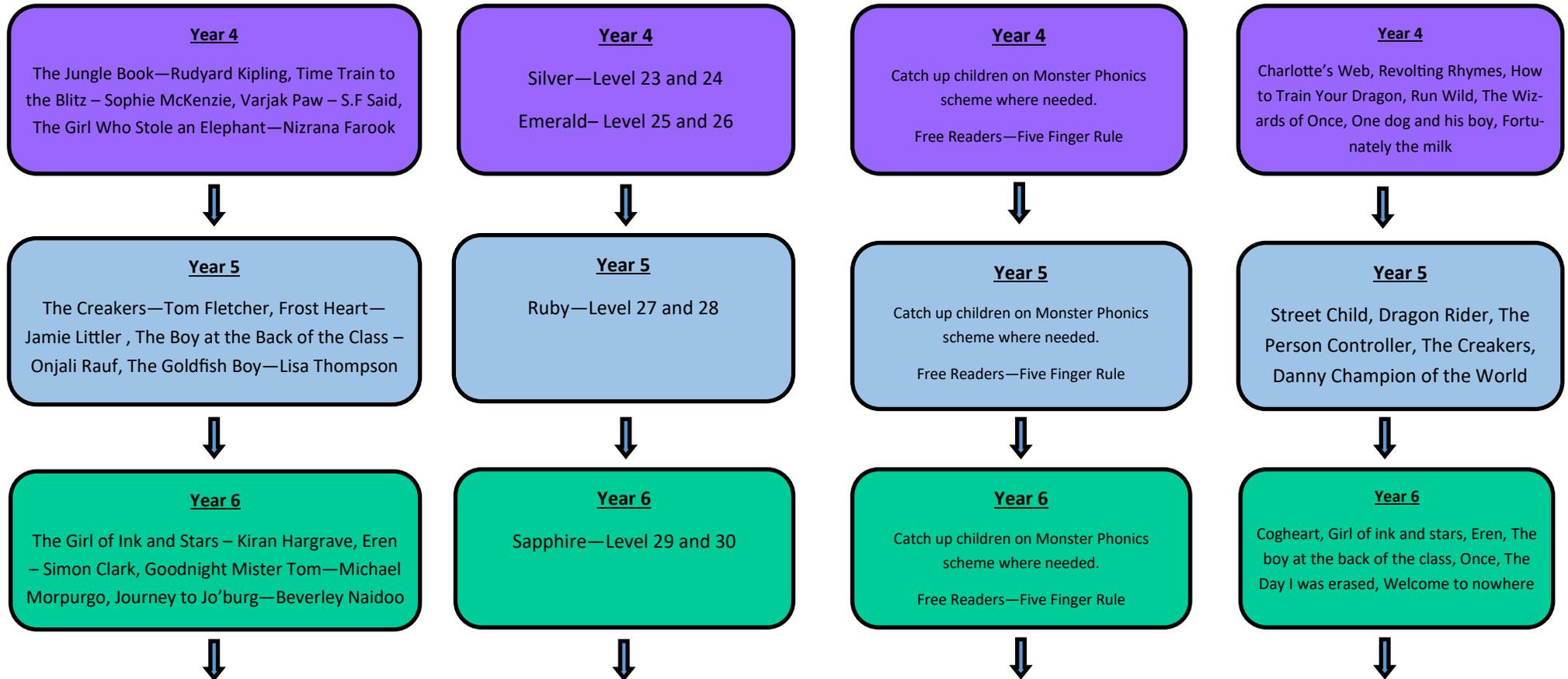
Reading Texts Progression—Reading for Pleasure

For Reading skills and knowledge progression see Target Tracker. These are covered through weekly sessions using a variety of resources:

Nursery: Listening and attention skills (Attention bucket), Early talk around the features of a book, Practising segmenting and oral blending using initial sounds (adapted Monster Phonics). **Talk through stories:** A Little bit brave, Cottonwood Colin and I'm in charge .



