

# Handwriting Progression

## Year 1

- To sit correctly at a table, holding a pencil comfortably and correctly.
- 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 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 correctly form letters and space words to produce legible 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.
- To maintain legibility/fluency of joined handwriting in everyday writing.



## Year 6

- To write legibly, fluently and with increasing speed.

# Reading

In Reception, children will complete 1:1 reading at least once a week with a class teacher. Daily readers will be prioritised each day as well as this.

In Year 1, children are read on a 1:1 basis with the class teacher once a week in Autumn term. In Spring, they will move to reading groups (linked to stages) and 1:1 readers will continue to read with an adult at school each day.

## 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 .

## Story Time Authors/Books

## PM Benchmark Level

## Targeted Teaching Texts

Monster Phonics (KS1)

## Recommended reads for personal reading

### Reception

Books by Jill Murphy, Mick Inkpen and Nick Butterworth .

(Talk through stories—see Reading to inspire writing)

### Reception

N/A

### Reception

Monster Phonics Stages 1-3.2

### Reception

Usborne lift the flap first questions and answers x5

### Year 1

Books by Julia Donaldson, Dr Seuss and Oliver Jeffers

Talk through Stories: Room on a broom, Tiddler, Owl babies, Lost and Found.

### Year 1

Red—Level 3-5  
Yellow—Level 6-8  
Blue— Level 9-11

### Year 1

Monster Phonics Stages 4-8.

### Year 1

Amazing Grace, Funnybones, Beegu, Tyrannosaurus Drip, Mrs Armitage on wheels

### Year 2

Books by Michael Bond, Jill Tomlinson and Mini Grey

### Year 2

Green—Level 12-14  
Orange—Level 15-16  
Turquoise- Level 17-18

### Year 2

Monster Phonics Stages 9-10

### Year 2

Wolves, Tidy, Flat Stanley, How big is a million, A Place for Zero, Art and Max , Leon and the place between, Little Mouse and the Red Wall, The Three Pigs

### Year 3

Animalcom – David Badiel , Matilda – Roald Dahl, The Accidental Prime Minister—Tom McLaughlin, The Iron Man—Ted Hughes

