

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Core text)	The Colour Monster Brown Bear, Brown Bear, What do you see?	Dear Zoo Percy the Park Keeper after the Storm	The Three Little Pigs Three Billy Goats Gruff	Flashing the Engines Doctorsaurus	Jasper's Beanstalk The Very Hungry Caterpillar	The Train Ride The Naughty bus
Communication and Language	<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Ask 'who' and 'what' questions. Teacher model – children echo. - Use phrases/sentences of 2-3 words. - Understand and follow one simple instruction - Use talk to organise play 		<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Ask 'how' and 'why' questions. Teacher model – children echo. - Use phrases of 3-4 words. - Understand and follow a simple/two-step instruction - Use talk to organise play/solve conflict 		<ul style="list-style-type: none"> - Story retell of favourite stories (use story language from the text) - Recounting events - Singing songs and rhymes - Children to use longer sentences of four to six words. Teacher to model this. - Speak in sentences of 4-6 words - Understand and follow a simple/two-step instruction - Use talk to organise play/solve conflict 	
Progression of writing skills (New skills in yellow)	Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write		Mark making Drawing freely Hold a pencil correctly Use core muscle strength to achieve a good posture when sitting at the table to write Knowing print has meaning Write some letters of their name		Mark making Drawing freely, making meaningful marks Hold a pencil correctly Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Write some or all of their name Write some letters accurately	

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Core text)	Colour monster goes to school Hugless Dougless Where's my teddy? Oi frog	Walking through the jungle We're going on a bear hunt Elmer	Goldilocks and the three bears The gingerbread man The little red hen	Supertato Superworm Super Bat	Jack and the beanstalk Snail trail The bad-tempered ladybird	On the way to grandpas Pirates love underpants
Oral composition	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall.	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall.	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 3-word phrases (CVC words.) Echo recall. Teacher to model 2-3 three to four-word sentences orally (story re-tell.) Echo recall.	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences (story retell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first.	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences (story retell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first.	<ul style="list-style-type: none"> - Story retell (use story language from the text) - Recounting events - Poetry - Rhymes Teacher to model 2-3 five-six-word sentences, using conjunctions (story re-tell.) Echo recall. Children to articulate their own ideas in well-formed sentences. Teacher to model this process first.

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Progression of writing skills (New skills in yellow)	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p>Write one simple, dictated captions with sounds they already know.</p>	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p>Write one simple, dictated captions with sounds they already know.</p>	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p style="background-color: #ffff00;">Write 2-3 simple, dictated captions with sounds they already know.</p> <p style="background-color: #ffff00;">Write a simple, dictated sentence (of 4 words) with sounds and tricky words they already know.</p> <p style="background-color: #ffff00;">Record sentences with a capital letter and full stop.</p> <p style="background-color: #ffff00;">Know that words are individual units with finger spaces.</p>	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p>Write 2-3 simple, dictated captions with sounds they already know.</p> <p>Write a simple, dictated sentence (of 4 words) with sounds and tricky words they already know.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p>	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p>Write 2-3 simple, dictated captions with sounds they already know.</p> <p style="background-color: #ffff00;">Write a simple, dictated sentence (of 5 words) with sounds and tricky words they already know.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p>	<p>Mark making.</p> <p>Hold a pencil correctly.</p> <p>Letter formation and orientation.</p> <p>Record initial sounds of words.</p> <p>Write and record their name.</p> <p>Write CVC words with sounds they already know.</p> <p>Write 2-3 simple, dictated captions with sounds they already know.</p> <p>Write a simple, dictated sentence (of 5 words) with sounds and tricky words they already know.</p> <p>Record sentences (that can be read by others) with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p>
Must haves	Hold a pencil correctly (tripod grip)	Hold a pencil correctly (tripod grip)	Hold a pencil correctly (tripod grip) Form most letters accurately	Hold a pencil correctly (tripod grip) Form most letters accurately	Hold a pencil correctly (tripod grip) Form all letters and numbers accurately Finger spaces	Hold a pencil correctly (tripod grip) Record sentences (that can be read by others) with a capital letter and full stop. Form all letters and numbers accurately

