

English Progression Map 2025-2026





Infinity Academies Trust

Ready to learn; Prepared to flourish.

Vision for Reading

At Trentside, we deliver a reading curriculum that enables our pupils to develop the skills they require to become lifelong readers, so that they are able to apply their learning to a range of contexts and situations. Our reading curriculum is based around a bespoke text-led scheme of work that has been created in school; learning is revisited frequently throughout the year before being added to in each academic year in line with the National Curriculum expectations.



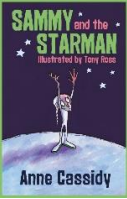
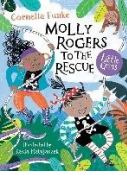
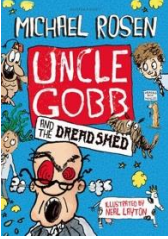

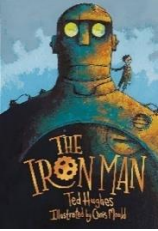

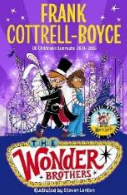

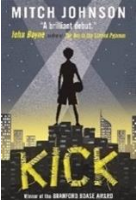
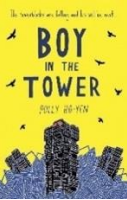
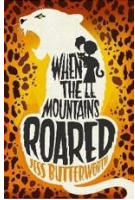
Pupils access high-quality texts, which are carefully chosen for their content, themes, varying genres, and age-appropriateness to ensure that pupils get the best opportunities to develop their own cultural capital in line with the British Values and Protected Characteristics. Pupils are offered additional books by same authors to enable them to develop their own reading choices and They will widen their vocabulary to access texts, making links to their phonological roots, develop a growing fluency when reading, as well as learning the comprehension skills of summarising, clarifying, predicting, questioning and inference. Pupils will grow their craft as readers through reading sessions, before applying and embedding their skills across the curriculum.

Our Reading Journey

Our book(s) for each half-term, more frequently in Early Years, support our reading learning and where possible, underpins everything we do in our wider curriculum, making links where possible. Through immersion in this rich range of texts, our pupils become active, empathetic citizens and strong and effective communicators.

Pupils also access a wide range of picture books which are used to inspire and enhance provision beyond reading lessons.

Cycle A	Autumn 1 WB/ST M Autumn 2 Haxey	Autumn 1 Haxey Autumn 2 WB/ST M	Spring 1 WB/ST M Spring 2 Haxey	Spring 1 Haxey Spring 2 WB/ST M	Summer 1 WB/ST M Summer 2 Haxey	Summer 1 Haxey Summer 2 WB/ST M
Years 1/2	Bigger and Better, Kaye Umansky 	The Peculiar Thing with the Pea, Kaye Umansky 	Einstein the Penguin, Iona Rangely 	Indigo Wilde, Pippa Curnick 	Marge in Charge, Isla Fisher 	The InvestiGators, John Patrick Green 
Years 3/4	Ariki and the Island of Wonder, Nicola Davies 	The Ancient Egyptian Sleepover, Stephen Davies 	The Last Bear, Hannah Gold 	The Wild Robot, Peter Brown 	The Boy Who Grew Dragons, Andy Shephard 	The Land of Roar, Jenny McLachlan 
Years 5/6	Malamander, Thomas Taylor 	The Nowhere Emporium, Ross Mackenzie 	The Explorer, Katherine Rundell 	Greenwild – The World Behind the Door, Pari Thomson 	The Storm Keeper's Island, Catherine Doyle 	The Boy at the Back of the Class, Onjali Q Rauf 

Cycle B	Autumn 1 WB/ST M Autumn 2 Haxey	Autumn 1 Haxey Autumn 2 WB/ST M	Spring 1 WB/ST M Spring 2 Haxey	Spring 1 Haxey Spring 2 WB/ST M	Summer 1 WB/ST M Summer 2 Haxey	Summer 1 Haxey Summer 2 WB/ST M
Years 1/2	<p>A Most Peculiar Toy Factory, Alex Bell</p> 	<p>Amber's Song, Gillian Cross</p> 	<p>44 Tiny Secrets, Sylvia Bishop,</p> 	<p>Sammy and the Starman, Anne Cassidy</p> 	<p>Molly Rogers to the Rescue, Cornelia Funke</p> 	<p>Uncle Gob and the Dreadshed, Michael Rosen</p> 
Years 3/4	<p>The Girl Who Stole an Elephant, Nizvana Farook</p> 	<p>Edie Eckhart, Rosie Jones</p> 	<p>The Iron Man, Ted Hughes</p> 	<p>The Creakers, Tom Fletcher</p> 	<p>The Wonder Brothers, Frank Cottrell Boyce</p> 	<p>Peanut Jones, Rob Biddulph</p> 
Years 5/6	<p>Holes, Louis Sachar</p> 	<p>When the Sky Falls, Phil Earle</p> 	<p>Kick, Mitch Johnson</p> 	<p>Cogheart, Peter Bunzl</p> 	<p>The Boy in the Tower, Polly Ho-Yen</p> 	<p>When the Mountains Roared, Jess Butterworth</p> 

Reading Progression of Skills

Early Years Foundation Stage – Programme of Study *(Statutory Guidance)*

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Nursery – Development Matters

(non-statutory guidance)

Communication and Language

Pupils

- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’

Literacy - Comprehension

Pupils

- Engage in extended conversations about stories, learning new vocabulary

Understand the five key concepts about print:

- print has meaning

Reception – Development Matters *(non-statutory guidance)*

Literacy & Communication and Language (Comprehension)

Pupils

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.

Early Learning Goals *(Statutory Assessment)*

Literacy – Word Reading

Pupils

- Read individual letters by saying the sounds for them
- Read a few common exception words matched to the school’s phonic programme.
- Blend sounds into words, so that they can read short words made up of known letter sounds correspondences.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Early Learning Goals *(Statutory Assessment)*

- Say a sound for each letter in the alphabet and at least 10 digraphs.

