

EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Literacy Focus												
	Narrative		Narrative		Narrative		Narrative		Narrative		Narrative	
	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose
<ul style="list-style-type: none"> Enjoy an increasing range of books. Develop an understanding of how a story works and the special language used in stories. Share a variety of texts including rhymes, stories from their own and other cultures and poetry. Develop an understanding of how a story works and the special language used in stories. Use language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Practise writing their names, forming the letters correctly and using upper and lower case letters appropriately. Use pictures, symbols, actions and letters to communicate meaning. Learn and practise their letter sounds daily. 'Write' for lots of different purposes 	Little Red Riding Hood	To retell a traditional story	<i>Stuck by Oliver Jeffers</i>	To change a character/setting in a story	<i>Sand Wizards</i> by Jon Blake (A story with a familiar setting)	To write two descriptions of a beach setting which show contrasting moods and feelings.	<i>Lost or Stolen?</i> By Narinder Dhani (A dilemma story)	To use the structure and characters from <i>Lost or Stolen?</i> to write a new chapter of the story with a different dilemma and setting.	<i>Prometheus and Pandora</i> by Janey Pursglove (A myth)	To write a new ending for <i>Prometheus and Pandora</i> from Pandora's point of view, using ideas from the story and other traditional tales.	<i>Robin Hood and the Golden Arrow</i> by Geraldine McCaughrean (A legend)	To retell the story of Robin Hood in role as Sir Guy of Gisborne.
	Cinderella											
	The Three Little Pigs			<i>Lost and Found</i> by Oliver Jeffers	To write a story about friendship							
		The Three Billy Goats Gruff	To retell a traditional story	<i>The Lighthouse Keeper's Lunch</i> - By David Armitage and Ronda Armitage	To write a story about solving a problem,	<i>A Tune of Lies</i> by Lou Kuenzler (A playscript)	To write a new ending to the play, including some new ideas for action, stage directions and dialogue.	<i>The Bogeymen and the Trolls Next Door</i> by Kaye Umansky (A story in narrative verse)	To write a new story using some of the characters from <i>The Bogey Men and the Trolls Next Door</i> .	<i>Bling!</i> by Jon Blake (A modern retelling of a myth/dilemma story)	To write a diary entry in role as Billy, exploring the final events of the story.	<i>Brashem's Tortoise</i> by Susan Price (A historical story, fiction genres)
	Goldilocks and the Three Bears											
	Traditional Tales from other parts of the world	Stories from other cultures - construct own short narrative based on a story map	<i>The Tunnel</i> by Antony Browne	To compare two stories by the same author.	<i>A Tale of Two Robots</i> by Roy Apps (A science fiction/fantasy story)	To write a new episode for the story.	<i>The Fly and the Fool</i> by Lou Kuenzler (A playscript)	To write a playscript scene based on the characters from Rumpelstiltskin.	<i>This is NOT a Fairy Tale</i> by Jeremy Strong (A story by a significant children's author)	To use ideas from Jeremy Strong's stories to write a new episode of <i>This is NOT a Fairy Tale</i> , in which Ramona meets a frightening character.	<i>Gone Away!</i> By Lou Kuenzler (A story with flashbacks)	To write a new short story with flashbacks, based on <i>Gone Away!</i>
			<i>Gorilla</i> - By Antony Browne									
	The Smartest Giant in Town By Julia Donaldson	Compare stories by the same author	Samuel Pepys - <i>The Great Fire of London</i>	Write a diary entry	<i>Smash and Grab</i> by John Dougherty (A mystery story)	To write a new mystery story.	<i>Runaways!</i> By Jim Eldridge (A story with a historical setting)	To use the historical setting and characters from <i>Runaways!</i>	<i>Dragon Slayer</i> by Gill Howell (A story from another culture)	To write a new adventure for Mai-Ling, using ideas	<i>The Elephant in the Room</i> by Lou Kuenzler (A playscript, culture)	To write a new scene for the play, including a monologue for a new