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts/ Stimuli	Man on the Moon Owl Babies	Stick Man We're Going to Find the Monster	The Leaf Thief Monkey Do!	The Lighthouse Keeper's Lunch Weasels	The Giant Jam Sandwich A Dark, Dark Tale	The Lion Inside Goldilocks and the Three Crocodiles
Oral composition	(Teacher modelling 3-5 simple sentences in the right order)	(Teacher modelling 3-5 simple sentences in the right order)	(Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)	(Teacher modelling 3-5 simple sentences in the right order. Begin to model a compound sentence)	(Teacher modelling a mixture of compound and simple sentences in the right order)	(Teacher modelling a mixture of compound and simple sentences in the right order)
Progression of writing skills (New skills in yellow)	<ul style="list-style-type: none"> - 3 and 4 sound words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing 3 and 4 sound words <li style="background-color: #ffff00;">- Dictate 3-5 simple sentences using the sounds taught so far <li style="background-color: #ffff00;">- Sentences start with a CL and end with a FS - Understand words as individual units with finger spaces - Letters formed and orientated correctly 	<ul style="list-style-type: none"> <li style="background-color: #ffff00;">- 3-5 sound words using sounds taught so far <li style="background-color: #ffff00;">- Hear sounds in words using segmenting fingers to help with writing 3-5 sound words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS <li style="background-color: #ffff00;">- Introduce conjunction 'and' - Understand words as individual units with finger spaces 	<ul style="list-style-type: none"> - 3-5 sound words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing 3-5 sound words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction 'and' <li style="background-color: #ffff00;">- Personal pronoun 'I' 	<ul style="list-style-type: none"> <li style="background-color: #ffff00;">- short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction 'and' - Personal pronoun 'I' 	<ul style="list-style-type: none"> <li style="background-color: #ffff00;">- Independently orally rehearse and sequence sentences to form short narratives - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction 'and' 	<ul style="list-style-type: none"> - Independently orally rehearse and sequence sentences to form short narratives - short, medium and multisyllabic words using sounds taught so far - Hear sounds in words using segmenting fingers to help with writing words - Dictate 3-5 simple sentences using the sounds taught so far - Sentences start with a CL and end with a FS - conjunction 'and'

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		<ul style="list-style-type: none"> - Letters formed and orientated correctly - Writing sentences independently 	<ul style="list-style-type: none"> - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently 	<ul style="list-style-type: none"> - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly 	<ul style="list-style-type: none"> - Personal pronoun 'I' - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently 	<ul style="list-style-type: none"> - Personal pronoun 'I' - Question mark - Exclamation mark - Capital letters for people and places - Understand words as individual units with finger spaces - Letters formed and orientated correctly - Writing sentences independently
Grammar and spelling	<ul style="list-style-type: none"> Nouns Adjectives 	<ul style="list-style-type: none"> Nouns Adjectives Plural suffix s es Suffix ing 	<ul style="list-style-type: none"> Nouns Adjectives Verbs Past tense suffix ed Suffix ing 	<ul style="list-style-type: none"> Nouns Adjectives Verbs Suffix er est Plural suffix s es 	<ul style="list-style-type: none"> Nouns Adjectives Verbs Past tense suffix ed Suffix ing 	<ul style="list-style-type: none"> Nouns Adjectives Verbs Prefix un Suffix er est
Must haves	<ul style="list-style-type: none"> Leaving spaces between words Letter formation and orientation 	<ul style="list-style-type: none"> Leaving spaces between words Use a capital letter Using full stops Letter formation and orientation 			<ul style="list-style-type: none"> Skills for simple sentences Using capital letters for people and places Using conjunction 'and' 	<ul style="list-style-type: none"> Skills for simple sentences Using exclamation and question marks correctly Capital letter for 'I' Using conjunction 'and'
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts/ Stimuli	<ul style="list-style-type: none"> The Tunnel The Great Fire of London 	<ul style="list-style-type: none"> George's Marvellous Medicine Arctic and Antarctic 	<ul style="list-style-type: none"> The Day the Crayons Quit The Bear and the Piano 	<ul style="list-style-type: none"> Flat Stanley The Enormous Crocodile 	<ul style="list-style-type: none"> Black Dog Katie Morag: The Tiresome Ted 	<ul style="list-style-type: none"> The Jolly Postman Flotsam
Oral composition	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.)	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.) Teacher model a range of "command" sentences in the right order)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher modelling a range of question sentences.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher modelling a range of sentences in the past tense.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher modelling prosody and expression during poetry recitation.