<ul style="list-style-type: none"> • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Literacy – Word Reading Pupils 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 same initial sound such as money and mother 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
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Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Word / Reading Expectations for Reception</p>	<p>Children will ... learn single letter phoneme and grapheme correspondence (set 1 RWI) begin to blend the CVC words in set 1.1, 1.2 and 1.3 Phase 1 Phonics games will be continued to support reading skills</p>	<p>Children will ... blend the single letter phonemes and read simple CVC words Know some exception words which they will read on sight (see RWI program) Children will learn the set 1 digraphs (ch, sh, th, ng, nk)</p>	<p>Children will ... be able to read simple sentences and phrases made up of decodable small words read a small number of CVC words speedily and on sight Know the, I, no, of, my red words Children will learn the set 1 digraphs (ch, sh, th, ng, nk)</p>	<p>Children will read a a small number of CVC words speedily and on sight read a small number of CVC words speedily and on sight Know the, I, no, of, my red words Challenge: children will be taught the set 2 digraph sounds ay, ee, igh, oo, oo, ow</p>	<p>Children will ... read sentences with increasing fluency and in longer texts speedily read set 1 words. Using 'Fred Talk' to support with the Know the, I, no, of, my, he, your red words Challenge: children will be taught the set 2 digraph sounds which they can read in words</p>	<p>Early Learning Goals Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Know the, I, no, of, my, he, your, said, you, be are, red words</p>
<p>Expected Read Write Inc Progress</p>	<p>Assessment Group B</p>	<p>Assessment Group C</p>	<p>Assessment Ditty Sheets</p>	<p>Assessment Red Books</p>	<p>Assessment Green Books</p>	<p>Assessment Green Books/Purple books</p>

National Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval of facts from texts	Pupils need to be able to make simple retrievals from a text; this may be from a text which has been read to them or one they have read themselves. This reading may be above the level they can read independently whilst pupils are developing their phonemic awareness and fluency.	Pupils need to be able to answer retrieval questions linked to both fiction and non-fiction texts. Pupils can use a text they can read independently and use a range of strategies to identify the answer in the text.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Retrieval tends to focus on who, where, what, when or how, with pupils working towards requiring the need to search for synonyms in the text. Most responses are short answers but may at times, require pupils to give longer responses. Strategies for skimming and scanning need teaching explicitly.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Questions continue to focus on who, what, where, when and how but with the developing skill of finding more than one piece of information in answer to questions. Pupils must be able to refer back to the text to prove their accuracy. Strategies for skimming and scanning the text to be employed by pupils.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Retrieval responses need to be focussed on being specific, showing the importance of the importance of wording accuracy. Pupils need to select from the correct part of the text to provide a correct response. Strategies for skimming and scanning the text to be employed independently by pupils.	Pupils need to be able to retrieve from both fiction and non-fiction genres. Pupils need to be able to retrieve from multiple parts of the text for one answer. When giving quotes from the text as a response to a retrieval question, pupils must be able to be specific in their responses. Strategies for skimming and scanning the text to be employed independently and consistently by pupils.
Making inferences from the text / explain and justify inferences with evidence from the text	Pupils need to be able to make simple inferences from a text. Inferences may be made from a text that has been read to the child or one the child has read themselves. Pupils are developing their inference skills linked to visual images. Reading may be above the level they are able to read independently whilst developing their phonemic	Pupils need to be able to make inferences based on what is being said or done in the text. Pupils will be using the text to begin to justify their inferences.	Pupils need to be able to draw simple inferences from books and texts, with the primary focus on inferring characters' feelings and thoughts. Pupils draw responses from one section of text at a time.	Pupils need to progress to inferring characters' motives as well as their thoughts and feelings. Pupils need justify their answers with evidence from the text, identifying the clues to their inference responses. Pupils draw responses from one section of text at a time.	Pupils need to be able to infer from a wider range of texts, including non-fiction texts. They need to be able to justify their inferences with evidence from the text. Pupils are directed to infer from one paragraph only, but may have been given a wider selection in which to find the correct part of the text to infer from. Pupils are required to think from the perspective of someone else.	Pupils need to infer from more complex texts, again, across both fiction and non-fiction, with the fiction texts being particularly high-level. They must consistently justify their inferences with evidence from the text, sometimes needing to quote what the text says. Often the inferences are based on much more subtle clues from the text that could be more easily missed.

	awareness and fluency.					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Author's Choice of Language	Pupils focus is on predictable phrases whilst reading and identifying words that they like within the text. Pupils will be able to explain why they like a word that the author is used.	Pupils can identify their favourite words or phrases within a text and explain why. Pupils are beginning to identify the impact certain vocabulary choices have on a text.	Pupils understand the effects of individual words on the reader and briefly explain what image the writer is trying to create. Pupils can explain what the author intended.	Pupils need to state the effect of given words but also need to identify words that have been used to create a feeling. Pupils will begin to look at sentence structures as a method of conveying emotions or building tension.	Pupils need to understand the effects that words and phrases have on the reader – how they build images in the reader's mind and convey thoughts, feelings and atmospheres and find words and phrases that have created a particular effect. Pupils must also be able to comment about the uses of sentence types and the effect that these create on the reader and comment on the use of figurative language.	Pupils must understand the effects of words and phrases on the reader. Questions will need to draw upon their knowledge of different types of language such as: <ul style="list-style-type: none"> • Emotive language • Figurative language • Types of sentences (short, impact sentences) • Use of formal and informal language • Direct address to the reader (you) Pupils will need to be able to describe the effects of these and select information to support their views.
Prediction	Pupils will be making predictions based on what they can see from the title and front cover. Pupils will also be able to make predictions based on what has happened in the story so far.	Pupils will be able to make predictions based on what has already been said and done. Pupils will also make predictions using the title, front cover and the blurb of a text.	Ensure that pupils continue to look at book covers, read blurbs, and make predictions based on what they can see and read. Pupils must state a reason for their prediction, making sure they are reasonable and linked to the text they have read. Predictions are	Pupils must provide evidence from the text for their predictions. Pupils are expected to make more complex predictions that are reasonable and linked to the text they have read – often reflecting back to the beginning of the text for clues. Predictions are made using fictional texts.	Pupils are usually required to make predictions at the end of texts so that clues from throughout the text are drawn upon. Pupils must cite their evidence in their prediction. In preparation for year 6, it would be useful to begin teaching year 5 children how to write predictions accurately using the success criteria from year 6.	It is important that children can make justified predictions from what they have read and using own worldly knowledge of texts. Pupils to use evidence from the text, clues from illustrations and their own prior knowledge to support predictions. Pupils encouraged to evaluate predictions

