

Westacre Infant School Skills Progression

Subject Area: Writing

YEAR GROUP	AUTUMN TERM 1			AUTUMN TERM 2		
YEAR R	It's Good To Be Me					
YEAR 1	Finding tale	Non-fiction Labels and Lists	Poetry Alliterative List Poem	Fear story	Non-fiction Instructions	Poetry Alliterative List Poem
YEAR 2	Changing Story	Fantasy Story	Poetry Acrostic	Defeating a monster story	Non-fiction Letter	Poetry Acrostic

YEAR GROUP	SPRING TERM 1			SPRING TERM 2		
YEAR R	The World Around Us					
	Instructions					
YEAR 1	Defeating a monster story	Non-Fiction	Poetry Innovate a well known rhyme	Journey Tale	Non-fiction Non-chronological report	Poetry Simple riddle
YEAR 2	Defeating a monster story	Non-fiction Non-chronological Report	Poetry Quatrain	Defeating a monster story	Non-fiction	Poetry Shape Poem

YEAR GROUP	SUMMER TERM 1			SUMMER TERM 2		
YEAR R	Let's Explore!					
	Narrative					
YEAR 1	Character Flaw	Non-fiction	Poetry Performance poem	Wishing Tale	Non-fiction	Poetry Performance poem
YEAR 2	Changing Story	Non-fiction Persuasive	Poetry Performance Poem	Defeating a monster story	Non-fiction	Poetry Performance Poem

	NURSERY	RECEPTION
	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly.. Spell words by identifying the sounds and then writing the sounds with letter/s.. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.. Re-read what they have written to check that it makes sense. Begin to invent their own stories using a simple story frame, introducing story book language. Attempt to write their own stories using phonic and sentence structure knowledge. Attempt to write lists, captions, labels, instructions, notices, posters, character descriptions and messages. Use their writing in role play and other areas of learning eg construction area, small word area, etc.

	YEAR 1	YEAR 2
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> • Say, hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others. • Separate words with spaces. • Use capital letters for names of people, places and days of the week. • Use capital letter for the personal pronoun I. • Identify and use question marks and exclamation marks. Use the joining word and to link words and clauses. 	<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (coordination). • Use sentences with different forms: statement, question, command, exclamation. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use commas to separate items in a list • Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. • Use apostrophes for singular possession in nouns, e.g. the girl's name. • Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. • Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. • Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day • Select, generate and effectively use verbs. • Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. • Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. • Use present tense for non chronological reports and persuasive adverts.

	YEAR 1	YEAR 2
VOCABULARY, GRAMMAR AND PUNCTUATION CONT'D		<ul style="list-style-type: none"> • Select, generate and effectively use nouns. • Select, generate and effectively use adjectives • Select, generate and effectively use adverbs.
COMPOSITION: PLANNING	<ul style="list-style-type: none"> • Orally plan and rehearse ideas. • Sequence ideas and events in a narrative. • Use familiar plots for structuring the opening, middle and end of their stories. • Sequence ideas and events in non-fiction. 	<ul style="list-style-type: none"> • Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.
COMPOSITION: DRAFTING AND WRITING	<ul style="list-style-type: none"> • Orally compose every sentence before writing. • Re-read every sentence to check it makes sense. • Compose and sequence their own sentences to write short narratives. • Compose and sequence their own sentences to write short non-fiction texts, e.g recounts, information texts, instructions. 	<ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing. • Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.
COMPOSITION: EVALUATING AND EDITING	<ul style="list-style-type: none"> • Discuss their writing with adults and peers. 	<ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Proofread to check for errors in spelling, grammar and punctuation. • Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop

	YEAR 1	YEAR 2
COMPOSITION: PERFORMING	Read aloud their writing audibly to adults and peers.	Read aloud their writing with intonation to make the meaning clear.