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Writing output (audience and purpose)	Diary Non-Chronological Report Acrostic Penguin Poem 3 polished pieces	Narrative - the tunnel Narrative – George making the medicine Instruction text (ing, ly) Performance poem. 3 polished pieces	Letter to persuade Persuade Advert 2 polished pieces	Diary Entry Non-Chronological Report on Roly Poly Bird 2 polished pieces	Suspense Setting Story Starter Estate Agent Advert 2 polished pieces	Estate Agent Advert Postcard/ Letter Poem 3 polished pieces
Progression of writing skills (New skills in yellow)	Independently orally rehearse and sequence sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers/adult Short, medium and multisyllabic words using sounds taught so far Hear sounds in words using Segmenting fingers to help with writing words Dictate 3-5 simple and compound sentences using the sounds taught so far Conjunction 'and' Personal pronoun 'I' Question mark Exclamation mark Capital letters for people and places	All skills in the previous box plus... Expanded noun phrases Recap coordination 'and' begin to use 'or' and 'but' Independently writing 3-5 simple and compound sentences broadly accurately Tense verbs (simple & progressive) Write 3 – 5 dictated sentences. Brief introduction to adverbs (e.g. of time to support sentence structure) Introduce different sentence types: statements, commands and questions.	All the skills in the previous boxes plus... Subord. 'because' 'when' Coordination 'or' 'and' 'but' Exclamation sentence Commas in a list. Apostrophes for contraction Write 3 – 5 dictated sentences.	All the skills in the previous boxes plus... Expanded noun phrases Subord. 'when' and 'because' Coordination 'or' 'and' 'but' Commas in a list Apostrophes for contraction Write 3 – 5 dictated sentences. Brief introduction to adverbs (e.g. of time to support sentence structure)	All the skills in the previous boxes plus... Subord. 'when' 'if' 'that' 'because' Coordination 'or' 'and' 'but' Tense verbs (simple & progressive) Commas in a list Apostrophes for possession. Write 3 – 5 dictated sentences. Use a range of different sentence types	All the skills in the previous boxes plus... Subord. 'when' 'if' 'that' 'because' Coordination 'or' 'and' 'but' Tense verbs (simple & progressive) Commas in a list Apostrophes for possession Write 3 – 5 dictated sentences Use a range of different sentence types
Spelling	Step 1: Words where 'dge' makes a /j/ sound Step 2: Words where 'ge' makes a /j/ sound Step 3: Words where 'g' makes a /j/ sound Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Step 6: Challenge Words	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words Step 8: Words ending in 'le' Step 9: Words ending in 'el' Step 10: Words ending in 'al' Step 11: Words ending in 'il' Step 12: Challenge Words	Step 13: Words where 'y' makes an /igh/ sound Step 14: Words where '-es' is added to words ending in 'y' Step 15: Words where '-ed' is added to words ending in 'y' Step 16: Words where '-er' and '-est' are added to words ending in 'y' Step 17: Words where '-ing' is added to words ending in 'e' Step 18: Challenge Words	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e' Step 20: Words where '-ing' is added to single syllable words Step 21: Words where '-ed' is added to single syllable words Step 22: Words where 'a' makes an /or/ sound Step 23: Words where 'o' makes an /u/ sound Step 24: Challenge Words	Step 25: Words where the digraph 'ey' makes an /ee/ sound Step 26: Words where 'a' makes an /o/ sound Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound Step 28: Words where 'si' and 's' makes an /zh/ sound Step 29: Words ending in '-ment' and '-ness' Step 30: Words ending in '-ful', '-less' and '-ly'	Step 31: Words that are homophones Step 32: Words that are homophones or near homophones Step 33: Words ending in '-tion' Step 34: Words with an apostrophe for contraction Step 35: Words with an apostrophe for possession Step 36: Challenge Words

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Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts/ Stimuli	<p>The Accidental Prime Minister</p> <p>The True Story of the 3 Little Pigs</p>	<p>Suddenly</p> <p>Little Red</p>	<p>Journey</p> <p>Aliens - An Owner's guide</p>	<p>Ocean Meets Sky</p>	<p>Eye Witness Ancient Egypt</p> <p>Voices in the park</p>	<p>The Witches</p> <p>The Gruffalo</p>