			made using fictional texts.			as more information becomes available.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summarising	Pupils will be able to retell stories that have been read to them or that they have read by themselves (based on their individual level of development). Pupils need to be able to sequence pictures and images, linked to a text, in chronological order.	Pupils will be able to retell stories of increasing length based on key events. Pupils will also begin to order texts in chronological order to demonstrate their understanding of the text's key events. Pupils must be able to identify truths and falsehoods based on their understanding and summary of the whole text.	Pupils need to be able to give a general overview of what has happened in each paragraph. They need to develop the skills of using a sentence to explain what a paragraph is about or expressing the 'main idea' of a paragraph.	Pupils are expected to identify the main ideas in more than one paragraph and be able to summarise these in a couple of sentences. Pupils need to be able to identify the main idea of a paragraph, connect main ideas to the paragraph in which they occur or link facts to the topic they are reading about. It is useful to begin teaching the skills of writing summaries, to eliminate 'retelling' the whole text rather than summarising.	Pupils need to be able to order events in which they occur throughout the whole text or summarising main theme or idea of the whole text. Pupils need to be able to summarise a whole text drawing on: <ul style="list-style-type: none"> • genre • theme • characters • main events • examples from text that don't give away the story • Rhetorical question Pupils need to be encouraged to do this in limited words so word/event choices are vital.	Pupils need to be able to order events in which they occur throughout the whole text or summarising main theme or idea of the whole text. Pupils need to be able to summarise a whole text drawing on: <ul style="list-style-type: none"> • genre • theme • characters • main events • examples from text that don't give away the story • Rhetorical question Pupils need to be encouraged to do this in limited words so word/event choices are vital.
Defining the meaning of words in contexts	Pupils can discuss words with meanings that they are unfamiliar with. Pupils work alongside their peers and teachers to understand new words, linked to prior linguistic knowledge.	Pupils need to be able to investigate the meaning of new words and vocabulary. Pupils will begin to explore synonyms for words and how these have an impact on the text.	Pupils develop and hone this skill verbally from both fiction and non-fiction texts. Often, this particular skill requires either retrieval or inference. Develop using known synonyms for when the specific word is used later in the text	Pupils develop and hone this skill verbally from both fiction and non-fiction texts. Often, this particular skill requires either retrieval or inference. Develop using known synonyms for when the specific word is used later in the text or where a	Pupils are beginning to show they can work out the exact definition of a word from the context of the sentence. There will often be several clues within the text, or it will be a relatively easy inference needed to work it out. Pupils may need to choose the most appropriate definition to a word based on the	Pupils need to be able to use the context of a sentence in order to work out the definition of a word. Pupils need to be able to explain what clues there were in the sentence that helped them work out the meaning of the word and need to be specific with the wording of their answer

			or where a quite simple inference is required.	quite simple inference is required.	context of the text.	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify themes and morals and make comparisons within and across texts	Pupils will make links from their own life experiences to the text. Pupils will begin to make comparisons between texts that hold a similar structure.	Pupils need to be able to make links and comparisons between the book they are reading and books they have already read.	Pupils are beginning to identify the themes and conventions in a range of books. They should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	Pupils should continue to identify the themes and conventions in a wide range of books and texts. They should be able to identify the main point (or 'big idea') of paragraphs and whole texts.	Pupils should continue to be taught to recognise themes in what they read, but now of more mature themes such as loss or heroism. They should also have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.	Pupils should be able to compare how characters may change throughout a book or how events build up. They should also be able to identify mature themes and comment on how the author has weaved these throughout a whole text. As well as within books or texts, pupils need to be able to make comparisons across texts. They should also be able to compare how things are depicted in different types of text (e.g. a penguin in a story vs a penguin in a report).
Poetry	Pupils can recite simple poems by heart	Pupils continue to build up a repertoire of poems learnt by heart. Pupils can express opinions on the poems they have heard and used. Pupils use appropriate intonation to support in making the meaning of the poem clear.	Pupils prepare and perform poems and playscripts, showing some awareness of the reader when reading aloud. Pupils are beginning to use appropriate intonation and volume when reading aloud.	Pupils can recognise and discuss different forms of poetry. Pupils can prepare and perform poems and playscripts using appropriate techniques, including intonation, tone, volume and action to show awareness of the audience.	Pupils continually show awareness of the audience when reading poetry aloud, with a clear focus on intonation, tone, volume and action.	Pupils can confidently perform poetry, include those learnt by heart, using a wide range of devices to engage the audience and for effect.

Vision for Writing

At Trentside, we strive to expose our pupils to a wide range of writing genres to enable them to grow as writers. We ensure pupils master each of the components needed for writing through our bespoke, clear writing sequence of learning which focus on 3 main parts: grammar and punctuation, composition skills and the authorial process of drafting, writing, editing and revising. We provide pupils with meaningful reasons to write and encourage them to publish their work with a focus on transcription skills. We teach spelling through the scheme Active Spelling, a daily approach with a clear structure. These skills are then further embedded within the writing process. The transcription skill of handwriting is taught both outside and within the writing sequence of learning. Pupils are encouraged to develop their writing skills further through the application of them in wider curriculum learning, with skills both develop and celebrated.

Pupils have access to a range of genres over the course of the year. Whether writing to entertain, to persuade, to inform or to discuss, we ensure pupils have access to a range of quality materials to support their own compositions. Audience and purpose is at the heart of pupils' writing journey, with pupils clear and how this plays a part in crafting their own work. All pupils get the chance to develop first the substantive knowledge required for each stage of their writing development, but also the disciplinary knowledge required to fully understand the impact of their choices on the reader. Pupils will grow their craft as writers through reading sessions, before applying and embedding their skills across the curriculum.

We use a range of materials to inspire and engage our writing, including key world and school events, our wider curriculum learning, film shorts and slips as well as a range of high-quality texts and picture books.

Writing Sequence of Learning

	Key Stage 1/2 Average 3-week units
'Grammar and Punctuation Focus	<i>Roughly 5 days in length.</i> <ul style="list-style-type: none">Children either build on or learn new skills. These should be built on over the week (not 5 different skills) and are linked to gaps from previous unit or based on identified need from upcoming unit. Make clear that the skill itself (substantive knowledge) is important to get right but that the disciplinary knowledge is just as important with pupils able to appreciate the effect of skill on the reader.

	<ul style="list-style-type: none"> • Share focus of writing genre during the start of the unit, demonstrating the style during the modelling part of the week to support embedding of the skill, but main focus is on grammar. • Lesson starters this week focus on transcription: handwriting and spelling. • Teaching during this week hits a balance between practical and written, teamwork and individual, with a clear focus on linking to prior learning. Learning needs to be heavily adapted to enable all learners the chance to start where they are at and make quality progress which will support them in the next stages of the writing journey.
'Creative' Focus	<p><i>Roughly 5 days in length.</i></p> <ul style="list-style-type: none"> • Audience and purpose made clear, some model text discrimination – this could be whole text or in parts over the course of the week. By this point, pupils are clear as to what they will be writing – already introduced during the previous week. Focus is on developing creativity in writing. Short burst pieces which over the course of the week enable pupils to develop the creative writing skills they need to write independently. All learning is clear on the substantive knowledge – e.g. what skill are they learning/developing and to the disciplinary knowledge – what effect will these skills have on the reader? How does the substantive skill enable a reader to better engage with the text? During this stage, pupils witness adults modelling and writing following the gradual release process wherever possible (I do, we do, you do). • Lesson starters this week focus on recapping grammar taught during previous week.
'Being an Author' Focus	<p><i>Roughly 5 days in length.</i></p> <ul style="list-style-type: none"> • During this week, the children return back to the model text to secure key features. Lessons focussed on vocabulary, planning, drafting, editing, revising and publishing. During this week, it may well be necessary to change the timetable to allow pupils longer bursts to write in if this matches age and ability of the class. • Lesson starters this week are either transcription, grammar or language based: whatever is required to best enhance the writing process. • Build time in during this week to enable to pupils to publish their work and send it to wherever it needs sending.

