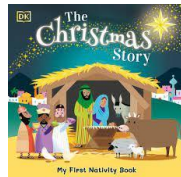
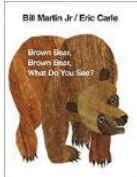







Holy Family Progression of Skills in Writing

	Composition						
Year / Term	Range of Writing	Vocabulary, Grammar & Punctuation		Planning	Drafting & Writing	Evaluating & Editing	Performing
Nur Term 1	I will be able to add some marks to my drawings, which I give meaning to. For example: “That says mummy.” I will be able to make marks on my picture to stand for my name. I can sing songs and say rhymes independently, for example, singing whilst playing.			I have developed manipulation and control when mark making I can explore different materials and tools safely		I enjoy sharing books with an adult. I pay attention and respond to the pictures or the words. I pay attention when listening to stories and respond to the pictures or the words I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	
Texts	<div><div><p>Nursery Rhymes</p><p>Familiar character stories eg Spot the Dog, Postman Pat, Peppa Pig</p><div></div><div><p>It's not a Stick Miss Polly Ten in the Bed I Want My.... Tony Ross The Going To Bed Book –Sandra Boynton Book Week – Aaagghh Spider Meg And Mog – Helen Nicholl Little Owl's Night Pumpkin soup- Helen Cooper Senses Christmas</p><p>Twinkle Star Five Currant Buns Hickory Dickory Dock Brown Bear Brown Bear Anna's Amazing Multicolour glasses Shark in the Park Sam's Sandwich Alan's Big Scary Teeth Scaredy Squirrel Nativity Story</p></div></div></div>						

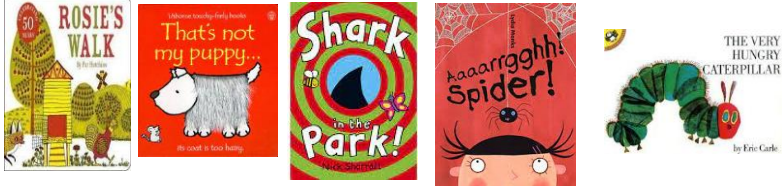


Holy Family Progression of Skills in Writing

Nur Term 2	<p>I will be able to write some or all of my first name. I will begin to write initial sounds as captions for drawings. I will use some of their print and letter knowledge in early writing such as a pretend shopping list.</p>	<p>I will use one handed tools such as scissors I will manage buttons, zips and pour drinks I will use a comfortable grip with good control when holding pens and pencils</p>	<p>I will ask questions about the book. I will make comments and share my own ideas. I will develop play around favourite stories using props.</p>
Texts	<p>Fairy Tales</p>  <p>Traditional stories – The Gingerbread Man, The Three Pigs, Goldilocks and the Three bears, Jack and the Bean Stalk The Three Billy Goats Gruff That's Not My Prince/Princess Spinderella- Julia Donaldson Spring and Easter 5 Little Speckled Frogs 5 Little Ducks Baa Baa Black Sheep Hattie Peck Easter story Mr Wolf's Pancakes- Jan Fearnley Grumpy Frog – Ed Vere Oi Frog- Jim Field</p>		
Nur Term 3	<p>I will be able to write my first name independently. I will be able to sequence a familiar story, using pictures or props to support. I can add captions to my pictures using initial sounds.</p>	<p>I will show preference for a dominant hand I will use scissors independently I will use a comfortable grip with good control when holding pens and pencils</p>	<p>I will engage in extended conversations about stories, learning new vocabulary. I will repeat new vocabulary in a context of a story.</p>



