

Writing PROGRESSION OVERVIEW

We have designed our curriculum so that it is Inspirational, Inclusive and Ambitious.

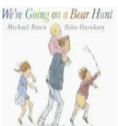
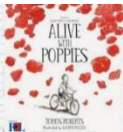
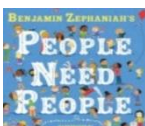
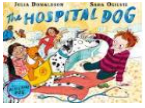
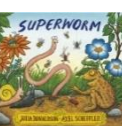
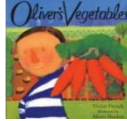
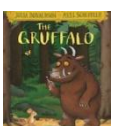
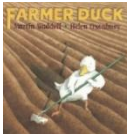
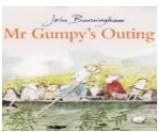
More information about our Curriculum Intent can be found on [this page on our school website](#).

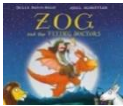
This document sets out the details of our Writing curriculum, explaining how it is taught and why, and what children will learn. It also sets out the 'Milestones', or what we expect all children to be able to achieve in Writing in each year group.

RECEPTION (EYFS)

What is our vision for writing?	It is our vision that our children: - View themselves as writers throughout their school journey - Become confident writers and are able to access our curriculum independently - Develop into skilled, competent writers showing control and flair for a variety of purposes and audiences
--	--

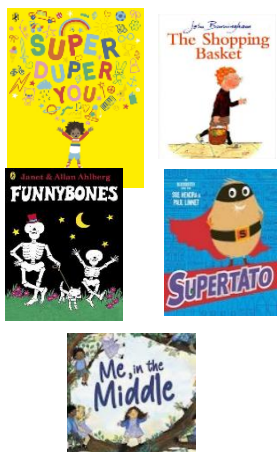
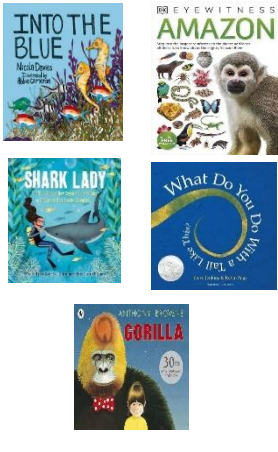
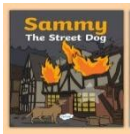
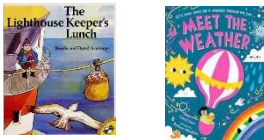
Reception

Terms	1	2	3	4	5	6
Topic Overview	Only One You!	Let's Celebrate!	People who Help Us	Superheroes	All Creatures Great and Small	Tell me a Story
Our Favourite Five	    	    	    	    	    	    

Other key texts explored in our learning						
What area of writing is covered?	• Name recognition and writing using capital letter • List writing focussing on initial sounds • Recipe – instructions writing focussing on simple captions and application of phonic knowledge	• Narrative retelling using simple phrases and sentences / captions • Poetry – onomatopoeia applying phonics knowledge and playing with sounds and focussing on experiences and visuals	• Narrative retelling – using simple phrases and sentences / captions applying phonics knowledge and practising basic punctuation • Story sequencing – using simple sentences focussing on CVC, CVCC and CVCC words and practicing basic punctuation	• Description writing of characters applying phonics skills in simple sentences • Speech bubbles writing simple phrases representing sounds • Wanted posters – description writing representing their sounds by applying their phonics knowledge in simple sentences practising basic punctuation	• Rhyming Phrases – focussing on sounds in words and recognising patterns within words • List writing – in sentences writing simple sentences representing sounds using their phonics knowledge • Describing sentences for characters using simple sentences and phrases using and applying their phonics knowledge	• Simple sentence writing recounting real events • Instruction writing giving directions focussing on simple sentences using and applying their phonics knowledge and basic punctuation. Extend children encouraging them to explore the use of different imperatives. • Describing sentences for real life objects using our imagination linked to a narrative. • Wanted posters – description writing using and applying their new phonics knowledge and sentence skills introducing and exploring a range of adjectives. • Exploring simple letter writing in role as a character from a story using and applying sentence writing skills and phonics knowledge.

Key Skills Children in Reception will be learning to...	Development Matters Literacy Birth to 3: • Enjoy drawing freely • Add marks to their drawing giving meaning Age 3-4: • Use some of their print & letter knowledge in early writing • Write some or all of their name • Write some letters accurately		
	Fine Motor: • Use a dominate hand • Use either a 'modified tripod grasp' or 'tripod grasp'. • Begin to form phase 2 & 3 letters mostly correctly • Begin to form some capital letters correctly Writing: • Write name independently. • Hear and write the initial, end and some middle sounds in words. • Can sound talk and segment simple words. • Form some lower-case letters correctly. • Begin to write simple captions. <i>Some may be able to:</i> • Can write CCVC/ CVCC words • Use resources in the setting to help with independent writing eg sound mats, phonics display. • Begin to write simple sentences • Form some lower case letters correctly and begin to form upper case letters • Have an understanding of capital letters and full stops	Fine Motor: • Mostly use a 'tripod grip' • Form most lower and some upper-case letters correctly Writing: • Can write CCVC/ CVCC words • Use resources in the setting to help with independent writing eg sound mats, phonics display. • Begin to write simple sentences • Form some lower case letters correctly and begin to form upper case letters • Have an understanding of capital letters and full stops <i>Some may be able to:</i> • 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.	Fine Motor: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Writing: • 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.
What are the EYFS Framework milestone aims for Writing?	Literacy ELG: Children at the expected level of development will: - 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.		