Writing output (audience and purpose)	<p>Persuasive Speech – to persuade voters</p> <p>Direct speech comic strip – to retell the communication between the last pig and the wolf</p> <p>Poem based on Revolting Rhymes and Dirty Beasts</p> <p style="color: red;">(3 polished pieces)</p>	<p>Character Description – to inform using the Twits</p> <p>News Article – to inform and retell</p> <p>Remembrance Day poem- Poppies</p> <p style="color: red;">(3 polished pieces)</p>	<p>Descriptive Story Starter – to describe the setting</p> <p>Instructions – to instruct someone on how to look after an alien</p> <p style="color: red;">(2 polished pieces)</p>	<p>A range of poem types based on Ocean Meets Sky to describe and entertain</p> <p style="color: red;">(3 polished pieces)</p>	<p>Non-chronological report about the Egyptians- to inform</p> <p>Alternative perspectives retell – to give an alternative perspective</p> <p style="color: red;">(2 polished pieces)</p>	<p>Continuation of Alternative perspectives text</p> <p>Explanation – How to spot a witch – to inform</p> <p>Wiki entry on a Gruffalo – to inform</p> <p style="color: red;">(2 polished pieces)</p>
Progression of writing skills (New skills in yellow)	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p>Review noun phrases</p> <p>Expressing time, place and cause using conjunctions taught from KS1.</p> <p style="background-color: yellow;">Introduce prepositions - e.g. before, after, during, in, because of.</p> <p style="background-color: yellow;">Use a or an depending on whether the word begins with a consonant or vowel</p> <p style="background-color: yellow;">Expressing time, place and cause using subordinating conjunctions</p> <p style="background-color: yellow; color: red;">ISAWAWABUB</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p>Review noun phrases</p> <p>Expressing time, place and cause using conjunctions taught from KS1.</p> <p>Introduce prepositions - e.g. before, after, during, in, because of.</p> <p style="background-color: yellow;">Introduce adverbs e.g. then, next, soon, therefore.</p> <p style="background-color: yellow;">Introduce paragraphs as a way of grouping material.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="color: red;">ISAWAWABUB</p>	<p style="background-color: yellow;">Introduce inverted commas to punctuate direct speech.</p> <p style="background-color: yellow;">Headings and subheadings to present information</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p>Review noun phrases</p> <p>Expressing time, place and cause using conjunctions taught from KS1.</p> <p>Introduce prepositions - e.g. before, after, during, in, because of.</p> <p>Introduce adverbs e.g. then, next, soon, therefore.</p> <p>Introduce paragraphs as a way of grouping material.</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="color: red;">ISAWAWABUB</p> <p style="background-color: yellow;">Apostrophes for singular possession in nouns.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p style="background-color: yellow;">The use of present perfect form of verbs instead of simple past.</p> <p>Noun phrases</p> <p>Prepositions</p> <p>Noun phrases</p> <p>Prepositions</p> <p>Adverbs</p> <p>Adverbs</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p>Headings a subheading to aid presentation</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="color: red;">ISAWAWABUB</p> <p>The use of present perfect form of verbs instead of simple past.</p> <p>Noun phrases</p> <p>Prepositions</p> <p>Adverbs</p> <p>Use an increasing range of sentence structures</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ') taught so far.</p> <p>Headings a subheading to aid presentation</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="color: red;">ISAWAWABUB</p> <p>The use of present perfect form of verbs instead of simple past.</p> <p>Noun phrases</p> <p>Prepositions</p> <p>Adverbs</p> <p>Use an increasing range of sentence structures</p>