Literacy Progression at Wren's Nest

<ul style="list-style-type: none"> including letters, cards, recipes, instructions, news and lists. Attempt to write short sentences. Read words and simple sentences. Develop letter formation using a wide range of media, forming some recognisable letters. 			<i>Lost and Found</i> - Oliver Jeffers	Write a wanted poster				to write a new part of the story from one character's point of view.		from <i>Dragon Slayer</i>	narratives and plays)	character I have created.
	Room on a Broom by Julia Donaldson	Stories with repetitive patterns Write simple sentences using patterned language, words, phrases taken from familiar stories	<i>The Jolly Postman Book</i> - Allan and Janet Ahlberg (Use book for examples of postcards)	To write a postcard about their time at the seaside	<i>The Enchantress of the Sands</i> by Jamila Gavin (A folktale)	To write a new folktale with a vivid setting, atmosphere and an exciting climax.	<i>Sugarcane Juice</i> by Pratima Mitchell (A story from another culture)	To use ideas and characters from <i>Sugarcane Juice</i> to write a new tension-filled episode of the story.	<i>Father's Day</i> by Lou Kuenzler (A playscript, dramatic conventions)	To create a new scene for a play about a bully, using dialogue and stage directions to develop a clear picture of the characters' feelings and actions.	<i>I Believe in Unicorns</i> by Michael Morpurgo (Authors and texts)	To write a new episode for the story, exploring how Tomas would feel if he became separated from his parents during the conflict in the city.
		Non-Fiction		Non-Fiction		Non-Fiction		Non-Fiction		Non-Fiction		
		Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	
<ul style="list-style-type: none"> Write' for lots of different purposes including letters, cards, recipes, instructions, news and lists. 	How to make a cup and ball? (Cross-curricular - History link)	To write a set of instructions - Following a practical experience, write up the	<i>The Lighthouse Keeper's Lunch</i>	Write instructions for how to make a sandwich	"Your A-to-Z Holiday Guide" "Which Holiday?" (Information texts)	To write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.	"Gadget Magic" "The Greatest Gadget of Them All?" (Information texts)	To write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel.	"How to Write Instructions" "How to Write a Greek Myth" "Have a go at... Chocolate Chip Ice Cream" (Instructions)	To write a clear set of instructions explaining how to make lemon sherbet	"The Sherwood Bugle" "Good Day!" "TV Interview" (Journalistic writing)	To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class.
	A visit to the Black Country Museum	To write a recount of a trip or visit - write first person recounts based on personal experience	<i>The Emperor's Egg</i>	Write a fact file about the Emperor Penguin	<i>How to Make a One-string Guitar</i> (An instruction text)	To write clear instructions about how to make a bottle band.	"Your Alien Experiences" "The Daily Blab" (Journalistic recounts)	To write an article in the style of a recount, using language and features that are typical of a newspaper.	"Bravery Award for Fire Hero Boy" "Newshound" "Beach Bonanza!" (Recounts)	To write a newspaper recount that is suitable for a younger reader.	"Should humans really rule the Earth?" "Animals Rule!... but which one?" (Argument)	To write an argument for a debate, persuading people to vote for the 'Animal Party'
	Trip to Selly Manor/Cadbury World	To write a recount of a trip to Selly Manor/Cadbury World	"Nose in a Book or Eyes on the Game?" "How Long Should Break Be?" (Discussion texts)	To write a balanced discussion text about whether break times are too short.	"The Stellar Stage School" "How the Voice Works" (Explanation Texts)	To write about a pupil's life at stage school based on a radio interview.	"Meet the Monster!" "Meet the Future!" (Persuasive writing)	To write a presentation persuading people to consider my point of view about whether or	"Exotic Pets - the Facts and Figures" "Are you sure you really want one?"	To plan and rehearse a role-play based on an encounter between a customs officer and an		