Holy Family Progression of Skills in Writing

			I will repeat words and phrases from familiar stories.			
Texts	<div>Animals – Pets, On the Farm animals</div> <div></div> <div>The Little Red Hen Animals – In the Jungle, Under the Sea, Minibeasts That's not my tiger Brown Bear Brown Bear (revisit) Shark in the Park (revisit) 12345 Once I caught... Incy Wincy Row Row Row Flotsam-David Weisner Dear Zoo- Rod Campbell The Very Busy Spider- Eric Carle</div>					
	Composition					
Year / Term	Range of Writing	Vocabulary, Grammar & Punctuation	Planning	Drafting & Writing	Evaluating & Editing	Performing
Rec Term 1	Fiction e.g. mark making for traditional tales, stories with repetitive patterns	I will be able to write some letters in my name I will be able to form some letters and sounds linked with the phonics taught I will be able to recognise full stops and start to use them in some writing.	I will be able to use provision to retell a story with support when needed.	I will be able to repeat a sentence back.	I will be able to show my writing to an adult.	I will be able to read my writing out loud.


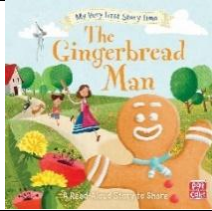
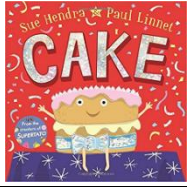

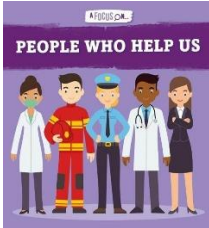


Holy Family Progression of Skills in Writing

Texts								
	Candace Whitman		Outdoor Explorers.	Lisa Bullard	Michael Rosen	Julia Donaldson		
	Mark making. Making straight and curved lines. Repetitive patterns.		Initial sounds and labelling.	Drawing faces. Initial sounds.	Drawing houses. Initial sounds.	Writing initial sounds. Speech bubbles.		
	Michael Rosen		Martin Waddell	Nick Sharratt	Jeanne Willis	Julia Donaldson		
	Perfrom ing poems Looking at rhyming words Alliteration		Writing descriptions.	Retelling stories. (2 weeks)	Describing settings. (2 weeks)	Writing letters and recounts. (2 weeks)		
	Poems							
	Five Little Senses All in a Row by Andrew Fusek Peters							
	Pick a sound, any sound by Kate Wakeling							
	Writing outcome: Writing rhyming words.							
Rec Term 2	Fiction e.g. traditional tales, stories with repetitive patterns,	I will be able to write my name I will be able to form some lower case and capital letters correctly with support I will be able to write some of the reception common exception words			I will be able to retell or make up a story using the	I will be able to repeat a sentence before I try to write it down.	I will be able to show my writing to an adult and	I will be able to read my


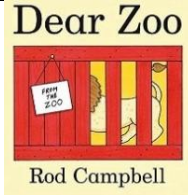
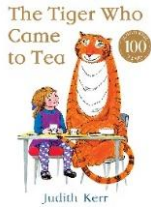
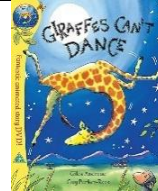
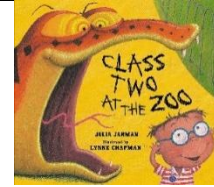
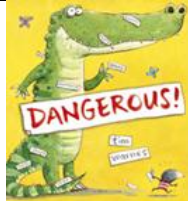
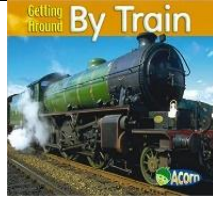

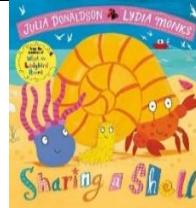



Holy Family Progression of Skills in Writing

	stories from other cultures	I will start to use a full stop when writing a sentence.	classroom provision.		discuss together what is good about it.	sentence out loud.
Texts						
	Julia Donaldson	Michael Rosen	Duhig	Traditional tales	Sue Hendra	
	Story sequencing and captions.	Speech bubbles, postcards and recounts.	Life cycles	Wanted posters and writing letters.	Writing recounts. Poetry and Rhyme.	
						