Curriculum Coverage of Genre

Wherever possible, we try to ensure that all pupils in school are working on the same genre. This helps with cross moderation and planning across year groups whilst also supporting those teaching mixed age groups. Over the course of the school year, children are exposed to and produce a range of genre across the 4 areas of writing to entertain, to persuade, to inform or to discuss. Where KS1 would struggle to access the KS2 equivalent, there's has been altered to best support pupils in meeting the end of year expectations through either repetition of prior genre or a suitable, age-appropriate alternative.

KS1	Unit Length	Writing Outcome	KS2	Unit Length	Writing Outcome	Possible Hooks
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Autumn 1 (7 weeks)	1 week	Basic Grammar Skills - revision	Autumn 1 (7 weeks)	1 week	Basic Grammar skills - revision	
	3 weeks	Narrative: Recount		3 weeks	Narrative: Setting Description	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>Roald Dahl Day 13th September</i>
	1 day (Full Day Focus)	Poetry		1 day (Full Day Focus)	Poetry	<i>National Poetry Day Thursday 2nd October</i>
	3 weeks	Informative letter/postcard		3 weeks	Informative Letter	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>Diwali 21st October</i> <i>Black History Month</i>

KS1	Unit Length	Writing Outcome	KS2	Unit Length	Writing Outcome	Possible Hooks
Autumn 2 (7 weeks)	3 weeks	Diary – Recount	Autumn 2 (7 weeks)	3 weeks	Diary - Recount	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>Bonfire Night 5th November</i> <i>Remembrance Day 11th November</i> <i>Hanukkah 20th November</i>
	3 weeks	Instructions		3 weeks	Instructions	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>Christmas</i>
	1 week	Poetry		1 week	Poetry	<i>Christmas</i> Poetry Texts
Spring 1 (6 weeks)	3 weeks	Narrative: Character Description	Spring 1 (6 weeks)	3 weeks	Narrative: Character Description	Guided Reading Text Picture Book Online clips/film shorts
	3 weeks	Information Text		3 weeks	Persuasive (advert/letter/speech)	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts

						Darwin Day 12 th February Lunar New Year 17 th February
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KS1	Unit Length	Writing Outcome	KS2	Unit Length	Writing Outcome	Possible Hooks
Spring 2 (6 weeks)	3 weeks	Partial Narrative (opening/middle/ending)	Spring 2 (6 weeks)	3 weeks	Complete Narrative (3 rd Person)	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>Holi 4th March</i> <i>World Book Day Thursday 5th March</i>
	3 weeks	Interview (S&L focus)		3 weeks	Interview	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts Link to previous narrative writing <i>Mother's Day 15th March</i> <i>Eis al-Fitr 19th March</i>
Summer 1 (5 weeks)	2 weeks	Narrative: Setting Description	Summer 1 (5 weeks)	2 weeks	Recount	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts School event/ educational visit
	3 weeks	Recount Letter		3 weeks	Autobiography or biography	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts
Summer 2 (7 weeks)	3 weeks	Complete Narrative: 3 rd Person	Summer 2 (7 weeks)	3 weeks	Partial Narrative (opening/middle/ending)	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts <i>World Refugee Day 20th June</i> <i>Father's Day 21st June</i>
	3 weeks	Leaflet – informative		3 weeks	Debate	Wider Curriculum Focus Guided Reading Text Picture Book Online clips/film shorts Modern Life – technology/ school holidays etc

	1 week	Free Choice Writing		1 Week	Free Choice Writing	Pupils' own choice
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Writing Progression of Skills

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate. All terms in **bold** should be understood with the meanings set out in the glossary.

Early Years Foundation Stage – Programme of Study *(Statutory Guidance)*

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Nursery – Development Matters *(non-statutory guidance)*

Literacy – Writing

Pupils

- Use one handed tools and equipment for example making snips in paper with scissors
- Use large muscle movements to wave flags and streamers, paint and make marks
- Use comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand
- Use some of their print and letter knowledge in their early writing. For example, writing pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately

Reception – Development Matters *(non-statutory guidance)*

Literacy – Writing

Pupils

- Form lower-case letters correctly.
- Ascribe a meaning to the marks they make - the marks must be including single letters
- Spell CVC words by identifying the sounds and then writing the sound with letter/s.
- Spell words (including exception words) by identifying the sounds and then writing the sound with letter/s.
- Re-read what they have written to check that it makes sense.
- Form lower-case and capital letters correctly.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals *(Statutory Assessment)*

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Expectations for Reception	<p>Children are confident to make marks using their physical skills to use mark making tools correctly (pencils). They enjoy making marks in their play</p> <p>Increased physical control over the pencil and other writing tools is consistent.</p> <p>Correct letter formation of sounds taught in Phonics</p> <p>Name writing is introduced to the children as a morning job</p>	<p>Children are writing CVC words using their Phonic knowledge. This includes single graphemes. They are making more accurate representations when mark making e.g. using letters and building words to convey meaning.</p> <p>Increased physical control over the pencil and other writing tools is consistent</p> <p>Independent Writing weekly sessions are introduced</p>	<p>Children are building up words into simple sentences using their phonic knowledge and their oral rehearsal methods - 'fred in your head'</p> <p>Increased physical control over the pencil and other writing tools is consistent.</p> <p>Independent writing books are introduced to the children as morning jobs.</p> <p>Independent writing sessions</p>	<p>Can compose a simple sentence confidently using their phonic knowledge to build up the words.</p> <p>Simple punctuation is evident in the sentence (full stop)</p> <p>Words recorded in sentences contain digraphs taught in the sessions</p> <p>Daily independent writing books are morning jobs.</p> <p>Independent writing sessions</p>	<p>Independently writing simple phrases and sentences confidently. Sentences contain 'exception' words which are increasingly accurately spelt.</p> <p>Words recorded in sentences contain the digraphs taught in the sessions</p> <p>Daily independent writing books are morning jobs.</p> <p>Independent writing sessions</p>	<p>Early Learning Goals Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

National Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (for example, <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p>	<p>Formation of nouns using a range of prefixes (for example <i>super-, anti-, auto-</i>)</p> <p>Use of the determiner a or an according to whether the next word begins with a consonant or a vowel (for example, <i>a rock, an open box</i>)</p> <p>Word families based on common words,</p>	<p>The grammatical difference between plural and possessive – s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate, -ise, -ify</i>)</p> <p>Verb prefixes (for example, <i>dis-, de-, mis-, over- and re-</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and</p>