### Year 3

Purple—Level 19 and 20  
Gold—Level 21 and 22

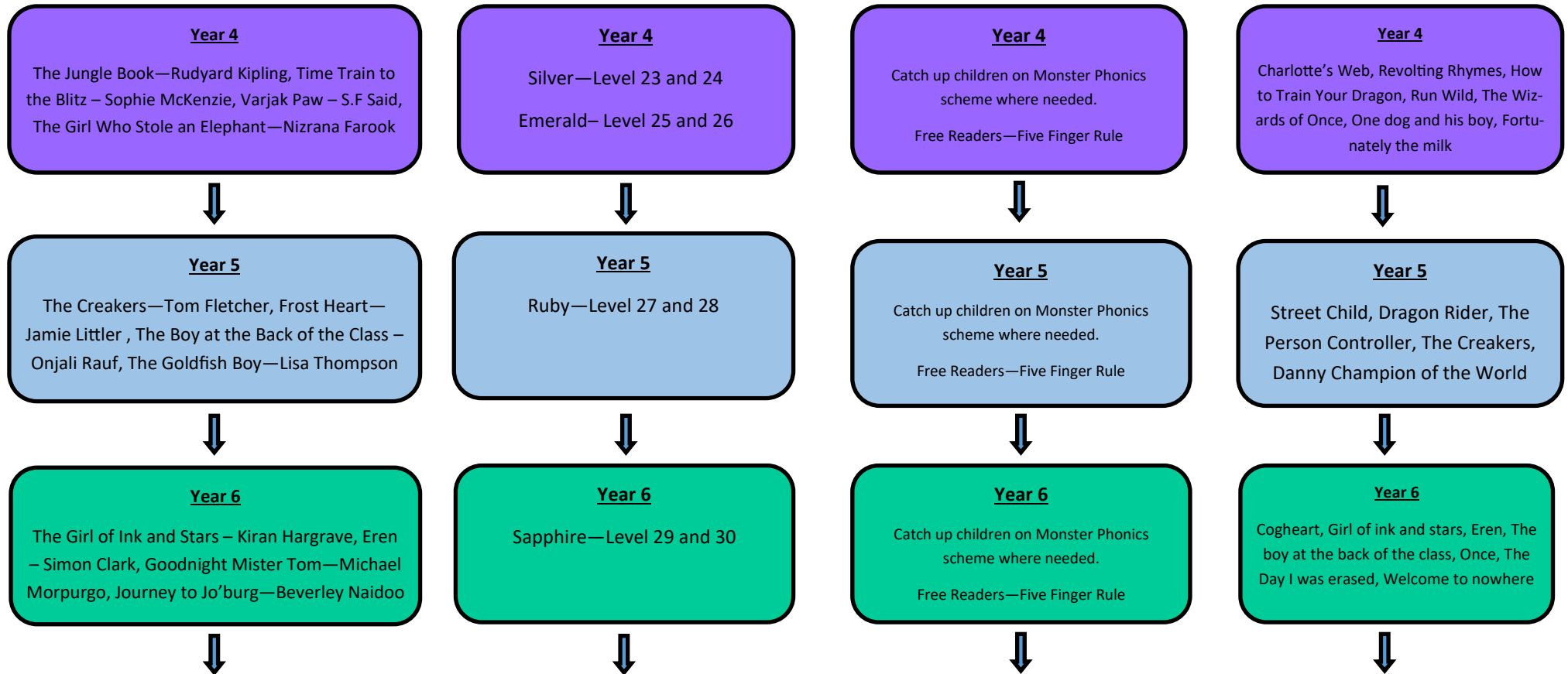
### Year 3

Catch up children on Monster Phonics scheme where needed.  
Free Readers—Five Finger Rule

### Year 3

Bill's New Frock, The Abominables, The Battle of Bubble and Squeak, Krindlekrax, The Sheep-pig, Jeremy Strong Books

# 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 .  
Text 2 : Handa's surprise  
Text 3: Christmas themes stories.

### Year 2

Text 1: The Runaway Chapati (Narrative/Missing poster)  
Text 2: Percy the Park Keeper (Narrative / Instructions)

### Year 3

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

## 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: Snowball  
Text 2: Snail and the Whale  
Text 3: George and the Dragon

### Year 2

Text 1: The Great Fire of London (Diary/ Narrative)  
Text 2: Lost and Found (Narrative/ Non-chronological report)

### 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  
Text 2: The Jolly Postman

### Year 2

Text 1: The Chocolate room (Narrative/ Explanation)  
Text 2: Meercat Mail (Narrative / Persuasion/ Poem)

### Year 3

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

# Reading Texts Progression— To Inspire Writing

## Year 4

Text 1: Mousehole Cat (Narrative/ Poetry/ Recount)  
Text 2: George’s Marvellous Medicine (Narrative / Instructions)

## Year 4

Text 1: Escape from Pompeii (Narrative / Explanation)  
Text 2: Wing (Narrative / Report )

## Year 4

Text 1: Flotsam (Narrative)  
Text 2: The Truth About Mountain Ogres (Non-chronological report)  
Text 3: Neverland (Narrative / Persuasion)



## Year 5

Text 1: Kensuke’s Kingdom (Narrative/Report/ Poetry)  
Text 2: One Chance (Narrative)  
Text 3: Polar Express (Persuasion)

## Year 5

Text 1: Harry Potter (Narrative / Instructions)  
Text 2: Little Vixen Street (Narrative / Non-chronological report)

## Year 5

Text 1: The Chronicles of Narnia (Narrative / Recount)  
Text 2: Oliver Twist (Narrative / Discussion)



## Year 6

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

## Year 6

Text 1: Macbeth (Narrative / Non-Chronological report)  
Text 2: The Highwayman (Narrative/ Discussion)

## Year 6

Text 2: Alma (Narrative/ Report)  
Text 2: Suffragettes (Setting/ Persuasion)