	Mini Grey	Sue Hendra	John Wood	Raymond Briggs	Christie Matheson	
	Writing sentences.	Speech bubbles, shopping lists.	Writing postcards.	Writing letters	Writing descriptions.	
	<p>Poems</p> <p>What you don't know about Food by Fiona Parry Heide</p> <p>Ten things Found in a Wizard's Pocket by Ian McMillan</p> <p>Writing outcome: Writing a short poem with rhyming words.</p>					
Rec Term 3	Fiction e.g. traditional tales, stories with repetitive patterns,	I will be able to write my name I will be able to form some lower case and capital letters correctly with support	I will be able to use the classroom provision to retell	I will be able to repeat/hold a sentence before I write it down.	I will be able to re-read what I have written to	I will be able to read my

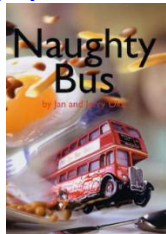
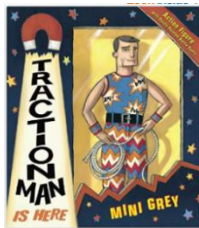
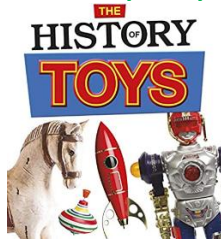



Holy Family Progression of Skills in Writing

	stories from other cultures Non-Fiction statement sentences, writing information, lists	I will be able to spell words by identifying the sounds and then writing them down I will be able to write most of the Reception common exception words I will start to use a full stop when writing a sentence.	familiar stories and to make up my own.		check it makes sense.	writing out to an adult.
Texts						
	Duhig	Rod Campbell	Judith Kerr	Giles Andreae	Julia Jarman	
	Labels and diagrams.	Descriptive sentences	Writing letters.	Writing invitations and letters.	Writing rhyming words.	
						
	Tim Warnes	Acorn	Elina Ellis	Julia Donaldson	Anna Milbourne	
	Writing labels	Writing about journeys.	Writing a story about a journey.	Writing descriptive sentences.	Describing settings	
	Poems					
	The Flattered Flying-fish by E.V. Rieu					
	Best Friends by Bernard Young					
	Writing outcome: Writing a short poem with rhyming words and alliteration (HA).					
	Composition					

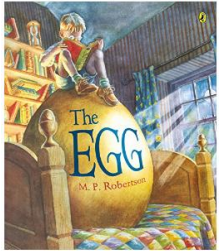

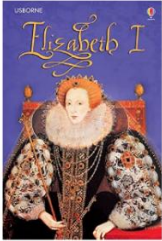


Holy Family Progression of Skills in Writing

	Range of Writing	Vocabulary, Grammar & Punctuation		Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 1 Term 1	Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy. Non-fiction e.g. instructions, recounts, non-chronological reports. Poetry e.g. poems on a theme, traditional rhymes.	I will be able to repeat a sentence someone else says to me and write it down. I will be able to put spaces between my words. I will be able to put a full stop at the end of my sentence. I will be able to spot capital letters I will be able to write them without being shown first. I will be able to use the capital I when I am writing about myself. I will be able to show you where question marks are and I will use them myself I will be able to join ideas together and with the word and		I will be able to make up my own stories to tell people sometimes using toys or pictures. I will be able to make up non-fiction sentences and say them out loud.	I will be able to say my sentences out loud before I write them so that I am sure I know what I want to say. I will be able to read my sentences to an adult to make sure they make sense. I will be able to make up my own sentences and use them to write non-fiction texts.	I will be able to talk to adults about my writing and say what I think about it.	I will be able to read my writing out to an adult
Texts	Naughty Bus – Oke & Oke 		Traction Man – Grey 	The history of toys 		What's in the box ?- Millum The Toy Box – Mitton Mr Magorium's Wonder Emporium	The See Saw – Percival 
Writing Outcomes							
Year 1 Term 2	Fiction e.g. traditional tales, stories with repetitive	I will be able to write sentences which other people can read. I will be able to use spaces to separate my words I will be able to use a capital letter to mark the start of a sentence. I will be able to use a full stop to mark the end of a sentence.		I will be able to tell a story with the events in order	I will be able to try my sentences out loud before I write them down, including ones	I will be able to tell adults what I like	I will be able to read my writing