	How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie</i> the boot)	Use of the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	showing how words are related in form and meaning (for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>)			antonyms (for example, big, large, little),
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when</i>, <i>if</i> <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly</i>, <i>plain flour</i>)</p> <p>How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing time, place and cause using subordinating and coordinating conjunctions (for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (e.g. <i>Later that day</i>, <i>I heard the and news.</i>)</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>were</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g., <i>perhaps</i>, <i>surely</i>) or modal verbs (for example, <i>might</i> <i>should</i>, <i>will</i>, <i>must</i>)</p>	<p>Using of the passive to affect the presentation of information in a sentence (e.g. <i>The window in the greenhouse was broken</i> (by me)).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech).</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to paragraphs as a way to group related material	Use of paragraphs to organise ideas around a theme Appropriate choice of	Devices to build cohesion within a paragraph (e.g., <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>)	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or

		Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g., <i>she is drumming, he was shouting</i>)	Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i>)	pronoun or noun within and across sentences to aid cohesion and avoid repetition	Linking ideas across paragraphs using adverbials of time (e.g., <i>later</i>), place (e.g., <i>nearby</i>) and number (e.g., <i>secondly</i>) or tense choices (e.g., <i>he had seen her before</i>)	phrase , grammatical connections (e.g., the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis Layout devices (e.g., headings, subheadings, columns, bullets or tables, to structure text)
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (e.g., a comma after the reporting clause; end punctuation within inverted commas: <i>The</i>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g., <i>It's raining; I'm fed up</i>)

Punctuation	Capital letters for names and the personal pronoun I	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g., the girl's name)		<i>conductor shouted, "Sit down!"</i> Apostrophes to mark plural possession (e.g., <i>the girl's name, the girls' names</i>) Use of commas after fronted adverbials		Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g., <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)
GPS Terminology when first introduced	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning for Writing	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about	Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		Note and develop initial ideas, drawing on reading and research where necessary	
Drafting Writing	Sequence sentences to form short narratives	Write down ideas and/or key words,	Organise paragraphs around a theme		Select appropriate grammar and vocabulary, understanding how such choices can change	

		including new vocabulary Encapsulate what they want to say, sentence by sentence	In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings)	and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader
Editing and Revising Writing	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Performing Writing	Read their writing aloud clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

At Trentside, we use the Active Spelling approach to teaching spelling produced by L.E.A.D Teaching School Hub, Lincolnshire. This approach enables spelling to be taught for 15/20 minutes each day with four distinctive phases. Sessions are fast-paced, visual and active for pupils. Each lesson follows the same structure: recall, learn, correct and apply, with pupils encouraged to use either orthography, phonology, morphology, etymology or graphology to support their learning of the spellings.

Spelling patterns are broken down into year groups and into terms, starting in year 2 as pupils conclude their phonics learning. Where pupils are learning in mixed age groups, pupils will access the resources on a rolling programme.

Progression in Spelling Skills

	Autumn Term	Spring Term	Summer Term
Year 2	<ul style="list-style-type: none"> • a making the 'or' sound • c makes the 's' sound if placed before i/e/y • At the end of a word, the 'j' sound is spelt -dge after a short vowel sound • Suffix -ly y for i at the end of words • making the 'u' sound • Keep the y and ads -ing • Adding -ing to words ending in e • Double the final consonant when adding a suffix -ed • Suffixes -ment and -ness • -le and -el endings • Silent k • Possessive apostrophes for singular nouns 	<ul style="list-style-type: none"> • ar to make the 'or' sound after w • or making the 'er' sound after a w • After all other sounds, whether vowels or consonants, the 'j' sound is spelt as -ge at the end of a word • -ly endings for roots that don't change • s making the 'z' sound • y to i +ed • Adding -ed and -er to words ending in e • Doubling final consonant when adding a suffix -ing • Suffixes -ful and -less • -al and -il endings • Silent g • Homophones 	<ul style="list-style-type: none"> • a making the 'o' sounds after w and qu • ey making the 'ee' sound • ge, dge • -tion • Adding -es to nouns and verbs ending in -y • y to i +-er and -est • Adding -est and -y to words ending in e • Doubling final consonant when adding a suffix -er and -est • Suffixes -ment, -ness, -ful and -less • -le, -el, -al, -il endings • Silent w • Contractions

	Autumn Term	Spring Term	Summer Term
Year 3	<ul style="list-style-type: none"> • Double the final consonant when adding a suffix -ed, -ing and -er • Adding suffix -ly • ou phoneme • ch making the 'k' sound • -gue ending • y for 'i' • Prefix -in 	<ul style="list-style-type: none"> • -ture ending • Words with -ly ending • -ous pattern • ch making the 'sh' sound • qu/que pattern • y for 'i' • Prefix ir- • Prefix re- 	<ul style="list-style-type: none"> • -sure ending • Adding -ly suffix y to i • ou/ous phoneme • ch making the 'k' and 'sh' sound • sc • y for 'i' • Prefix im- • Prefix un-

	<ul style="list-style-type: none"> Prefix -il -ation turning verbs to nouns -tion when root ends with t or te ei phoneme Statutory words 	<ul style="list-style-type: none"> -sion if root ends in d or se -cian if root word ends in c or cs eigh phoneme Statutory words 	<ul style="list-style-type: none"> Prefix super- -ssion for root words ending in ss or -mit ey phoneme Homophones
Year 4	<ul style="list-style-type: none"> Double the final consonant when adding a suffix -ed, -ing, -er and -en Adding the suffix -ly ou phoneme ch for 'k' -gue word ending y for 'i' Prefix inter- Prefix auto- -ation added to verbs to make nouns -tion for root words ending in t or te Statutory words 	<ul style="list-style-type: none"> -ture spelling pattern Adding the suffix -ly ous pattern ch making the 'sh' sound qu/que spelling pattern y for 'i' Prefix sub- Prefix mis- -sion for root words ending in d or se Possessive apostrophes with plural words Statutory words 	<ul style="list-style-type: none"> -sure ending Adding suffix -ly ou/ous pattern ch making the 'sh' and 'k' sounds sc pattern y for 'i' Prefix anti- Prefix dis- Homophones -ssion for root words ending in -ss or -mit Statutory words

	Autumn Term	Spring Term	Summer Term
Year 5	<ul style="list-style-type: none"> -able word ending -ible word ending Prefixes dis-, sub- and re- Prefixes mis-, un- and il- -ant pattern -ent pattern Homophones -ous pattern -tion and -sion LKS2 revision Silent letters k -ough phoneme 	<ul style="list-style-type: none"> -ably word ending -ibly word ending Hyphens Double f with an r -ance pattern -ence Homophones -tious ending -tial ending Silent letters t le for 'ee' 	<ul style="list-style-type: none"> -able and -ably with a prefix -ible and -ibly with a prefix Hyphens Statutory words -ancy pattern -ency pattern Homophones -cious pattern -cial Silent letters w ei pattern

