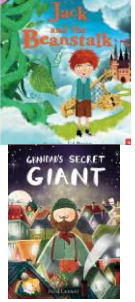
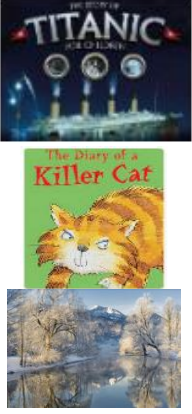






Shirley Infant: Writing Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts						
Genre	<p>Character Description: Giant</p> <p>Adventure story: Retell of Jack and the Beanstalk</p> <p>Instructions: How to trap a giant</p>	<p>Chronological report on the Titanic</p> <p>Diary of a killer cat</p> <p>Diary of a passenger</p> <p>Winter Poem</p>	<p>Character description for HOOK</p> <p>Setting description for Neverland</p> <p>Peter Pan Journey story</p>	<p>Diary entry in role</p> <p>Newspaper report for Fire of London</p> <p>Fire story</p> <p>Fire Poem</p>	<p>Non chronological report on chocolate.</p> <p>Diary entry in role as child</p> <p>Adapted story retell</p> <p>Chocolate poem</p>	<p>Non chronological report on african animal</p> <p>Fantastic Mr Fox story</p> <p>Animal Fable</p>

			Owl and pussycat rhyming poem			
Mini Writes (To include dictated sentences)	Description of Jack. Setting description for the castle Instruction writing: How to decorate a biscuit.	Write report sentences to show the order of events from literacy shed clip. Scaffold day 1 of killer cat Descriptive language for winter pictures.	Mini character description for Peter Scaffold setting description for flying through the sky.	Eye witness account Description of picture using apostrophes for possession	Setting description using different openers Description of picture using apostrophes for possession	Scaffold write on different african animal Picture writing from FMF of any skills children have not mastered.
Composition SPAG						
Phonics	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression
Prefixes and suffixes	To add suffixes -ing and -ly.	APPLY -ing, ly	Apply -ed, ing, ly	Teach ful, ness, ment, less, est	Full range of suffixes	Full range of suffixes
Common exception words	a-e from list	-f-i from list	j- n from list	o-z from list	Revision of tricky patterns	Revision of tricky patterns

Further Spelling conventions	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression	See Little Wandle progression
<p>Grammar</p> <p>APPLY Elephant expectations for non-negotiables.</p> <p>TEACH: verbs to describe action using -ing.</p> <p>TEACH: adverbs to add detail to the verb, -ly.</p> <p>TEACH conjunctions for coordination, and, but.</p> <p>APPLY commands for instruction writing.</p>	<p>APPLY Elephant expectations for non-negotiables.</p> <p>TEACH: verbs to describe action using -ing.</p> <p>TEACH: adverbs to add detail to the verb, -ly.</p> <p>TEACH conjunctions for coordination, and, but.</p> <p>APPLY commands for instruction writing.</p>	<p>APPLY -ing, ly</p> <p>APPLY conjunctions for coordination and, but</p> <p>TEACH ! and ?</p> <p>TEACH past tense</p>	<p>APPLY ! and ?</p> <p>APPLY past tense</p> <p>TEACH expanded noun phrases</p> <p>TEACH commas in a list</p>	<p>APPLY expanded noun phrases</p> <p>APPLY commas in a list</p> <p>TEACH - range of suffixes</p> <p>TEACH - apostrophes for possession</p>	<p>APPLY - range of suffixes</p> <p>APPLY - apostrophes for possession</p> <p>TEACH- vary sentence openers</p>	<p>APPLY - sentence openers</p> <p>APPLY- all taught skills</p>
Composition: Handwriting						
<p>Letter formation, Placement and Positioning</p>	<p>-To write capital letters and digits of the correct size, orientation and</p>	<p>-To use spacing between words which reflects the size of the letters.</p>	<p>-begin to join some letters (base-line and round)</p>	<p>- begin to join some letters (top)</p>	<p>- words and sentences</p>	<p>- words and sentences</p>

	relationship to one another and to lower case letters. -To form lower case letters of the correct size			- To recognise letters you do not join		
Composition						
Planning, Writing and Editing	To orally rehearse a sentence before writing it (dictated and non dictated).	To write narratives about personal experiences and real events.	To plan what they are going to write and encapsulate what they want to say in each section	To make simple corrections with increasing independence.	To begin to make improvements to their writing.	
Use story road for fiction		To write a simple poem	To dictate a sentence for a partner to write.	To re-read their writing to check the correct tense has been used.	To make simple corrections independently.	
Use boxes template for non-fiction.	To begin to plan what they are going to write about including key words and phrases. To edit sentences for punctuation, spelling and grammar.	To plan what they are going to write and begin to encapsulate what they what to say in each section. To make simple corrections and	To make simple corrections with a prompt from an adult.			

	To teach MANTRA think it, say it, read it, write it, check it.	revisions with the support of an adult.				
Awareness of Audience, purpose and structure	To use new vocabulary from their reading and wider experiences. To begin to read back their writing with appropriate intonation. To write instructions.	To write a diary and a chronological report with an understanding of the features. To read back their writing with appropriate intonation.	To write a story and a poem using fictional features. To read back their writing with appropriate intonation.	To write a newspaper report with an understanding of the features.	To write for different purposes with an increasing understanding of fiction and non- fiction structures.	To write for different purposes with an increasing understanding of fiction and non- fiction structures.
Sentence and text structure (These will be part of the dictated sentences)	coordinating clause: The gigantic giant is mean but Jack is kind. adverb	exclamation sentence I could not believe my eyes! questions Where did the boat set sail from?	expanded noun phrase Peter Pan saw the fluffy, white clouds in the sky. commas in a list	Range of suffixes I could see flickering flames and I started to feel fearful about what to do.	Sentence openers As quick as a flash, I grabbed the ticket. All around me, people couldn't	Recap of any sentence structures not fully mastered

	<p>Jack crept quietly towards to the castle.</p> <p>verb The frog was jumping for joy.</p>	<p>Past tense Dad shouted loudly at me.</p>	<p>Hook was loud, nasty and mean.</p>	<p>Apostrophe for possession</p> <p>Tom's teddy was still on his bed but he didn't have time to grab it.</p>	<p>believe their eyes.</p>	
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