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			<p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center; color: red;">ISAWAWABUB</p> <p style="background-color: yellow;">Use an increasing range of sentence structures</p>	<p>Introduce inverted commas to punctuate direct speech.</p> <p>Use an increasing range of sentence structures</p>		
Spelling	<p>Step 1: Words where the digraph 'ou' makes an /ow/ sound</p> <p>Step 2: Words where the digraph 'ou' makes a /u/ sound</p> <p>Step 3: Words where 'y' makes an /i/ sound</p> <p>Step 4: Words ending in '-sure'</p> <p>Step 5: Words ending in '-ture'</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Words with the prefix 're-'</p> <p>Step 8: Words with the prefix 'dis-'</p> <p>Step 9: Words with the prefix 'mis-'</p> <p>Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words</p> <p>Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words with the digraph 'ai' and tetragraph 'aigh'</p> <p>Step 14: Words with the digraph 'ei' and tetragraph 'eigh'</p> <p>Step 15: Words where the digraph 'ey' makes an /ai/ sound</p> <p>Step 16: Words with the suffix '-ly'</p> <p>Step 17: Words that are homophones</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Words ending in 'al' Step 20: Words ending in 'le'</p> <p>Step 21: Words ending in '-ly' where the base word ends in 'le'</p> <p>Step 22: Words ending in '-ly' where the base word ends in '-ic'</p> <p>Step 23: Words ending in '-ly'; exceptions</p> <p>Step 24: Challenge Word</p>	<p>Step 25: Words with the suffix '-er'</p> <p>Step 26: Words where the digraph 'ch' makes a /k/ sound</p> <p>Step 27: Words ending in '-gue' and '-que'</p> <p>Step 28: Words where the digraph 'sc' makes a /s/ sound</p> <p>Step 29: Words that are homophones</p> <p>Step 30: Challenge Words</p>	<p>Step 31: Words ending in '-sion'</p> <p>Step 32: Challenge Words</p> <p>Step 33: Revision Words</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts/ Stimuli	<p>The Enchanted Wood</p> <p>Women who Lead the Way</p>	<p>You Wouldn't Want to be a Victorian</p> <p>Hetty Feather</p>	<p>How to Train Your Dragon</p>	<p>The Great Kapok Tree</p> <p>Orchard Greek Myths</p>	<p>Orchard Greek Myths</p> <p>Escape from Pompeii</p>	<p>The Tooth Book</p> <p>We are the Romans: Meet the people behind the history</p>
Writing output (audience and purpose)	<p>Setting description – describe the balloons to friends</p> <p>Explanation text to inform others about an inspirational woman</p> <p>Narrative in the style of the chocolate tree</p> <p style="color: red;">Polished pieces: 3</p>	<p>Job advertisement for a Victorian Miner</p> <p>Diary entry as Hetty Feather</p> <p>Write a poem in the style of chocolate cake to perform to the class</p> <p style="color: red;">Polished pieces: 3</p>	<p>To write a narrative</p> <p>To write a non-chronological report about their own dragon</p> <p style="color: red;">Polished pieces: 2</p>	<p>Persuasive letter to the woodcutter</p> <p>Haiku Poem about once upon a raindrop</p> <p>Character description of a Greek mythical creature</p> <p style="color: red;">Polished pieces: 3</p>	<p>Newspaper reports to the world what happened at Pompeii</p> <p>Alternative adventure story for children in the style of Sky Song</p> <p style="color: red;">Polished pieces: 2</p>	<p>Information text – leaflet for a dentist surgery</p> <p>Instructions to an apprentice on how to do a Roman job</p> <p style="color: red;">Polished pieces: 2</p>
Progression of writing skills (New skills in yellow)	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p style="background-color: yellow;">Building on expanded noun phrases (the strict maths teacher with curly hair)</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p>Headings and subheadings to present information</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p>Headings and subheadings to present information</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p>The use of present perfect form of verbs instead of simple past.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p style="background-color: yellow;">Use a range of sentence structures for purpose: sentence types, subordinate and co-ordinating clauses including positioning, fronted adverbial phrases. Sentence types should include commas where appropriate</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’) taught so far.</p> <p>Speech punctuation</p> <p>Headings and subheadings to present information</p>