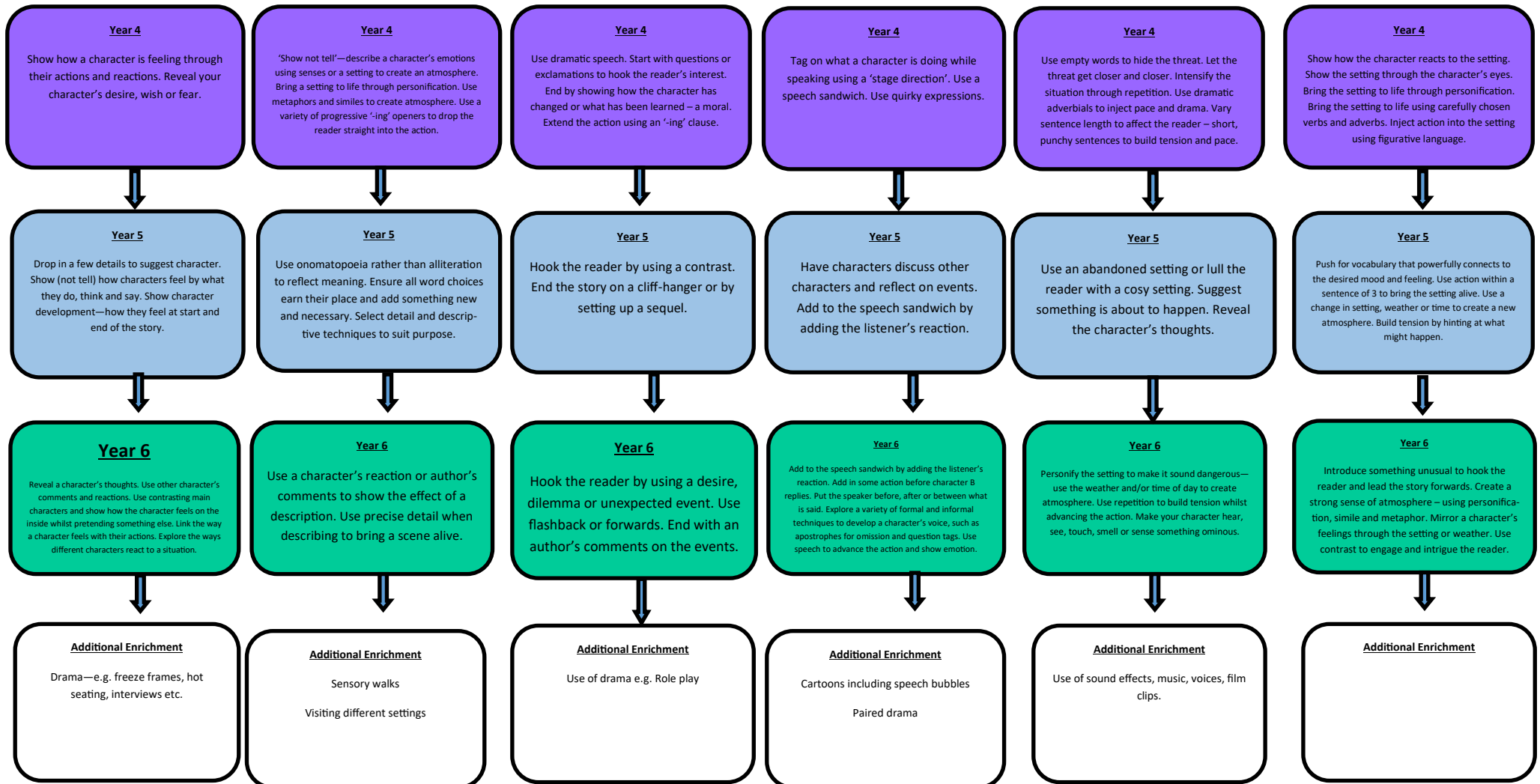
## Additional Enrichment

Exciting Hooks  
Cross Curricular Writing Opportunities  
Able Writers Days

# Fiction Writing Skills Progression



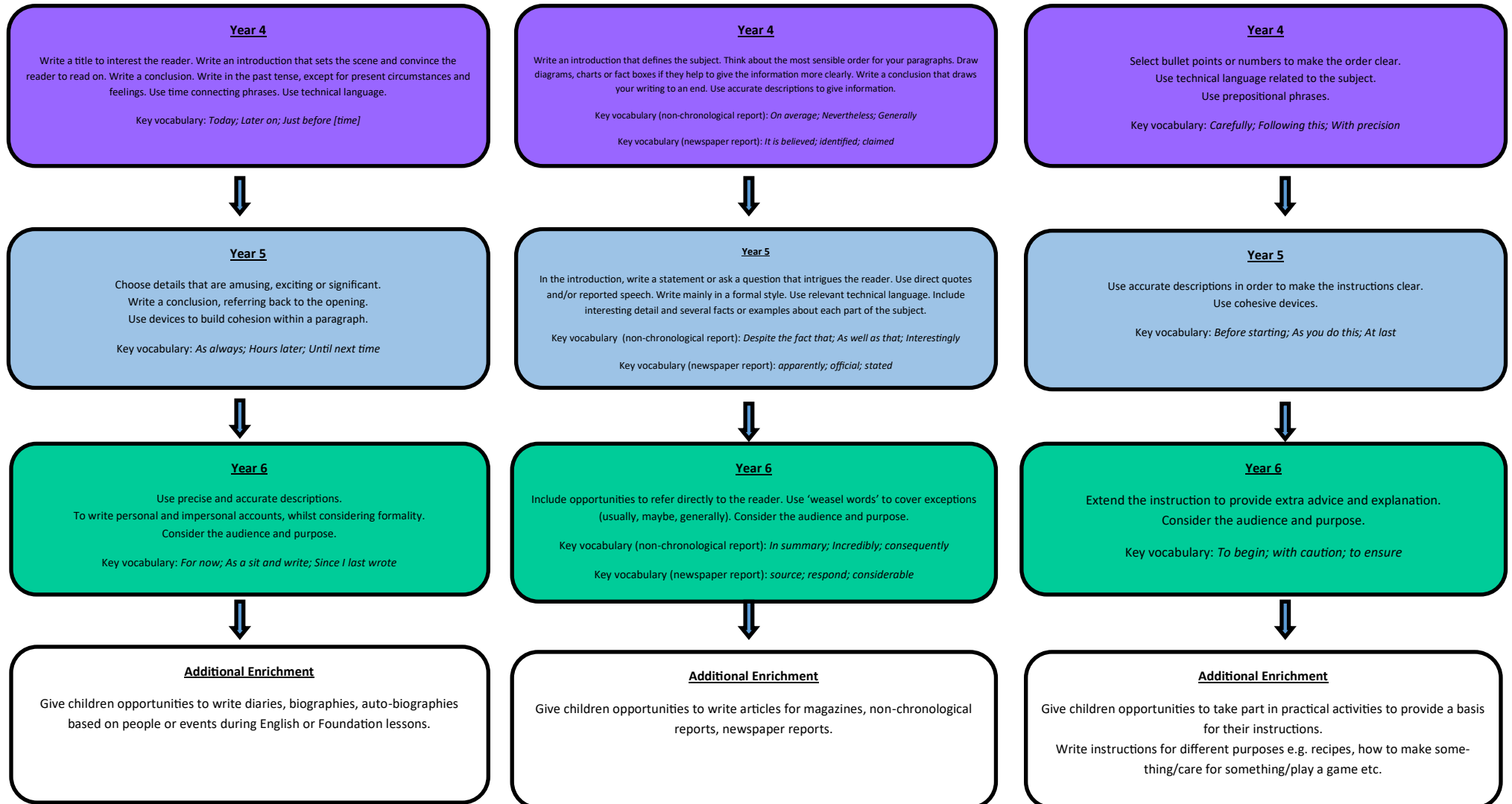
# Fiction Writing Skills Progression



# 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 - 4

Discussion and debate taught through spoken language using cross curricular opportunities.

### 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 5

Write an introduction that states what the discussion is about. Use technical vocabulary. Present each argument and counter argument in a separate paragraph (for and against paragraph) which starts with a topic sentence. Use connecting phrases to signal your points, e.g. first of all, also. Use words to signal both sides of the argument, e.g. on the other hand. Write an ending that says what you think. Write a conclusion that sums up the arguments and gives a reasoned opinion.  
Key vocabulary: *In addition, Firstly, in conclusion, Evidence suggests that; On the other hand; Subsequently*

### 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*

# Non-Fiction Writing Skills Progression

**Year 4**

Write an introduction to give any background information. Write paragraphs in chronological order, starting each new section with a topic sentence. Use bullet points if this helps break up the information. Use technical vocabulary. Make the explanation interesting for the reader.

Key vocabulary: *If...; When...; After...*



**Additional Enrichment**

Give children opportunities to write technical manuals, question and answer leaflets, a conclusion to a Science experiment, an encyclopaedia/non-fiction book entry.

**Year 4**

Write an introduction that states the point of view to be argued. Write an ending that restates your point of view. Use bullet points, subheadings and pictures if they help your point of view. Think about what your opponents might argue and include counter arguments at the end. Use words to give reasons for your point of view, e.g. because, so, this means that.

Key vocabulary (advert): *I am sure that; For these reasons; Furthermore*



**Year 5**

Think about what your opponents might argue and include counter arguments as you go along. Choose emotive language to help you give your point of view. Indicate degrees of possibility using adverbs e.g. perhaps, possibly, surely.