Literacy Progression at Wren's Nest

										not there should be a new football stadium.	"Protection of Exotic Pets Society" (Formal/ Impersonal writing)	exotic pet smuggler, with appropriate use of formal and informal language.
	Easter Nest Demonstration and photos to support	To write a set of instructions for making Easter Nests - Following a practical experience, write up the instructions for a simple recipe	Linked to History - The Great Fire of London	To write a clear set of instructions for making bread	"Where Does Water Come From?" (An explanation text)	To write two clear and useful explanations, then present them to the class.	"Junior Detective" (Evaluating Evidence)	To select two pieces of evidence to write about, and then present them to a 'court'.	"Jeremy Strong biography and autobiography" "Anthony Horowitz biography" (Biography and autobiography)	To write a short biography of Anthony Horowitz for the back cover of one of his books.	"Alexander Selkirk Biography" (Biography and autobiography)	To write a biography about the life of Alexander Selkirk and present it to the class.
	Little Red Riding Hood	Design a wanted poster that includes simple sentences using patterned language words and phrases	"Chocolate" (An information text)	To give the reader interesting information about chocolate, presented in an engaging way.	"Wanted: A New Planet!" (A non-chronological report)	To write a non-chronological report and then present it to the class.	"London Herald" (Newspapers)	To write an entry for a class newspaper that is set during Victorian times.	"The Kraken" "A Dragon Spotter's Guide to the Chinese Lung Dragon" (Non-chronological reports)	To write a clearly-structured non-chronological report about a species of dragon.	"Make memory lapses a thing to forget!" "Memoraid" (Persuasive texts)	To write a persuasive presentation about whether 'Memoraid' should or should not be used in schools.
					"Jamila Gavin - Biography" "Jamila Gavin - autobiography" (A biography and autobiography)	To write a biography using notes taken from audio accounts and fact files.	"VIPER! - Critic's Review" "VIPER! - A Film Trailer" (Persuasive Writing)	To write a trailer script to advertise a film to a specific audience.	"The Big Debate" (Discussion texts)	To write a balanced text about whether or not junk food should be banned.	"How does a story become a Manga graphic novel?" (Explanations)	To write a text explaining how to make a book a best-seller, focusing in particular on how authors can engage readers through websites.
			Poetry		Poetry		Poetry		Poetry		Poetry	
	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose	Texts Read	Key Writing Purpose
<ul style="list-style-type: none"> Share a variety of texts including rhymes and poetry. 	Seasonal Poems	To write a poems that includes	Seaside Poems - by Nick Sharratt	To write a poem about the seaside	Water Cycle by Andrew Fusek Peters	To write a water-cycle poem and participate in	The Balloons by Oscar Wilde	To write a poem in free verse about a small,	Goodnight Stroud by Pie Corbett	To write a poem about a classroom, building vivid	Rabbit in Mixer Survives by Roger McGough	To write a poem in free verse which describes a sea

Literacy Progression at Wren's Nest

		rhyming words	Bonfire Night Poetry	To write a poem using onomatopoeia		a class poetry performance.	My Sari by Debjani Chatterjee	unexpected event.	<i>Last Night, I saw the City Breathing</i> by Andrew Fusek Peters	images in the reader's mind.	(Poetry: the power of imagery)	creature, using extended metaphor and personification.
							<i>At the end of a School Day</i> by Wes Magee					