Reading Texts Progression—Reading for Pleasure



Additional Enrichment

Author Visits, World Book Day & Book Fair , Library Visits, Drama Workshops, Pantomimes , Buddy System for Reading (Different year groups reading together)

Reading Texts Progression—To Inspire Writing

Autumn

Reception

Text 1: A Little Bit Brave
Text 3: Room on the Broom
Text 4: Aliens love underpants
Text 5: Max and the Tag Along Moon
Text 6: On the Way Home

Year 1

Text 1: The Gruffalo (Narrative / Non-Chronological Report)
Text 2: Handa's Surprise (Poetry / Recount)

Year 2

Text 1: The Runaway Chapati (Narrative)
Text 2: The Lost Wolf (Narrative / Explanation)
Text 3: The Grinch who Stole Christmas (Poetry)

Year 3

Text 1: The Stone Age Boy (Narrative / Instructions)
Text 2: The Great Kapok Tree (Explanation / Discussion)

Spring

Reception

Text 1: Billy and the Dragon
Text 2: Ravi's Roar
Text 3: Zog
Text 4: Dogger
Text 5: Can't You Sleep Little Bear?
Text 6: Where The Wild Things Are

Year 1

Text 1: George and the Dragon (Narrative / Explanation)
Text 2: The Snail and the Whale (Narrative / Persuasion)

Year 2

Text 1: The Great Fire of London (Poetry / Narrative)
Text 2: The Chocolate Room (Narrative)
Text 3: How to Trap a Stone Giant (Instructions)

Year 3

Text 1: The True Story of the Three Little Pigs (Narrative / Persuasion)
Text 2: The Twits (Narrative / Recount)

Summer

Reception

Text 1: Cotton Wool Collin
Text 2: Six Dinner Sid
Text 3: Tiddler
Text 4: Burglar Bill
Text 5: Five Minute's Peace
Text 6: Supertato

Year 1

Text 1: Jack and the Beanstalk (Narrative / Instructions)
Text 2: The Jolly Postman (Discussion / Persuasion)

Year 2

Text 1: Lost and Found (Non-Chronological Report / Discussion)
Text 2: Meercat Mail (Narrative / Persuasion)

Year 3

Text 1: Tuesday (Narrative / Recount)
Text 2: The Koala that Could (Poetry / Non-Chronological Report)

Reading Texts Progression— To Inspire Writing

Year 4

Text 1: George’s Marvellous Medicine (Recount / Instructions)
Text 2: Wings (Narrative / Recount)

Year 4

Text 1: Escape from Pompeii (Narrative / Explanation)
Text 2: Three by the Sea (Narrative / Discussion)

Year 4

Text 1: Flotsam (Narrative / Persuasion)
Text 2: Mousehole Cat (Narrative / Poetry)



Year 5

Text 1: Little Vixen Street (Narrative / Non-chronological report)
Text 2: Kensuke’s Kingdom (Explanation)
Text 3: Polar Express (Persuasion / Poetry—free verse)

Year 5

Text 1: The Game (Narrative / Recount)
Text 2: Oliver Twist (Narrative / Discussion)

Year 5

Text 1: The Chronicles of Narnia (Narrative / Recount)
Text 2: Harry Potter (Narrative / Instructions)



Year 6

Text 1: Shackleton (Recount / Explanation)
Text 2: War Game (Narrative)
Text 3: Dulce et Decorum (Poetry—Sonnet)

Year 6

Text 1: Macbeth (Narrative / Non-Chronological report)
Text 2: Suffragettes (Discussion / Persuasion)

Year 6

Text 1: The Highwayman (Narrative/ Explanation)
Text 2: Alma (Narrative/ Report)