Key vocabulary (advert): *Additionally; As well as; without a doubt*



**Year 6**

Use dare to disagree expressions to get the reader on your side—try to appear friendly and reasonable. Experiment with different styles of persuasive texts e.g. letters, advert, rap. Use alliteration and rhyme if it helps persuade a particular audience.

Key vocabulary (letter): *In addition to this; As evidence suggests; Undoubtedly*



**Additional Enrichment**

Give children opportunities to write advertising letters, brochures, leaflets, script for a TV advert, book blurb, speech, campaign, posters.

**Year 6**

Indicate degrees of possibility using adverbs to help back up a point, e.g. perhaps, possibly, surely.

Use facts and statistics, where relevant, to back up what you say.

Use cohesive devices to structure a discussion.

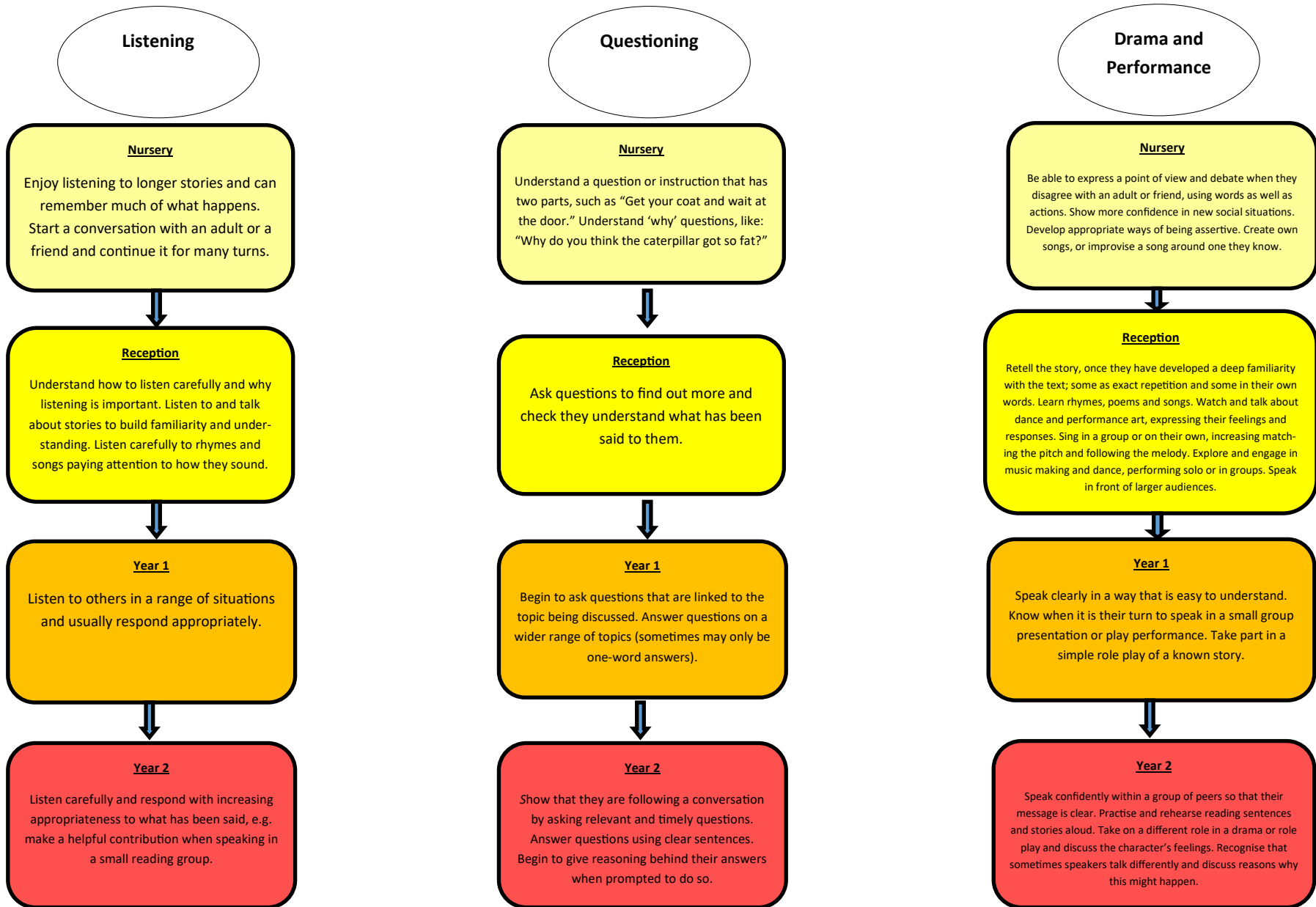
Key vocabulary: *Indeed, To conclude, Furthermore; In contrast; Similarly*