Cross Curricular Links

<p>HISTORY</p> <ul style="list-style-type: none"> - Toy Town - Castle, Zoo and You <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Street Detectives <p>SCIENCE</p> <ul style="list-style-type: none"> - Why do Snowmen Melt in Summer? - What makes me, me? - Messy Materials - Let's Grow! 	<p>HISTORY</p> <ul style="list-style-type: none"> - The Wonderful World of Chocolate - Panic on Pudding Lane <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Beside the Seaside <p>SCIENCE</p> <ul style="list-style-type: none"> - Bricks, Sticks and Other Bits - It's Alive! - Seeds, Soil and Sunshine - Me, You and Animals too! 	<p>HISTORY</p> <ul style="list-style-type: none"> - Raid and Invade - Ruthless Romans <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Where am I? The United Kingdom and my Home <p>SCIENCE</p> <ul style="list-style-type: none"> - School of Rocks - Force Fields - Let it Grow! - Funny Bones - Time to Shine 	<p>HISTORY</p> <ul style="list-style-type: none"> - Blitz, Bombs and Bravery - Stones and Bones <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Pacific Highway <p>SCIENCE</p> <ul style="list-style-type: none"> - Chew it and Poo it! - Bright Sparks - What's the Matter? - Freaky Frequency - Super Species 	<p>HISTORY</p> <ul style="list-style-type: none"> - Walk Like an Egyptian - The Victorians <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Get Lost in a Map - Passport to Europe <p>SCIENCE</p> <ul style="list-style-type: none"> - To Infinity and Beyond! - Radical Reactions - The Circle of Life - Who Do You Think You Are? - May the Force be With You 	<p>HISTORY</p> <ul style="list-style-type: none"> - Mythical Mediterraneans - Tracks Through Time <p>GEOGRAPHY</p> <ul style="list-style-type: none"> - Amazonian Adventures <p>SCIENCE</p> <ul style="list-style-type: none"> - Darwin's Dilemma - Do you want to be in my Class? - Awesome Anatomy - Bright Ideas - Circuit Training
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Across History, Geography and Science, children will have the opportunity to apply their literacy skills in a range of pieces of work including: diary entries, non-chronological reports, fact-files, newspaper articles, postcards and persuasive adverts amongst others

Grammar and Punctuation

<ul style="list-style-type: none"> • Introduction to past, present and future tenses • Combine words to make meaningful sentences • Recognise and begin to use a range of verbs, nouns, adjectives and adverbs when talking about the world around them • Capital letters for names of people including themselves, their friends and staff 	<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes] • How words can combine to make sentences • Joining words and joining clauses using <i>and</i> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Capital Letters • Question marks • Suffixes (-ful, -less, -ing, -er, -est) • Commas in lists • Compound words • Sentences with different forms (exclamation and command) • Adjectives, nouns and noun phrases • Apostrophes for possession • Conjunctions for subordination • Adverbs • Conjunctions for subordination • Apostrophes for contractions 	<ul style="list-style-type: none"> • Adverbs and adverbials • Inverted commas • Headings and subheadings • Adverbs of time • Determiners <i>a</i> and <i>an</i> • Conjunctions • Adverbs and adverbials • prefixes • Adverbs and word families • Sentences • Perfect tense • Prepositions • Paragraphs 	<ul style="list-style-type: none"> • Inverted commas • Paragraphs • Adverbials including fronted adverbials • Plurals, possession and apostrophes • Standard English • Nouns and pronouns 	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph • Linking ideas across paragraphs • Relative clauses • Modal verbs • Adverbs of possibility • Brackets, dashes or commas to indicate parenthesis • Converting nouns or adjectives into verbs using suffixes • Verb prefixes • Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • Expanded noun phrases • Semicolons, colons and dashes • Synonyms and antonyms • Punctuation of bullet points • Layout devices to structure text • Informal and formal speech and writing, subjunctive • Passive voice • Formal and informal vocabulary • Hyphens to avoid ambiguity • Linking ideas across paragraphs using a wide
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Literacy Progression at Wren's Nest

<ul style="list-style-type: none"> Name: days of the week; colours and months of the year Begin to recognise rhyming words Basic positional vocabulary such as <i>on, under, behind</i> etc. 	<ul style="list-style-type: none"> Capital letters for names and for the personal pronoun <i>I</i> 	<ul style="list-style-type: none"> Verb tenses Tenses in texts 				range of cohesive devices
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Progression of Skills