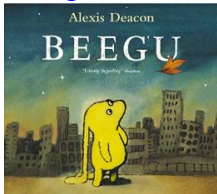



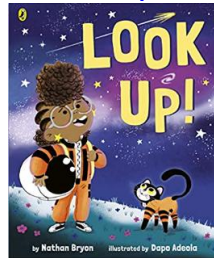


Holy Family Progression of Skills in Writing

	<p>patterns, stories from other cultures, fantasy.</p> <p>Non-fiction e.g. instructions, recounts, non-chronological reports.</p> <p>Poetry e.g. poems on a theme, traditional rhymes.</p>	<p>I will be able to use capital letters for names</p> <p>I will be able to show you where an exclamation mark is.</p> <p>I will be able to use an exclamation mark in my writing</p> <p>I will be able to join two sentences with and</p> <p>I will be able to join two sentences with but</p>	<p>I will be able to tell the non-fiction information with events in order</p>	<p>with the words 'and' and 'but'.</p> <p>I will be able to re-read my sentences to check they make sense</p> <p>I will be able to make up my own sentences to write my own stories.</p> <p>I will be able to make up my own sentences to write non-fiction texts.</p>	<p>about my writing</p>	<p>out loud to my group so that they can all hear me properly.</p>
Texts	<p>The Egg – Robertson</p> 		<p>The Queen's Hat – Antony</p> 	<p>Changing guard at Buckingham Palace / The King's Breakfast/ If I were a king A.A. Milne</p>	<p>Elizabeth I</p> 	
Writing Outcomes			<p>Listen to the poems and recite as a class</p> <p>A list poem based on If I were a king – but not rhyming</p>			
Year 1 Term 3	<p>Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</p>	<ul style="list-style-type: none"> I will be able to say my sentence and hold it in my head while I write it. I will be able to write sentences other people can read I will be able to use spaces between my words I will be able to use capital letters in my writing I will be able to use full stops in my writing 	<p>I will be able to tell stories with an opening, middle and end</p> <p>I will be able to put my information in</p>	<p>I will be able to say my sentences out loud before writing them</p> <p>I will be able to re-read my sentences to make sure they make sense</p>	<p>I will be able to talk about my writing and say what is good about it.</p>	<p>I will be able to read my writing out loud to the</p>


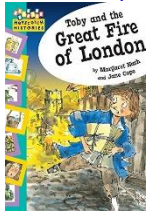

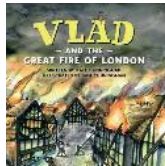


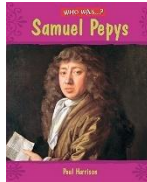



Holy Family Progression of Skills in Writing

	Non-fiction e.g. instructions, recounts, non-chronological reports. Poetry e.g. poems on a theme, traditional rhymes.	<ul style="list-style-type: none">• I will be able to use capital letters when I write names• I will be able to use question marks when I write questions• I will be able to use exclamation marks in my writing• I will be able to use and to join two sentences together• I will be able to use ‘or’ to join two ideas together	order in an non-fiction text	I will be able to write my own stories with my own sentences.		whole class
Texts	<p>Beegu – Deacon</p> 	<p>The Man on the moon</p> 	<p>Man on the Moon – Bartram</p> 	<p>Zim Zam Zoom Carter & Colton</p>  <p>Star Travelling – Collett Mr Rocket Dreamed – Cookson The Really Rocking Rocket Trip - Moses Space Counting Rhyme - Cookson</p>	<p>Look Up!</p> 	
Writing Outcomes						
	Composition					
	Range of Writing	Vocabulary, Grammar & Punctuation		Planning	Drafting & Writing	Evaluating & Editing
Year 2 Term 1	Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories	I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words ‘and’ and ‘but’. I will be able to write question and exclamation sentences.		I will be able to discuss and plan what I’m writing about	I will be able to rehearse each of my sentences out loud before I write them down	I will be able to read my writing out loud