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	<p>Using pronouns for cohesion and avoid repetition.</p> <p>Prepositions</p> <p>Adverbs.</p> <p>Verb inflections (were/was did/done)</p> <p>Use paragraphs as a way of organising ideas around a theme.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p> <p>Use inverted commas to punctuate direct speech.</p>	<p>Building on expanded noun phrases (the strict maths teacher with curly hair)</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Prepositions</p> <p>Use paragraphs as a way of organising ideas around a theme.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p> <p>Fronted adverbials including the comma that comes after</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Use paragraphs as a way of organising ideas around a theme.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p> <p>Fronted adverbials including the comma that comes after</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Apostrophes for single and plural possession</p> <p>Fronted adverbials</p> <p>To identify determiners.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p>	<p>Introduce inverted commas and other punctuation to indicate direct speech.</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Fronted adverbials</p>	<p>Expressing time, place and cause using subordinating conjunctions</p> <p style="text-align: center;">ISAWAWABUB</p> <p>Fronted adverbials</p> <p>Use paragraphs as a way of organising ideas around a theme.</p> <p>Use a range of sentence structures for purpose: sentence types, subordinate and co-ordinating clauses including positioning, fronted adverbial phrases. Sentence types should include commas where appropriate</p>
Spelling	<p>Step 1: Words that are homophones</p> <p>Step 2: Words with the prefix 'in-' meaning 'not'</p> <p>Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'</p> <p>Step 4: Words with the prefix 'sub-' meaning 'below' or 'further divided'</p> <p>Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Words ending in '-ation'</p> <p>Step 8: Words ending in '-ation'</p> <p>Step 9: Words ending '-ly'</p> <p>Step 10: Words ending '-lly'</p> <p>Step 11: Words where 'ch' makes a /sh/ sound</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words ending in '-sion'</p> <p>Step 14: Words ending in '-ous'</p> <p>Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains</p> <p>Step 16: Words where a suffix is added to words ending in 'y'</p> <p>Step 17: Words ending in '-ious' and 'eous'</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Words where 'au' makes an /or/ sound</p> <p>Step 20: Words ending in '-tion'</p> <p>Step 21: Words ending in '-sion'</p> <p>Step 22: Words ending in '-cian'</p> <p>Step 23: Words that are adverbs of manner</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words that are homophones</p> <p>Step 26: Words spelled with 'c' before 'i' and 'e'</p> <p>Step 27: Words containing 'sol' and 'real'</p> <p>Step 28: Words containing 'phon' and 'sign'</p> <p>Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>Step 30: Words with the prefix 'bi-' meaning 'two'</p>	<p>Step 31: Challenge Words</p> <p>Step 32: Words that are plurals with possessive apostrophes</p> <p>Step 33: Revision Word</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>
Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts/ Stimuli	<p>Fiction: Who Let the Gods Out?</p> <p>Non-Fiction: Hidden Figures</p>	<p>Fiction: The Boy in the Back of the Class</p> <p>Non Fiction: Holes</p>	<p>Fiction: Harry Potter and the Prisoner of Azkaban</p> <p>Non-Fiction: The Boy in the Tower</p>	<p>Fiction: The Explorer</p> <p>Fiction: The Last Bear</p>	<p>Fiction: Anglo Saxon Boy</p> <p>Non-Fiction: Curiosity</p>	<p>Fiction: Beowulf</p> <p>Fiction: The Strange Case of Origami Yoga</p>