Composition

<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.</p> <p>Write simple phrases and sentences that can be read by others. Re-read what they have written to check that it makes sense.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives <p>Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to heard by their peers and the teacher</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences of those and others Writing about real events Writing poetry Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas/key ideas Encapsulating what they want to say sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes senses Proof reading to check for errors in spelling, punctuation and grammar Read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures AP2 Beginning to organise paragraphs around a theme through grouping ideas In narrative, begin to create characters, plot and settings In non-narrative material, use simple organisational devices e.g headings <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures AP2 Organise paragraphs around a theme In narrative, create characters, settings and plot In non-narrative material, use simple organisational devices e.g subheadings and headings <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning In narratives, describe settings, atmosphere and integrating dialogue to convey character and advance the action Precising longer passages Use a wider range of devices to build cohesion within and 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning and change In narratives, describe settings, atmosphere and integrating dialogue to convey character and advance the action Precising longer passages Use a wider range of devices to build cohesion within and across paragraphs Use further organisational and
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Literacy Progression at Wren's Nest

			<p>writing and suggesting improvements</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their own writing, using appropriate intonation,</p> <ul style="list-style-type: none"> controlling the tone and volume so the meaning is clear 	<p>grammar and vocabulary to improve consistency</p> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their own writing, using appropriate intonation, controlling the tone and volume so the meaning is clear</p>	<p>across paragraphs</p> <ul style="list-style-type: none"> Use further organisational and presentational devices to structure a text and guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar, punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register <p>Proof read for spelling and punctuation errors.</p> <p>Perform their own compositions using intonation, volume and movement so that meaning is clear</p>	<p>presentational devices to structure a text and guide the reader</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar, punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register <p>Proofread for spelling and punctuation errors.</p> <p>Perform their own compositions using intonation, volume and movement so that meaning is clear</p>
Transcription						
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words Days of the week Name the letters of the alphabet in order <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes</p>	<p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes representing these by graphemes spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known Common homophones Spell common exception words Spell more words with contracted forms 	<ul style="list-style-type: none"> Use further prefixes and suffixes App1 Spell further homophones Spell words that are often misspelt App1 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to 	<ul style="list-style-type: none"> Use further prefixes and suffixes App1 Spell further homophones Spell words that are often misspelt App1 Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters e.g knight. Psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters e.g knight. Psalm, solemn Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and