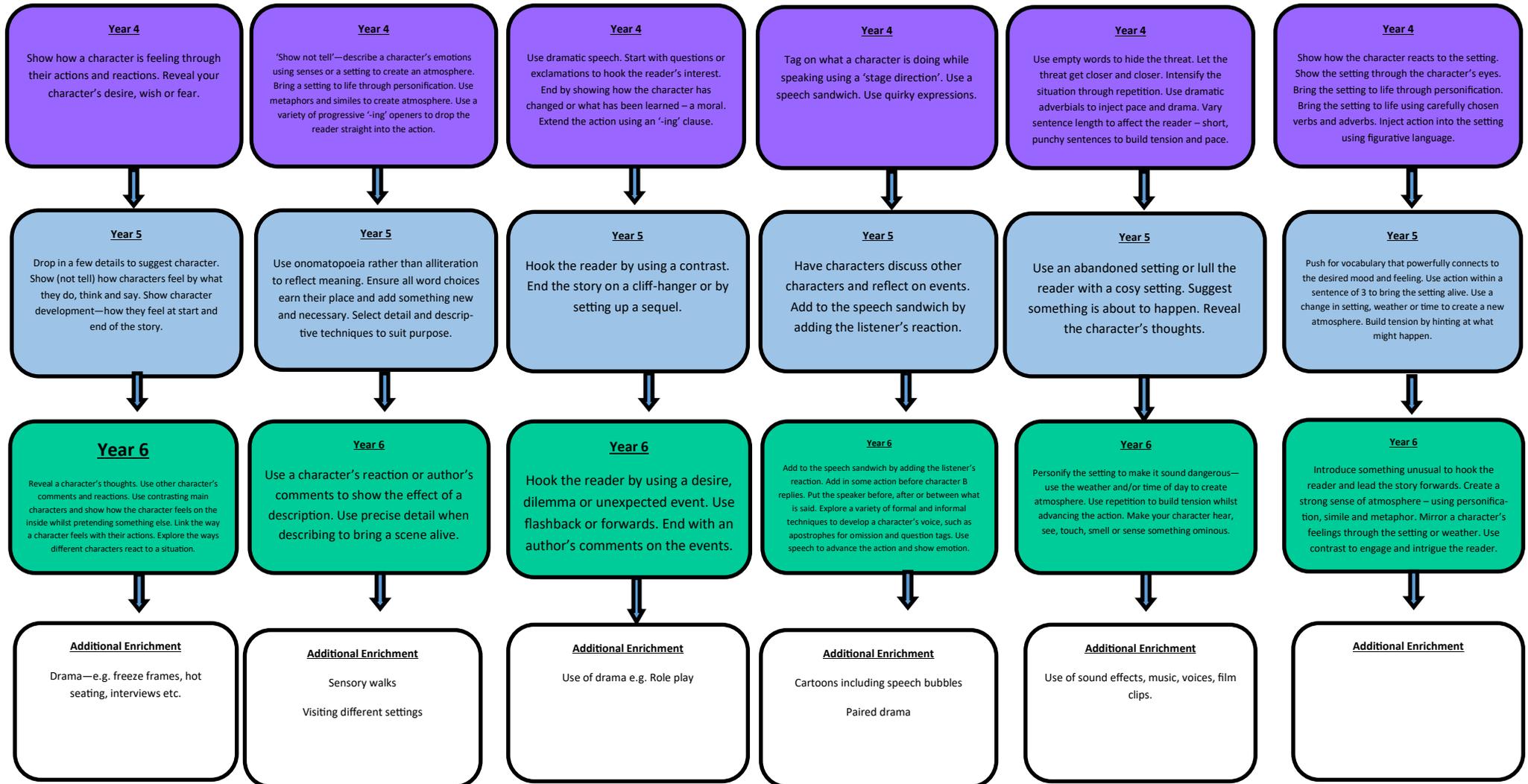
Additional Enrichment

Exciting Hooks
Cross Curricular Writing Opportunities
Able Writers Days

Fiction Writing Skills Progression



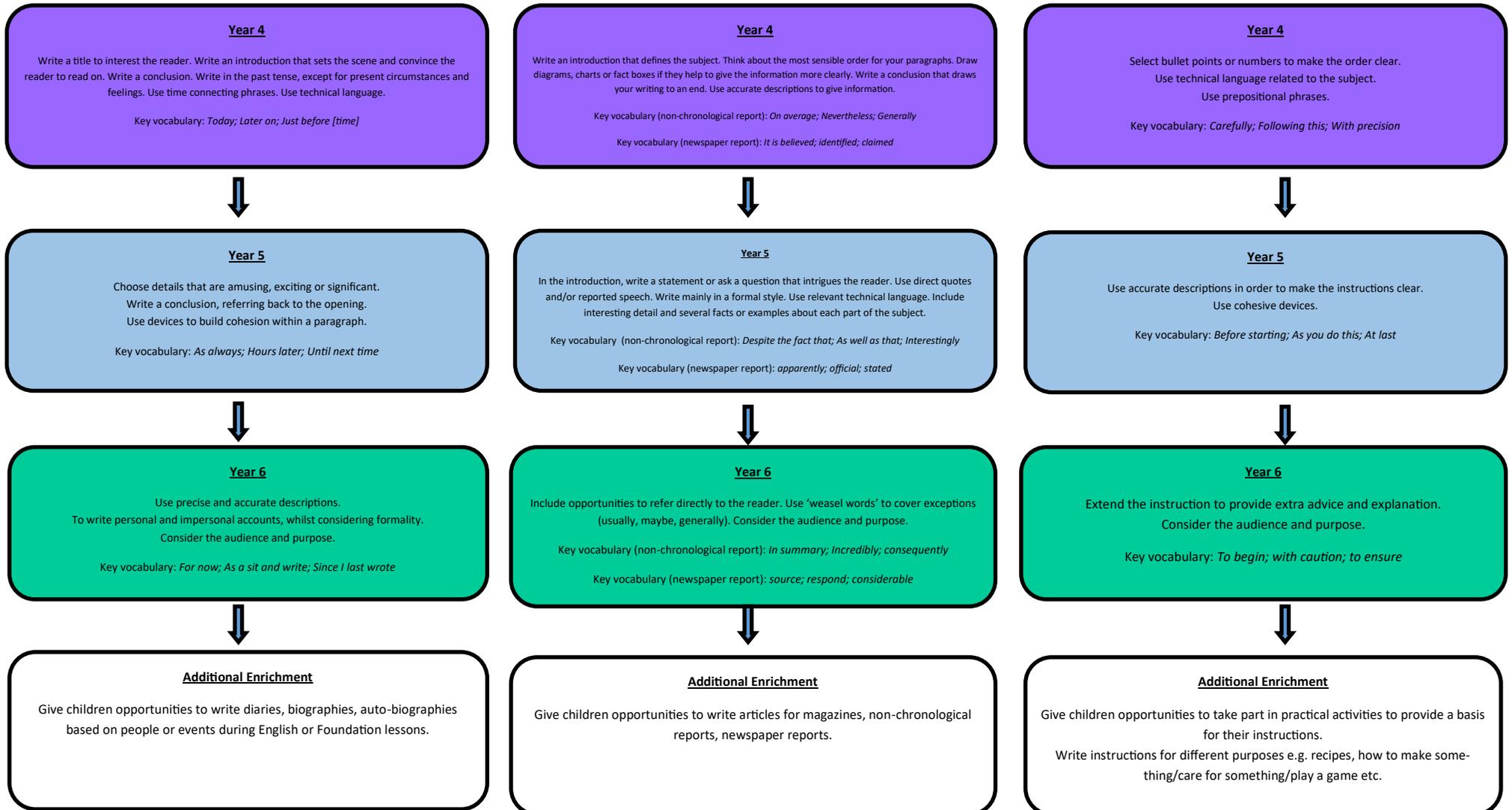
Fiction Writing Skills Progression



Non-Fiction Writing Skills Progression



Non-Fiction Writing Skills Progression



Non-Fiction Writing Skills Progression

Explanation

Persuasion

(letter, advert, review)

Discussion

Reception

Explain what they have made and how it works.
If possible, record as a simple sentence.

Reception

Persuade someone to follow an action, for example, when playing/through role play.

Reception

Give an opinion on a topic and understand that people's opinions can be different.

Year 1

Write a title to say what the writing is about.
Write in the third person (it, they). Use topic words.
Key vocabulary: *How...?; explain; so*

Year 1

Write sentences that put their own point of view across in order to try to make people agree with it.
Key vocabulary (book review): *I think; because; favourite*

Year 1

Write a title that says what you are writing about. Write in the first person.
Write 'for' and 'against' sentences including topic words.
Key vocabulary: *An argument for is; An argument against is; I believe*

Year 2

Write information in the order that it happens. Draw a diagram if it helps make the explanation clearer. Write in the present tense, unless it is an explanation about something in the past. Use time connectives to show the order clearly. Use words to show how or why. Use clear descriptions.
Key vocabulary: *reason; cause; in fact*

Year 2

Write an eye-catching title to say what you are writing about. Write an opening that states your point of view. Write in the present tense. Use topic words.
Key vocabulary (letter): *I am writing to...; Also; Not only that*