	<ul style="list-style-type: none"> Stautory words – double the consonant after a short vowel sound 	<ul style="list-style-type: none"> Statutory words 	<ul style="list-style-type: none"> Statutory words with silent letters
Year 6	<ul style="list-style-type: none"> -able ending -ible ending Prefixes im-, super- and il- LKS2 revision Prefixes inter-, auto- and anti- LKS2 revision -ant pattern -ent pattern Homophones -ous pattern -tion and -sion LKS2 revision Silent letters b -ough phoneme Statutory words 	<ul style="list-style-type: none"> -ably ending -ible with a prefix Hyphens Double f with a r -ance pattern -ence pattern Homophones -tious pattern -tial pattern Silent letters g and d ei phoneme exceptions Statutory words 	<ul style="list-style-type: none"> -able and -ably with prefix -ibly with a prefix Hyphens Single f and double r -ancy pattern -ency pattern Homophones -cious pattern -cial after a vowel Silent letters n and g Statutory words y for 'ee' sounds Statutory words

Handwriting

At Trentside, we actively teach handwriting from the earliest point to ensure pupils can begin their journey to become skilled and efficient writers. From the earliest stages, we teach pupils how to form letters correctly using the Read Write Inc rhymes. When pupils are ready, they begin producing their letters with exit strokes in anticipation of the joining they will undertake. Once pupils have mastered letter sizing and formation, we begin by teaching diagonal and horizontal strokes first, in bespoke handwriting sessions and then embedding the skills in all writing produced across the curriculum. This practice continues until pupils have developed their legibility and fluency as a writer, whereby they begin to choose their handwriting style to best suit the needs of the task and speed with which they have to write.

We teach handwriting through a range of techniques: lined paper, line guides, handwriting lined books, colour coded pages and bubble writing paper. All of these help to personalise the learning for each pupil to ensure that all leave us with the skills required to support them in the future learning.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coverage	Pupils should be taught to: <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly; any bad habits in this area should be corrected at the earliest point with staff intervening wherever necessary 	Pupils should be taught to: <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to 	Pupils should be taught to: <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 			Pupils should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether

	<ul style="list-style-type: none"> • form lower-case letters in the correct direction, starting and finishing in the right place in line with RWI policy • learn un-joined handwriting before they start using some exit strokes in anticipation of joining in the future • form capital letters accurately • form digits 0–9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these <p>Begin to use spacing between words in line with handwriting style</p>	<p>one another, are best left un-joined</p> <ul style="list-style-type: none"> • 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"> • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>or not to join specific letters</p> <ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task.
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Progression in Handwriting Skills

The Trentside sequence of learning for the teaching of handwriting.

EYFS: Pre-requisite skills

Structure of teaching with families of letters identified

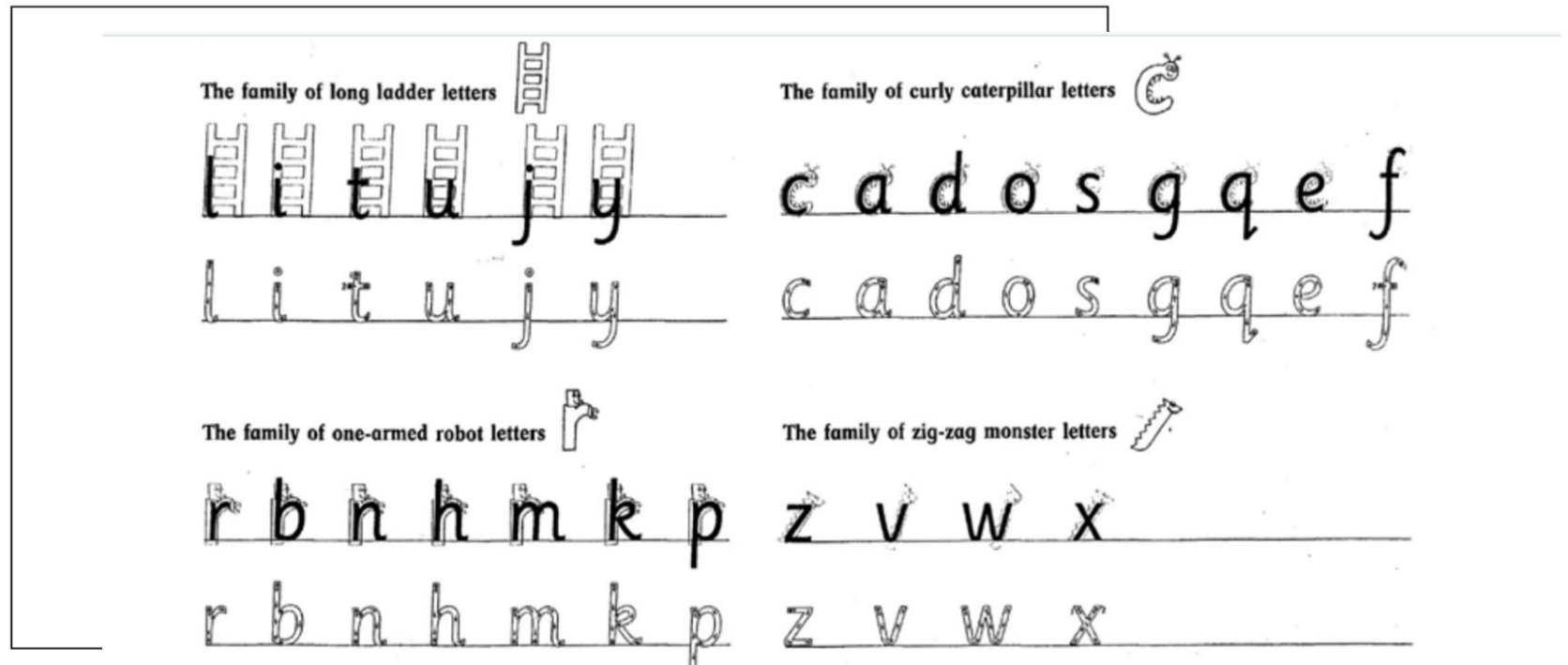


Fig. 5. Letter formation families (from *Penpals for Handwriting*, Cambridge, 2010)

Joining expectations for diagonals and horizontal, with joins specified.

**Handwriting phrases used in
Phonics to teach letter
formation of single letters**

Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box . . .

a c d e h i k l m n q s t u

Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box . . .

f o r v w

Horizontal join to ascender (e.g. *sh*)

This join is used to join letters in this box . . .

f o r v w

Break letters

These letters do not join.

g j y

to letters in this box.

b f h k l t

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

to letters in this box.

e i j m n p r u v w y

** a c d g o q s*

to letters in this box.

b f h k l t

These letters do not join yet.














x z














Read Write Inc. Phonics Handwriting phrases

Use these handwriting phrases to help your child to remember how to form each letter correctly. Always practise writing sitting at a table and write on paper using a sharp pencil.

1. Write the letter in the air as you say the phrase. Ask your child to practise in the air with you.
2. Help your child to say the phrase as they write the letter on paper.