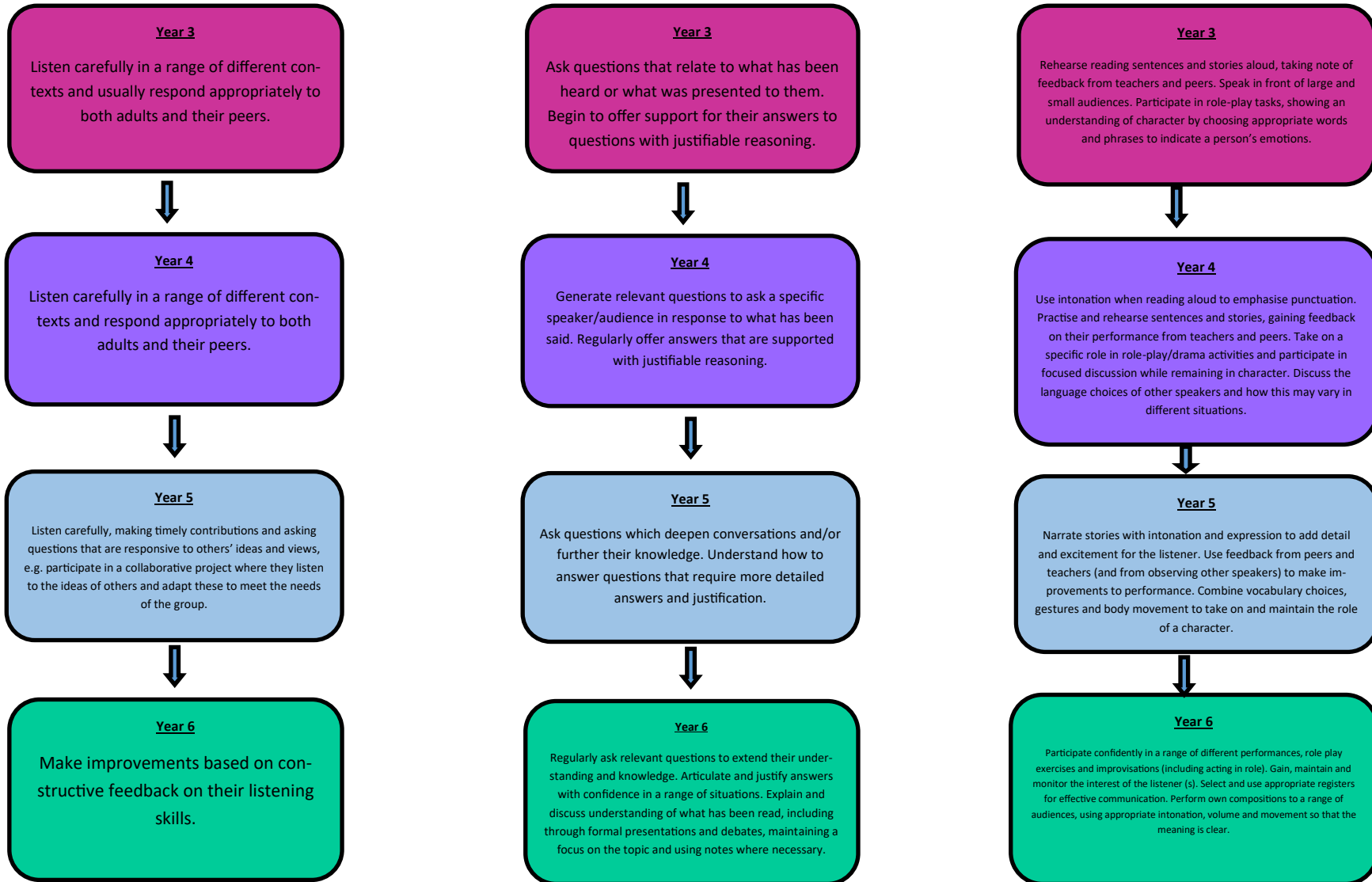
**Additional Enrichment**

Give children opportunities to write a balanced argument after taking part in practical activities that support them in forming their own opinions, e.g. role play, a debate or discussion.

# 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.