Year 2

Write an opening that states what the discussion is about. Write 'for' and 'against' arguments in different sections/paragraphs. Write in the present tense unless you are writing about something in the past. Write in the first and third person, depending on what the discussion is about. Use connecting phrases to signal your points, e.g. first of all, also.
Key vocabulary: *Firstly; Secondly; However*

Year 3

Write an opening sentence to introduce the explanation. Write information in sections or paragraphs. Organise the sections in order. Use subheadings if this helps break up the information.
Key vocabulary: *Also; In addition to this; Finally*

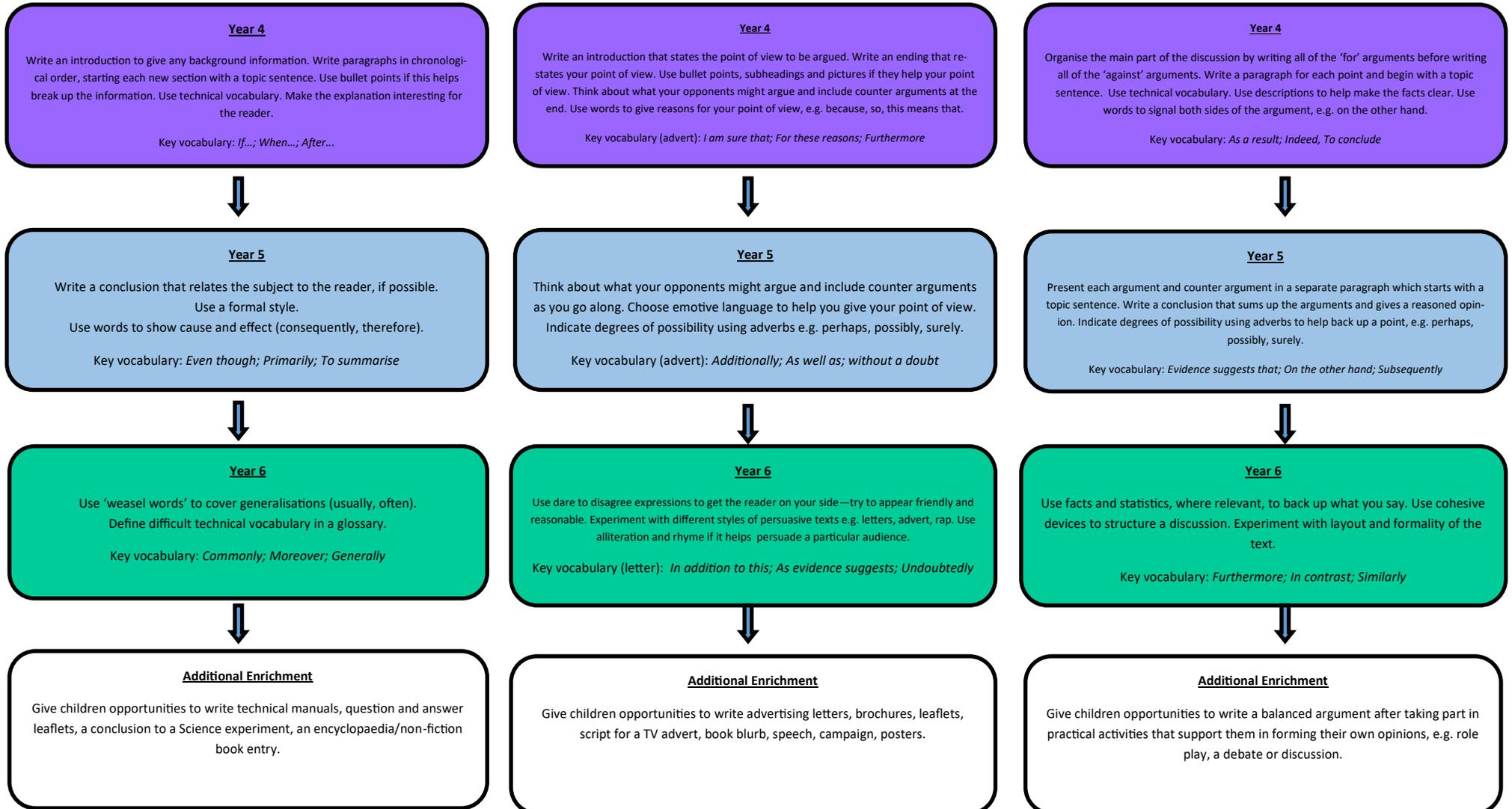
Year 3

Write your points in paragraphs. Start each paragraph with a topic sentence that states what you think. Use powerful verbs, adjectives and adverbs to give your point of view. Use connecting phrases to signal your points.
Key vocabulary (letter): *First of all; As I have clearly proven to you; Finally*