Holy Family Progression of Skills in Writing

	<p>based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure.</p>	<ul style="list-style-type: none">• I will be able to use full stops, capital letters, exclamation marks and question marks more confidently and correctly.• I will be able to write sentences using the word when in the middle.• I will be able to write sentences using the word when at the beginning.• I will be able to write sentences using the word because in the middle.• I will be able to write sentences using the word because at the beginning.• I will be able to finish sentences which use the word that, e.g. I hope that ...; My teacher told me that.; He said that.• I will be able to understand what verbs are and spot them in reading and my writing. I will be able to choose verbs to complete sentences so they make sense.• I will be able to use verbs in the present tense in my talking and in my writing, to show that actions are still happening.• I will be able to use the past tense correctly in my stories, recounts and historical reports.• I will be able to understand what nouns are and spot them in my reading and writing. I will be able to choose nouns to complete sentences so they make sense.• I will be able to think of adjectives. I will be able to choose and use adjectives carefully.• I will be able to spot adverbs and understand what they are. I will be able to choose adverbs to complete sentences so they make sense.		<p>I will be able to talk about who I am writing for and why. I will be able to discuss the words and phrases I need to use</p>		<p>with expression n thinking carefully about the punctuation I have used</p>	
Texts	<p>When we grow up</p>  <p>Big Dream – Mann</p>	<p>Toby and the great fire</p> <p>- Nash & Cope</p> 	<p>Great Fire of London –</p> <p>Adams & Weston Lewis</p> 	<p>Vlad and the Great Fire of London –</p> <p>Cunningham & Cuninghame</p> 	<p>The Baker's boy and the great fire of London –</p> <p>Bradman</p>  <p>Pages from ...</p> 	<p>Samuel Pepys –</p> <p>Harrison</p> 	<p>Mog's Christmas calamity –</p> <p>Kerr</p>  <p>Christmas Advert of</p>



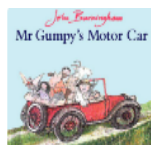
Holy Family Progression of Skills in Writing

	 <p>When I grow up – Minchin</p>  <p>When I grow up from Matilda</p>							
Writing Outcomes	Dreams and aspirations –simple sentences When I grow up poem based on Minchin	Narrative retelling of the Great Fire supported by a time line A letter of persuasion to Mr Pepys-	Instructional writing (How to put out the fire) Poem about the fire using a model – adj, noun, verb, adverb Personification poem – I am a candle flame... I am the Fire of London Recount of a trip to Rochdale Fire ground	First person descriptive narrative as Vlad escaping the fire/ a speech bubble (adjectives)	An exciting story of The Great Fire	Non chronological report writing- Facts Letter/diary writing	Story mapping and retelling Apology letter (from Mog) Writing in role as Mog	
Year 2 Term 2	Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading.	<ul style="list-style-type: none">•I will be able to say out loud and write down sentences using capital letters and full stops. I will be able to join my ideas using the joining words so and or.•I will be able to write statement and command sentences.•I will be able to check and with a bit of help, improve my own writing using full stops, capital letters, exclamation marks and question marks.•I will be able to use commas when writing a list.			I will be able to discuss and plan what I’m writing about	I will be able to rehearse each of my sentences out loud before I write them down including those that have been made monger.	I will be able to re-read my writing to check it, improving it by listening to the clues	I will be able to read my writing out loud with expression looking