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<p>Writing output (audience and purpose)</p>	<p>Fiction: Who Let the Gods Out? - Narrative</p> <p>Non-Fiction: Hidden Figures - Retell & Magazine Article</p> <p>Number of polished pieces: 4</p>	<p>Fiction: The Boy in the Back of the Class - Retell (postcard)</p> <p>Non Fiction: Holes - Non Chronological Report x 2</p> <p>Number of polished pieces: 3</p>	<p>Fiction: Harry Potter and the Prisoner of Azkaban - Job Advert</p> <p>Non-Fiction: The Boy in the Tower - Instructions</p> <p>Number of polished pieces: 3</p>	<p>Fiction: The Explorer – Narrative (character point of view)</p> <p>Fiction: The Last Bear (Character profile/description)</p> <p>Number of polished pieces: 3</p>	<p>Fiction: Anglo Saxon Boy Recount</p> <p>Non-Fiction: Curiosity Information Texts</p> <p>Number of polished pieces: 2</p>	<p>Fiction: Beowulf: Biography</p> <p>Fiction: The Strange Case of Origami Yoga Motivational/Persuasive speech</p> <p>Number of polished pieces: 3</p>
<p>Progression of writing skills (New skills in yellow)</p>	<p>Using and applying punctuation taught so far: (.,!?'")</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p>ISAWAWABUB</p> <p>Using pronouns for cohesion and avoid repetition</p> <p>Verb tenses recap</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Using and applying punctuation taught so far: (.,!?'")</p> <p>Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p>ISAWAWABUB</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Using and applying punctuation taught so far: (.,!?'")</p> <p>Layout devices</p> <p>Modal verbs e.g. might, should, will, must</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p>ISAWAWABUB</p> <p>Using pronouns for cohesion and avoid repetition</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Using and applying punctuation taught so far: (.,!?'"-())</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Fronted Adverbials</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p>ISAWAWABUB</p> <p>Modal verbs e.g. might, should, will, must</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Using and applying punctuation taught so far: (.,!?'"-())</p> <p>Layout devices</p> <p>Modal verbs e.g. might, should, will, must</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Expressing time, place and cause using subordinating conjunctions</p> <p>ISAWAWABUB</p> <p>Use of commas to clarify meaning to avoid ambiguity.</p> <p>Using pronouns for cohesion and avoid repetition</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Cohesion within and across paragraphs.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Using and applying punctuation taught so far: (.,!?'"-())</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Cohesion within and across paragraphs</p> <p>Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>

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Spelling	Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
	Step 2: Words ending in '-cious'	Step 8: Words ending in '-ance' and '-ancy'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words Step 33: Revision Words
	Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 34: Revision Words
	Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 35: Revision Words
	Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 36: Revision Words
	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core texts/ Stimuli	Abomination Beyond The Lines	What a Wonderful World: Be Inspired to Care For Our Planet The Promise	Alma Everest	Pig Heart Boy Francis	Malala: My Story of Standing up for Girl's Rights	Boy 87 The Final Year
Writing output (audience and purpose)	Dystopian Setting: to reflect on what is happening in society and provide warning. Journey Story: to create a narrative for a complex journey. (Polished Pieces: 3)	Persuasive Speech: to convince the audience of a specific point of view. Portal Story: to create a narrative focusing on the entry to a fantasy world. (Polished Pieces: 2)	Horror: to create suspense and terror in a narrative. Non-Chronological Report: to provide a report detailing information. (Polished Pieces: 3)	Stories with Flashbacks: to create a narrative that disrupts the chronological order. Historical Diary/Letter: to offer an insight into the past by providing thoughts and experiences. (Polished Pieces: 2)	Autobiography: to provide the life experiences and achievements of the author. (Polished Pieces: 2)	Opinion Piece: to publish an article that reflects an opinion. Final Year Speech: to reflect on the year's journey through public speaking. (Polished Pieces: 2)