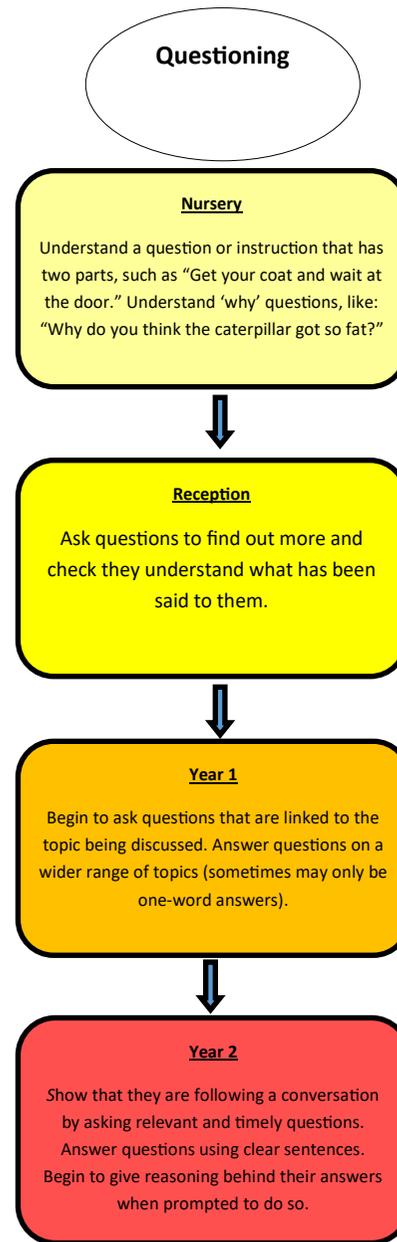
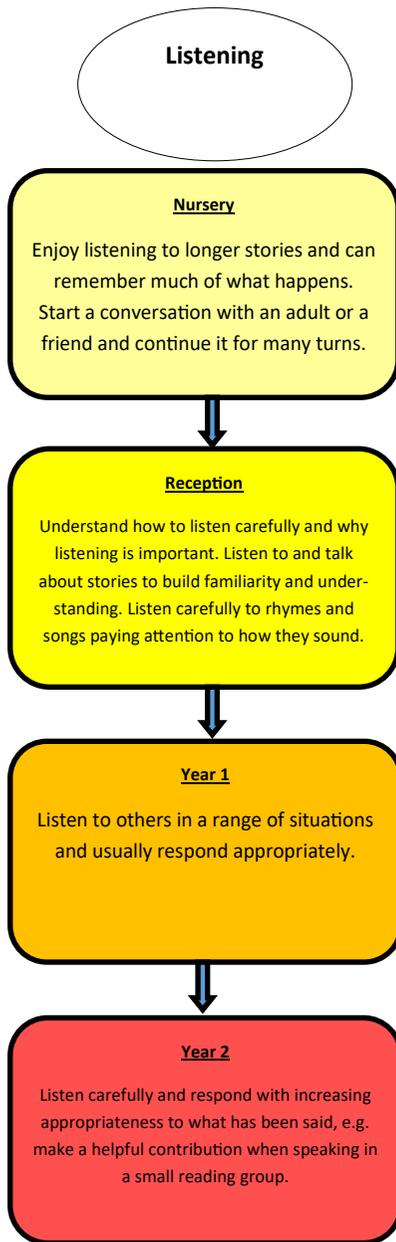
Year 3

Write an introduction that states what the discussion is about. Write 'for' and 'against' paragraphs starting with a topic sentence that shows which side you are writing about. Use subheadings.
Write an ending that says what you think. Write mainly in the third person.
Key vocabulary: *One of the main arguments for/against is; In addition; In conclusion*