Holy Family Progression of Skills in Writing

	Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure.				<ul style="list-style-type: none">•I will be able to write sentences using the words before and after in the middle.•I will be able to write sentences with the words before and after at the beginning.•I will be able to write sentences using the word if in the middle.•I will be able to write sentences using the word if at the beginning.•I will be able to write sentences using the word that in the middle and use these sentences in my story writing.•I will be able to think of verbs. I will be able to choose and use verbs appropriately. <p>I will be able to use verbs in the past tense, in my talking and in my writing, to show that actions were happening.</p> <p>I will be able to use the present tense correctly in my non-chronological reports and persuasive adverts.</p> <p>I will be able to think of nouns. I will be able to choose and use nouns appropriately.</p> <p>I will be able to check and improve my writing by choosing better adjectives to create noun phrases.</p> <p>I will be able to think of adverbs. I will be able to choose and use adverbs appropriately.</p>					I will be able to talk about who I am writing for and why. I will be able to discuss how I am going to organise my writing I will be able to plan and write in sections drafting if I need to		given me by my teacher. I will be able to talk about, and agree to work with a response partner. I will be able to work with my response partner and adults to help me improve my writing. I will be able to re-read my writing to check for mistakes in spelling and punctuation. I will be able to check the correct form of verbs and that my writing makes sense.	carefully at the punctuation I have used
	Journeys				Inside outside				Titanic				
Texts	The places	Mr Gumpy's outing – Burningham	Mr Gumpy's Motor car – Burningham	Emma Jane's Aeroplane – Howarth & Rieley Clip of a storm	The Pig's knickers –	The Lion Inside - Rachel	The Magic Box - Wright 10 things in a wizard's pocket	Trip to Maritime Museum & Titanic Workshop					





Holy Family Progression of Skills in Writing

	<p>we'll go – Seuss</p>  <p>You Choose – Goodhart & Sharratt</p> 				<p>Emmett</p> 	 <p>Michelle Robinson</p> 	<p>Mc Millan</p> <p>Sam's Sandwich - Pelham / Sam's Hamburger – Pelham</p>  	<p>If you were a kid aboard on the Titanic</p> 
Writing Outcomes	<p>Perform some of the poem</p> <p>Create own version of where they would go (verbs, superlatives)</p>	<p>Prediction of the story</p> <p>Speech bubble in role as one of the children rewrite the ending scene</p> <p>Description of Mr Gumpy to capture his kindness</p> <p>Instruction writing for being safe on his boat</p>	<p>Rewrite parts of the story eg the problem section</p> <p>Persuasive writing from each animal with their excuse (conjunctions)</p>	<p>Narrative of the journey (Nouns and verbs) & story mapping</p> <p>Watch clips of a storm to help the children create these sound effects and generate language:</p> <p><i>Add their own lines to the performance</i></p> <p><i>Smashing crashing</i></p> <p><i>Swirling, twirling, (commas in a list, suffixes)</i></p>	<p>Poetry focussing on nouns, verbs, adjectives and adverbs</p> <p>Narrative writing (openers and conjunctions)</p>	<p>Instructions to get the mouse to roar</p> <p>Diary entry from the point of view of the mouse</p> <p>Persuasive letter to Mr Flaky</p> <p>Retell parts of the story</p>	<p>Using the structure of the poems above to create their own versions</p>	<p>Recount of visit to the museum</p> <p>Diary linked to the text - feelings writing capturing characters thoughts and actions, writing, statement sentences</p> <p>Real life recount- trip to the Maritime Museum</p>