Literacy Progression at Wren's Nest

<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<ul style="list-style-type: none"> Use un- Using ing, ed, er and est when there is no change to the root word Use the spelling rule for adding s and es as the plural marker for nouns and the third person singular marker for verbs <p>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and taught so far</p>	<ul style="list-style-type: none"> Learn the singular possessive apostrophe Distinguish between homophones <p>Suffixes to spell longer words</p> <ul style="list-style-type: none"> -ment -ness -ful -less -ly <p>Apply spelling rules and guidance - Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words and punctuation taught so far</p>	<p>check a spelling in a dictionary</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>check a spelling in a dictionary</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>etymology in spelling and understand that the spelling for some words needs to be learnt specifically</p> <ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling and meaning in a dictionary Use a thesaurus effectively 	<p>understand that the spelling for some words needs to be learnt specifically</p> <ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling and meaning in a dictionary Use a thesaurus effectively
<p>Vocabulary, Grammar and Punctuation</p>						
<ul style="list-style-type: none"> Giving meanings to marks Using letter shapes Copy letters in name Letter formation through phonics sessions Handwriting CVC word building leading to CVCC and CCVC words. Labels Word spaces 	<ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using 'and' Beginning to punctuate sentences using a capital letter Use a capital letter for names of people, places, days of the week and the personal pronoun I Use a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command Question marks Exclamation marks Singular possession Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Apostrophes of omission (can't, I'm) Commas in lists Consistent capital letters 	<p>Revise and Secure</p> <ul style="list-style-type: none"> Questions/ Exclamation marks Varied conjunctions to extend clauses Adjectives Verbs, adverbs Expanded noun phrases Commas to separate a list Expressing time and place using adverbs and prepositions <p>Introduce</p> <ul style="list-style-type: none"> Inverted commas for direct speech Apostrophes for plural possession in nouns Fronted adverbials 	<ul style="list-style-type: none"> Using and punctuating direct speech. Using commas after fronted adverbials Standard English forms for verb inflections instead of Local spoken forms (e.g. we were instead of we was, or I did instead of I done) Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within a sentence for clarity and cohesion to avoid ambiguity and repetition Extend the range of sentences with more than one clause through a range of conjunctions-when, if, that, because although in sub-ordinate clauses 	<p>Revise and Secure</p> <ul style="list-style-type: none"> Formal speech and writing including subjunctive forms Passive/active voice Expanded noun phrases Adverbs Commas (clarify meaning) Hyphens (avoid ambiguity) Using brackets, dashes or commas to indicate parenthesis Use modal verbs or adverbs to indicate degrees of possibility <p>Introduce</p> <ul style="list-style-type: none"> Colons and semi-colons Relative clauses 	<p>Revise and Secure</p> <ul style="list-style-type: none"> Word classifications Types of nouns Fronted adverbials Apostrophes for possession Apostrophes for omission Relevant clauses All punctuation Modal Verbs (could, would, should, must, will, if, might) Synonyms/Antonyms
<p>Text Organisation</p>						
<p>Word structure using Fred Fingers Caption structure using word spaces - lead into capital</p>	<ul style="list-style-type: none"> A simple opening or ending 	<ul style="list-style-type: none"> A simple opening or ending Some attempt to organise and group related ideas together. 	<p>Revise and secure</p> <ul style="list-style-type: none"> Use past and present tense 	<ul style="list-style-type: none"> A brief introduction and ending 	<ul style="list-style-type: none"> Paragraphs to group ideas and cohesion Use of pronouns Use of openings 	<ul style="list-style-type: none"> Paragraphs to group ideas and cohesion Use of pronoun and noun Use of openings

Literacy Progression at Wren's Nest

<p>letters at start and for names, full stop at end.</p>	<ul style="list-style-type: none"> • Some attempt to organise and group related ideas together. • Some attempt to sequence ideas or events • Related sentences linked by pronouns or simple time connectives 	<ul style="list-style-type: none"> • Some attempt to sequence ideas or events, • Related sentences linked by pronouns or simple time connectives 	<ul style="list-style-type: none"> • Use progressive form of verbs in past and present tense (she is drumming, he was shouting) • Paragraphs to group related information • Headings and subheadings 	<ul style="list-style-type: none"> • Simple text structure with attempt to organise related ideas. • Attempt to sequence ideas logically • Adverbials / pronouns may link sections sentences or paragraphs. • Some linking of ideas, but may be disjointed. 	<ul style="list-style-type: none"> • Linking ideas with conjunctions • Layout/structure e.g. heading subheadings 	<ul style="list-style-type: none"> • Linking ideas with adverbials • Layout/structure e.g. heading subheadings • Comparative devices e.g. on the other hand...
Handwriting						
<ul style="list-style-type: none"> • Mark making using multi-sensory methods • Pencil grip • Pencil control • Encouraged to write on the line • Write recognisable letters, most of which are correctly formed EYFS framework 	<ul style="list-style-type: none"> • Begin to form lower case letters in the correct direction • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting families • Sit correctly at a table • Hold a pencil comfortably • Hold a pencil correctly • Writing from left to right and top to bottom 	<ul style="list-style-type: none"> • Start to use some of the diagonal and horizontal strokes needed to join letters • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left un-joined • Begin to increase the legibility, consistency and quality of their handwriting • Begin to use joined up handwriting throughout independent writing 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting • Use joined up handwriting throughout independent writing 	<ul style="list-style-type: none"> • Handwriting is consistently joined and legible, writing at speed and accuracy • Able to use the writing implement that is best suited for a task independently 	<ul style="list-style-type: none"> • Handwriting is consistently joined and legible, writing at speed and accuracy • Beginning to choose the writing implement that is best suited for a task independently