Progression of writing skills (New skills in yellow)	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time, place and number or tense choices Use of commas to clarify meaning to avoid ambiguity. Using and applying punctuation taught so far: (.,!?'"-()-) Cohesion within and across paragraphs.	Suspense devices (ellipsis) Use of the colon to introduce a list and the use of semi colons within lists. The difference between structures typical of informal speech and structures appropriate for formal speech and writing. Using and applying punctuation taught so far: (.,!?'"-()-) Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun.	Modal verbs recap from Y5 Layout devices e.g. heading, sub-headings, columns, bullets, or labels, to structure text. Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Using and applying punctuation taught so far: (.,!?'"-()-) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.	Use the passive (and active) voice to affect the presentation of information in a sentence and identify the subject and object Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Using and applying punctuation taught so far: (.,!?'"-()-) Hyphens to avoid ambiguity. Using expanded noun phrases to convey complicated information concisely	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using and applying punctuation taught so far: (.,!?'"-()-) Cohesion within and across paragraphs.	Relative clauses beginning with who which, where, when, whose, that, or an omitted relative pronoun. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. Using and applying punctuation taught so far: (.,!?'"-()-) Use commas and hyphens effectively to avoid ambiguity.

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	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Cohesion within and across paragraphs.</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Cohesion within and across paragraphs.</p> <p>Use of semi colon, colon and dash to make the boundary between independent clauses e.g. It's raining; I'm fed up</p>	<p>Use of semi colon, colon and dash to make the boundary between independent clauses e.g. It's raining; I'm fed up</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Cohesion within and across paragraphs</p>	<p>Subjunctive from (If I were to come home...)</p> <p>Modal verbs</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Modal verbs</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Cohesion within and across paragraphs.</p>
<p>Spelling</p>	<p>Step 1: Words with the short vowel sound /i/ spelled 'y'</p> <p>Step 2: Words with the long vowel sound /igh/ spelled 'y'</p> <p>Step 3: Challenge Words</p> <p>Step 4: Words with 'cial'/shul/ after a vowel</p> <p>Step 5: Words with 'tial'</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Challenge Words</p> <p>Step 8: Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>Step 9: Words with a 'soft c' spelled 'ce'</p> <p>Step 10: Challenge Words</p> <p>Step 11: Words with the /f/ sound spelled 'ph'</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words with the suffix '-ably'</p> <p>Step 14: Words with the suffix '-ible'</p> <p>Step 15: Challenge Words</p> <p>Step 16: Words with the suffix '-ibly'</p> <p>Step 17: Words ending in '-ent' and '-ence'</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Challenge Words</p> <p>Step 20: Words ending in '-er', '-or' and '-ar'</p> <p>Step 21: Challenge Words</p> <p>Step 22: Words beginning with 'acc-'</p> <p>Step 23: Words with the prefixes 'dis-', 'un-', 'over' and 'im-'</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words with origins in other countries and languages</p> <p>Step 26: Grammar Vocabulary 1</p> <p>Step 27: Grammar Vocabulary 2</p> <p>Step 28: Adding the prefix 'over-'</p> <p>Step 29: Words with the suffix '-ful'</p> <p>Step 30: Adjectives used to describe settings</p>	<p>Step 31: Adjectives used to describe feelings</p> <p>Step 32: Adjectives used to describe characters</p> <p>Step 33: Words that can be nouns and verbs</p> <p>Step 34: Words with unstressed vowel sounds</p> <p>Step 35: Adverbs synonymous with determination</p>