3. Always praise your child for their efforts. Focus on correct formation rather than size.
4. Aim to practise with your child for a short time each day.

m Maisie, mountain, mountain	
a round the apple, down the leaf	
s slither down the snake	
d round the dinosaur's bottom, up its tall neck and down to the feet	
t down the tower, across the tower	
i down the body, dot for the head	
n down Nobby, over his net	
p down the plait and over the pirate's face	
g round her face, down her hair and give her a curl	
o all around the orange	
c curl around the caterpillar	
k down the kangaroo's body, tail and leg	
u down and under, up to the top and draw the puddle	

b down the laces to the heel, round the toe	
f down the stem and draw the leaves	
e lift off the top and scoop out the egg	
l down the long leg	
h down the head to the hooves and over its back	
r down its back and then curl over its arm	
j down its body, curl and dot	
v down a wing, up a wing	
y down a horn, up a horn and under its head	
w down, up, down, up	
z zig-zag-zig	
q round her head, up past her earrings and down her hair	
x down the arm and leg and repeat the other side	

Writing Expectations and Progression of Skills for Genre

These genres of writing (and the accompanying Grammar) are be taught through exposure to the genre through quality text choices and a clear understanding of the intended audience and purpose of their own written work. Children should also have the opportunity to apply the skills from other genres they have developed to write cross-curricular topic pieces for a purpose.

		Genre: Instructions					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	List:	<ul style="list-style-type: none"> Items written one underneath the other 	<ul style="list-style-type: none"> 'How to' Title 'You Will Need' section Numbers Sentences which are 'bossy' Imperative Verbs 	<ul style="list-style-type: none"> 'How to' Title 'You Will Need' section Numbered list Sentences which are 'bossy' Imperative Verbs Conjunctions (First, then , next, after, finally) 	<ul style="list-style-type: none"> 'How to' Title List of equipment /ingredients + bullet points/quantities/measurements Numbers to help you with the order Conjunctions to sequence Sentences which are 'bossy' Imperative Verbs Tips to the reader 	<ul style="list-style-type: none"> 'How to' Title Introduction List of equipment/ ingredients + bullet points with quantities/measurements stated clearly Chronological order – Numbering Present Tense Sentences which are 'bossy' Imperative Verbs Conjunctions to sequence Adverbs – used for CLARITY, not effect Top Tips added either within points or separately Conclusion 	<ul style="list-style-type: none"> 'How to' Title Introduction – Questions for reader List of equipment/ ingredients + bullet points with quantities/measurements stated clearly Chronological order – Sequences steps: Numbering Present Tense Imperative verbs Conjunctions for sequencing Subjunctive Adverbs – used for CLARITY, not effect Top Tips added either within points or separately Conclusion
	A set of Instructions:	<ul style="list-style-type: none"> Sentences which are 'bossy' Imperative Verbs Numbers to show the order 	<ul style="list-style-type: none"> Conjunctions (First, then , next, after, finally) 	<ul style="list-style-type: none"> Conjunctions (First, then , next, after, finally) 			

Genre: Recount - biography / autobiography / diary / review / newspaper article

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Use Conjunctions (First, then, next, after, finally) • Events in the correct order / sequence 	<ul style="list-style-type: none"> • Set the scene (Use SOME of 5 Ws - who, where, what, why, when?) • Events in correct order / sequence • Use Conjunctions (First, then, next, after, finally) 	<ul style="list-style-type: none"> • Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?) • Events in correct order / sequence • Conjunctions – for sequencing and structure (First, then, next, after, finally) • Conclusion 	<ul style="list-style-type: none"> • Introduction sets the scene (Use SOME of 5 Ws - who, where, what, why, when?) • Events in chronological order • Paragraphs • Past Tense • Conjunctions – for sequencing and structure (First, then, next, after, finally) • Apply recount skills to write a drama recount based around 'a day in the life of'. • Conclusion 	<ul style="list-style-type: none"> • Introductory Paragraph (who, where, what, why, when?) • Chronological Order • Paragraphs to show chronological order • Past Tense • First Person / Third Person • Conjunctions – for sequencing and structure chronological order • Apply recount skills to write a drama recount based around 'a day in the life of'. • Conclusion – Closing statement 	<ul style="list-style-type: none"> • Introductory Paragraph (who, where, what, why, when?) • Chronological Order • Paragraphs to show chronological order • Past Tense • First Person / Third Person • Conjunctions – for sequencing and structure chronological order • Passive voice • Apply recount skills to write a drama recount based around 'a day in the life of'. • Conclusion – Closing statement

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Genre: Report - non-chronological / information text

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> Information about... 	<ul style="list-style-type: none"> Information about... TITL E Subheadings Topic sentences under subheadings Conjunctions (and, so, but, because, then) 	<ul style="list-style-type: none"> Title Introduction sentences Subheadings Paragraphs Fact not opinion Conjunctions (and, so, but, because, then) 	<ul style="list-style-type: none"> Title Introduction – what is it about paragraph Subheadings Paragraphs Give facts Conjunctions – (mostly ADDING) Conclusion 	<ul style="list-style-type: none"> Introduction Subheadings Paragraphs Non-chronological order Present Tense (not Historical Reports) Technical Vocabulary Facts, not opinion Conjunctions to add information Conclusion – summary of information 	<ul style="list-style-type: none"> Introduction Subheadings Paragraphs organised into clear structure Non-chronological order Present Tense (not Historical character / item) Technical Vocabulary Facts, not opinion FORMAL, not 'chatty' Conjunctions to add information Conclusion – summary of information

Genre: Persuasion - adverts / speeches / letters / applications

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Give reasons • Use conjunctions (because, if, and) 	<ul style="list-style-type: none"> • Sentences that give reasons • Describing words • Conjunctions (because, if, and) • A sentence to sum it up 	<ul style="list-style-type: none"> • Introduction sentence – what are you persuading reader to do? • Each point made is backed up with evidence • Describing words + commas in list of adjectives • Questions to reader • Conjunctions (because, if, and, therefore) • Conclusion sentence 	<ul style="list-style-type: none"> • Introduction sentence – what are you persuading reader to do? • Clear arguments made in paragraphs • Back up arguments with evidence • Conjunctions – CAUSAL and ADDING mainly • Adjectives to describe • Special phrases – ‘surely...’, ‘Everybody knows that...’ • Conclusion 	<ul style="list-style-type: none"> • Introduction • Present Tense • ADDING and CAUSAL conjunctions • Paragraphs – arguments clearly stated in TOPIC SENTENCES • Persuasion backed up with evidence and facts • ‘Stupid reader or clever reader’ tricks / special phrases (surely, it is clear to see that, everybody knows that, an intelligent person like you...) • Powerful language (adjectives, adverbs, verbs) • Questions to the reader make a point) • Conclusion – summarises 	<ul style="list-style-type: none"> • Introduction • Present Tense • ADDING and CAUSAL conjunctions • Paragraphs – arguments clearly stated in TOPIC SENTENCE S • Persuasion backed up with evidence and facts • Use of RESEARCH for evidence – give facts and figures • CONSTRUCTIONS ‘Stupid reader or clever reader’ • Powerful language (adjectives, adverbs, verbs) • Questions to the reader make a point) • REPETITION for effect (especially advertisements) • Conclusion – ends with restatement of case argued