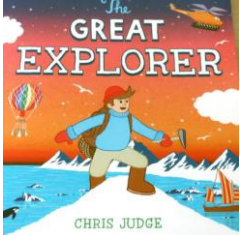

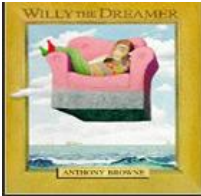
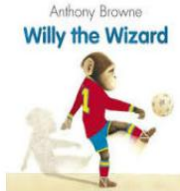
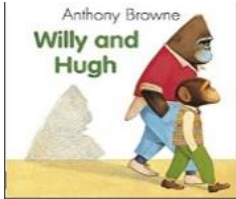


Holy Family Progression of Skills in Writing

<p>Year 2 Term 3</p>	<p>Fiction e.g. traditional tales, stories with familiar settings, animal adventures, stories based on models from reading. Non-fiction, e.g. instructions, recounts, letters, persuasive texts, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, poems with a structure.</p>	<ul style="list-style-type: none"> • I will be able to read my own writing to check my sentences. I will be able to improve some of my sentences using the joining words and, but, so and or. • I will be able to write statement, question, command and exclamation sentences. I will be able to use capital letters, full stops, question marks and exclamation marks correctly. • I will be able to check my writing myself and improve it using full stops, capital letters, exclamation marks and question marks. • I will be able to use commas when writing lists in fiction and non-fiction, including in my topic work. • I will be able to use apostrophes to show where letters are missing in words like can't and don't. • I will be able to use apostrophes to show when something belongs to someone. • I will be able to write sentences using the words when, before and after in the middle. • I will be able to write sentences with the words when, before and after at the beginning. <p>I will be able to write sentences using the words because and if in the middle.</p> <p>I will be able to write sentences with the words because and if at the beginning.</p> <ul style="list-style-type: none"> • I will be able to write sentences using the word that in the middle and use these sentences in some of my non-fiction writing. • I will be able to check my writing myself and improve it by thinking carefully about the verbs I choose. • I will be able to experiment using verbs in the present tense and past tense, to show that actions are or were happening. • I will be able to check and improve my writing myself to make sure I have used the past and present tense correctly. 	<p>I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.</p>	<p>I will be able to talk about who I am writing for and why. I will be able to discuss the language I need to use and how I am going to organise my writing.</p> <ul style="list-style-type: none"> • I will be able to reread my writing to check it. I will be able to improve my writing by thinking carefully about who I am writing for and why. 	<p>I will be able to discuss my writing with adults and children in my class. I will be able to think carefully about how well my writing has done its job and how well it talks to its reader.</p> <ul style="list-style-type: none"> • I will be able to reread my writing to check for mistakes in spelling and punctuation. I will be able to check I have used the correct form of verbs and that my writing makes sense. <p>I will be able to read my writing out</p>	<p>I will be able to rehearse each of my sentences out loud before I write them down, using some of the sentence structures from the texts I am reading.</p>
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Holy Family Progression of Skills in Writing

		<ul style="list-style-type: none"> • I will be able to check and improve my writing myself to make sure I've chosen the best nouns. • I will be able to spot noun phrases in reading. I will be able to think of my own noun phrases and use them effectively in my writing, thinking about my reader. • I will be able to check and improve my writing myself to make sure I've chosen the best adverbs. 			loud with expression, paying attention to the punctuation I have used.	
Texts	<p>The Great Explorer – Judge</p> 	<p>The Lonely Beast / The Snow Beast/ The Baby Beast – Judge</p> 	 			
Writing Outcomes	<p>Lost poster for Tom's dad</p> <p>Explanation of what to pack in the rucksack (conjunctions)</p> <p>Persuasive speech bubble about not being eaten by the creature</p>	<p>Narrative story writing using interesting verbs and adverbs</p> <p>Instruction writing. Using subordination and co ordination, commas in a list</p> <p>If I were a beast I would be the kindest, sweetest beast ever made...</p>	<p>- Commas in sentences, writing about dreams</p> <p>Writing a football chant – linked to Willy the Wizard</p>	<p>-Writing what the characters could be saying</p> <p>- predicting the next part of the story</p> <p>- writing a different ending.</p>		



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