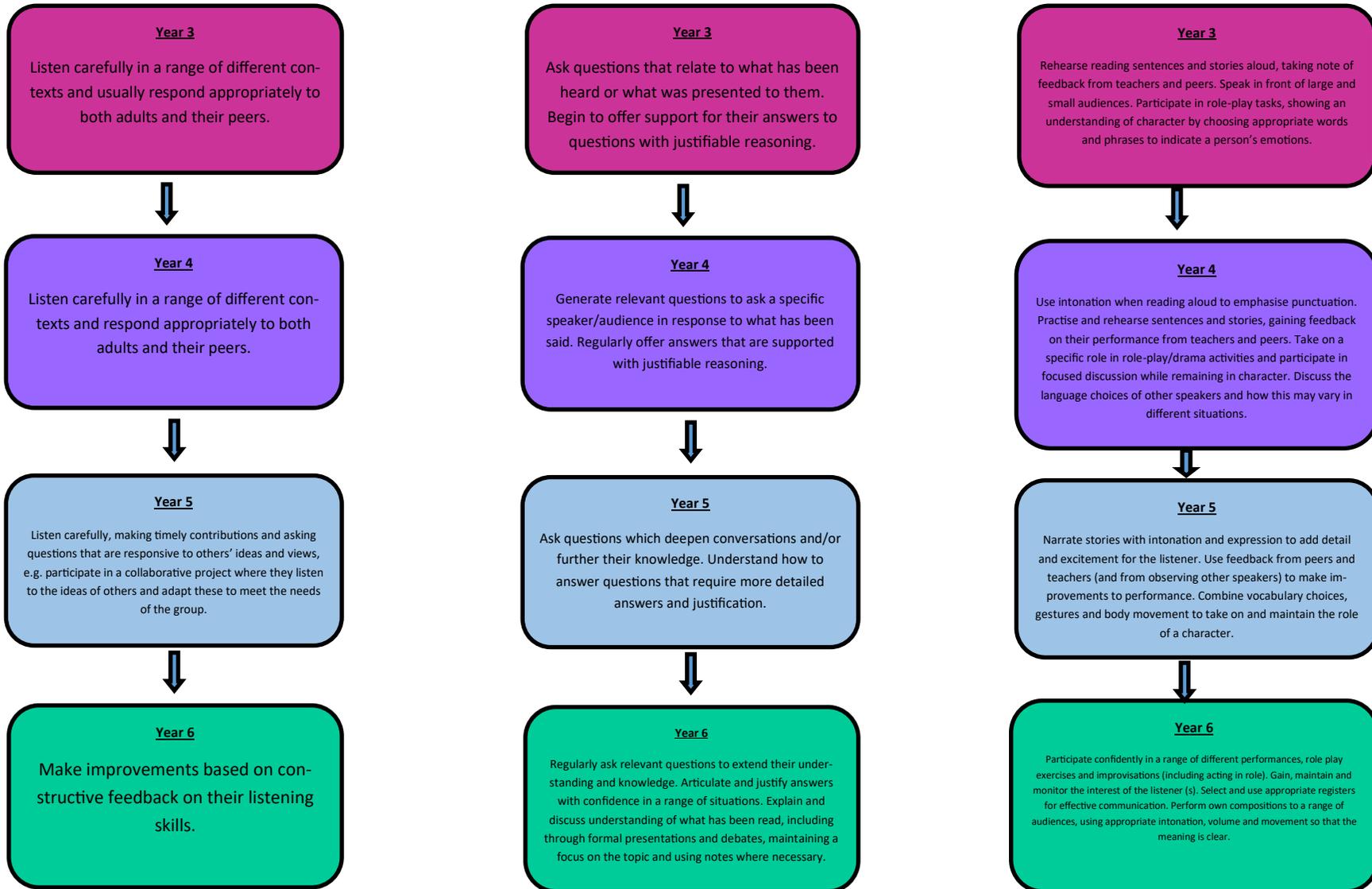
Non-Fiction Writing Skills Progression



Spoken Language Skills Progression



Spoken Language Skills Progression



EYFS—Additional Enrichment

Talk Through Stories / Monster Phonics / Poetry Basket / Bucket Group / story time / year group performances / Collective Worship recitals / singing Collective Worship / Helicopter Stories