Genre: Argument - debate / discussion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Give reasons • Use conjunctions (because, if, and) • * Orally – Two points of view (could be linked to a story character), two opinions. 	<ul style="list-style-type: none"> • Introduction sentence • Give reasons • Use conjunctions (because, if, and) • * Orally – Two sides / opinions 	<ul style="list-style-type: none"> • Introduction sentences • Points FOR (+ reasons) • Points AGAINST(+ reasons) • Paragraphs separate For and Against • FACTS – not opinions • Conjunctions (but, HOWEVER, and, if) • Conclusion 	<ul style="list-style-type: none"> • Introduction paragraph • Points FOR (+ reasons) • Points AGAINST (+ reasons) • Paragraphs separate for and against • FACTS – not opinions • OPPOSING conjunctions • THIRD person - (some might say...others would argue that...) • FORMAL writing • Conclusion 	<ul style="list-style-type: none"> • Introduction – what are we discussing • For and against clearly separated – paragraphs • Each argument stated clearly and BACKED UP with EVIDENCE • Conjunctions – especially adding and opposing • Fact – no personal opinions • Present Tense • Third person (some would say...others would argue that...) • Formal vocabulary – not chatty • Conclusion 	<ul style="list-style-type: none"> • Introduction – what are we discussing • For and against clearly separated – paragraphs • Each argument stated clearly and BACKED UP with EVIDENCE • Conjunctions – especially adding and opposing • Fact – no personal opinions • Present Tense • Third person (some would say...others would argue that...) • Passive voice (it could be argued that...) • Subjunctive (If I were to pick a side...) • Formal Vocabulary – not chatty • Conclusion / Summary

Genre: Letter - informative / persuasive / narrative

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Start formal letter with 'Dear' • End letter with 'from' 	<ul style="list-style-type: none"> • Start formal letter with 'Dear' with comma after name • End letter with 'from' • Date letter 	<ul style="list-style-type: none"> • Start formal letter with 'Dear' with comma after name • Use spaces between paragraphs to denote new points made • Formal, not chatty. • Date letter • End letter (Yours sincerely) 	<ul style="list-style-type: none"> • Write own address in top right corner • Write date below own address • Start formal letter with 'Dear' with comma after name • End letter with 'Yours sincerely' • Use spaces between paragraphs to denote new points made • Formal, not chatty. 	<ul style="list-style-type: none"> • Write own address in top right corner • Write date below own address • Start formal letter with 'Dear' with comma after name • End letter with 'Yours sincerely' • Use spaces between paragraphs to denote new points made • Formal, not chatty. 	<ul style="list-style-type: none"> • Write own address in top right corner • Write addressee's address in top left • Write date below own address • Start formal letter with 'Dear' or 'To whom it may concern' with comma after name • End letter with 'Yours sincerely' or 'Yours faithfully' • Use spaces between paragraphs to denote new points made • Formal not chatty

	Genre: Interview					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	NB: Delivered orally <ul style="list-style-type: none"> • Open question • Answer developed linked to question 	<ul style="list-style-type: none"> • Open questions • Answers developed linked to questions 	<ul style="list-style-type: none"> • Introductory statement • Open questions • Answers developed linked to questions 	<ul style="list-style-type: none"> • Introduction to interviewee • Open questions • Answers developed linked to questions • Concluding statement 	<ul style="list-style-type: none"> • Introduction to interviewee • Open questions • Answers developed linked to questions • Evidence of change in register from formal to informal between interviewer and interviewee • Conclusion 	<ul style="list-style-type: none"> • Introduction to interviewee • Open questions • Answers developed linked to questions • Evidence of change in register from formal to informal between interviewer and interviewee • Passive sentence • Subjunctive form • Conclusion

Genre: Narrative – complete/ partial / description

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Beginning • Middle • End • Some well-chosen adjectives <p>** plus ongoing success criteria, depending on time of year:</p>	<ul style="list-style-type: none"> • Openings for effect (a question, or a noise for example). • Beginning • Middle • End • Adjectives for detail • Some speech 	<ul style="list-style-type: none"> • Openings for effect (a question, or a noise for example). • Build Up • Climax / Problem • Resolution • Ending • Conjunctions • Adjectives • Phrases to add depth to sentences • Speech (3 max.) • Speech marks and conventions of speech layout beginning to be evidenced 	<ul style="list-style-type: none"> • Openings for effect (a question, a noise or speech for example). • Build Up • Climax / Problem • Resolution • Ending • Conjunctions – all types • Adjectives, • Phrases to add depth to sentences • Simile • Consistent tense • Speech (5 max.) • Speech marks and conventions of speech layout • Show not tell (sentences) 	<ul style="list-style-type: none"> • Openings for effect (a question, a noise or speech for example). • Build Up • Climax / Problem • Resolution • Ending • Conjunctions – all types • Adjectives • Powerful verbs • Adverbs ('how' someone is doing something) • Range of phrases to add depth to sentences • Speech – 5 max. • Consistent tense • Similes and metaphors • Range of sentence types • Show not tell sentences and paragraphs 	<ul style="list-style-type: none"> • Opening to grab attention (question to reader or a noise or SPEECH) • Build Up • Climax / Problem • Resolution • Ending • Conjunctions • Adjectives • Powerful verbs • Adverbs (how is someone doing something) • Range of phrases to add depth to sentences • Speech – 5 max. • Similes, metaphors and other figurative language • Verb forms are consistent • Show not tell sentences and paragraphs

NB: Telling Sentence: *It was an unusual cat.*

Showing Sentence: *With yellow eyes glowing red, long, black fur that stood on end, a mouth full of sharp pointed teeth that emitted a yowl like a tiger, I knew that the small animal before me was no ordinary cat.*

Genre: Poetry						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Expectations	<ul style="list-style-type: none"> • Use of patterns, rhyme and repetition • Select words linked to senses 	<ul style="list-style-type: none"> • Internal rhythm • Use of patterns, rhyme and repetition • Select words linked to senses 	<ul style="list-style-type: none"> • Half or near rhyme • Internal rhythm • Use of patterns, rhyme and repetition • Select words linked to senses • Explore poetry in reading sessions 	<ul style="list-style-type: none"> • Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Use of patterns and repetition • Select words linked to senses 	<ul style="list-style-type: none"> • Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Use of structure, patterns and repetition • Select words linked to senses • Make each word count • Opening and Closure 	<ul style="list-style-type: none"> • Half or near rhyme • Internal rhythm • Alliteration and onomatopoeia • Metaphors & similes for personification • Use of structure, patterns and repetition • Unusual word combination • Select words linked to senses • Make each word count • Opening and closure