KS1—Additional Enrichment

Monster Phonics / Guided Reading / Daily PSHE / Story Project / Pupil Talk (pedagogical approach) / drama techniques / class novel / foundation subject 'Big Questions' / group presentations / year group performances / Collective Worship recitals / singing Collective Worship

KS2—Additional Enrichment

Guided Reading / Daily PSHE / Pupil Talk (pedagogical approach) / drama techniques / work experience in local community / pupil leadership roles / class novel / foundation subject 'Big Questions' / group presentations / year group performances / school choir / Collective Worship recitals / singing Collective Worship / author visit / poetry workshop for G&T

Spoken Language Skills Progression

Reading and Reading Aloud

Nursery

Listen to a wide range of poems and stories. Begin to join in with retelling stories, nursery rhymes and poems.

Reception

Participate in discussion about what is read to him/her. Listen to a wide range of poems, stories and non-fiction texts. Join in with retelling stories, nursery rhymes and poems.

Year 1

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Discuss the significance of the title and events. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly understanding what is read to them.

Year 2

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic, stories and non-fiction) at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Participate in discussion about books, po-

Performance Poetry

Nursery

Begin to recite some poems and rhymes by heart in a group.

Reception

Recite some poems and rhymes by heart in a group.

Year 1

Recite some poems and rhymes by heart.

Year 2

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Spoken Language Skills Progression



EYFS—Additional Enrichment

Talk Through Stories / Monster Phonics / Poetry Basket / Bucket Group / story time / year group performances / Collective Worship recitals / singing Collective Worship / Helicopter Stories

KS1—Additional Enrichment

Monster Phonics / Guided Reading / Daily PSHE / Story Project / Pupil Talk (pedagogical approach) / drama techniques / class novel / foundation subject 'Big Questions' / group presentations / year group performances / Collective Worship recitals / singing Collective Worship

KS2—Additional Enrichment

Guided Reading / Daily PSHE / Pupil Talk (pedagogical approach) / drama techniques / work experience in local community / pupil leadership roles / class novel / foundation subject 'Big Questions' / group presentations / year group performances / school choir / Collective Worship recitals / singing Collective Worship / author visit / poetry workshop for G&T

Poetry Writing Skills Progression

Reception

Type of Poetry: Acrostic

To use words related to the topic of the poem including adjectives and nouns.



Year 1

Type of Poetry: Calligrams

To write topic words, including adjectives, nouns, verbs etc. and arrange them in the shape of the topic of the poem.
Start to form sentences to describe the topic.



Year 2

Type of Poetry: Narrative

Tell a story in the voice of a narrator and/or the characters in the tale.
Include the usual elements of a story, e.g. characters, setting, dialogue where appropriate.
Include similes, alliteration and rhyme where possible.



Year 3

Type of Poetry: Limerick

To follow the strict AABBA rhyme scheme.
Include a noun or proper noun in the first line e.g. a person or place. The place name usually ends the first line setting up the rhyme for the second and fifth lines.

Poetry Writing Skills Progression

Year 4

Type of Poetry: Haiku

To follow the form of 3 lines, 17 syllables in total (First line of 5 syllables, second line of 7 syllables, a final line of 5 syllables).

To write in the present tense including metaphors and personification.

Year 4

Type of Poetry: Kennings

To include compound words, possessing a metaphorical meaning, usually referring to a noun e.g. ankle-biter referring to a toddler.

Year 5

Type of Poetry: Free Verse

To write a poem that has irregular rhythm and rhyme (though both may be used at times) and an irregular line length.

To include literary devices often used, for example, alliteration, assonance, metaphor, simile, repetition, internal rhyme.

Year 6

Type of Poetry: Sonnet (e.g. Shakespeare)

To follow the form of 14 lines of iambic pentameter including 3 quatrains and a heroic couplet with the rhyme scheme: abab, cdcd, efef, gg.

To include the introduction of a problem, building toward a solution by the close of the poem.

Additional Enrichment

Give children opportunities to perform their poetry, e.g. within classes, to other classes, Church services or assemblies.

Give opportunities to publish poetry. e.g. competitions within school and externally.