Year 1

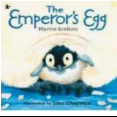
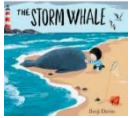
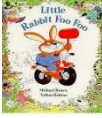
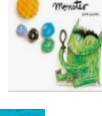
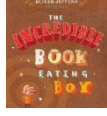
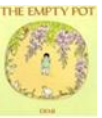
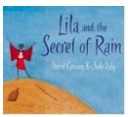
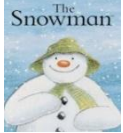
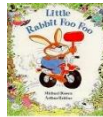
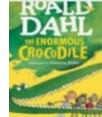
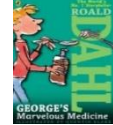
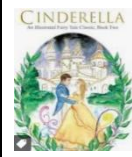
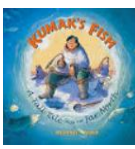
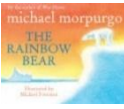
Terms	1	2	3	4	5	6
Topic Overview	Me, Myself and I!	Terrific Toys	Wheels, Wings and other things	Panic on Pudding Lane	Wondrous Weather	Our Wild World
Our Favourite Five						
Other key texts explored in our learning						
What area of writing is covered?	• Sentence writing with a focus on basic punctuation – finger spaces, capital letters and full stops. • Extending sentences using adjectives and incorporating examples of conjunctions to extend their ideas. • Composing simple	• Composing simple sentences including examples of adjectives linked to size, shape and colour and exploring the senses. • Generating a range of descriptive vocabulary linked to experience. • Writing for a range of purposes e.g.	• Writing for a range of purposes e.g. predictions, non-fiction fact-file. • Compose sentences to share their thoughts and opinions on a text. • Create a storyboard to sequence a familiar story and	• Writing for a range of purposes e.g. factual sentences, fact-files, character and setting descriptions, predictions • Composing sentences using conjunctions to compare and contrast.	• Writing for a range of purposes e.g. predictions, instructions, poetry. • Sequencing familiar stories and retelling them using simple captions and sentences. • Extending sentences using adjectives and	• Writing for a range of purposes e.g. non-fiction fact sheets, predictions. • Composing sentences to share their thoughts and opinions on a text. • Applying key sentence skills when composing non-fiction sentences. • Sequencing familiar stories and making

	questions about experiences including accurate punctuation using question marks. • Writing for different purposes e.g. descriptions, predictions, letter writing • Identifying, matching and generating simple rhymes. • Identifying key features of a text	predictions, instructions, diary entry and exploring the key features. • Sequencing familiar stories and retelling them using simple captions and sentences • Create a themed acrostic poem • Extending sentences using a range of adjectives and conjunctions to add detail.	create simple sentences to retell the story. • Retell a simple narrative	• Retell a simple narrative • Sequencing familiar stories	incorporating examples of conjunctions to extend their ideas.	innovations and adaptations to texts to write their own version.
Key Skills Children in Year 1 will be learning to...	Composition: • Sequence sentences to form simple narratives • Write in a variety of different genre including poetry, real events, fictional experiences and for different purposes • Reread what they have written to check that it makes sense • Read their writing aloud clearly enough to be heard by my peers and the teacher. • Evaluate what they have written with others • Write simple dictated sentences accurately Some may be able to: • Write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose • Use simple compound sentence structures Vocabulary: • Begin to use simple adjectives (size, shape, colour) • Use a range of adjectives • Use simple conjunctions (and, but, or) Some may be able to: • Use a number of features of different text types and make appropriate topic/ subject matter vocab choices • Use ambitious adjectives to describe • Use a wider range of conjunctions (so, because, then) Punctuation & Capitalisation: • Mostly uses capital letters and full stops correctly to demarcate sentences. • Begin to use question marks and exclamation marks accurately to demarcate sentences.					

	• Begin to use capital letters for proper nouns (person's name, name of a place, days of the week, personal pronoun I) <i>Some may be able to:</i> • Accurately use full stops, capital letters, finger spaces, question marks and exclamation marks throughout their writing. Spelling: • Spell most Year 1 common exception words • Make phonetically plausible attempts at words • Confidently use letter names to distinguish between different alternative spelling choices for the same phoneme • Understand and use singular/ plural and add suffixes –s and –es • Use different ways of spelling long vowel phonemes • Add the suffix 'er' and 'est' to root words <i>Some may be able to:</i> • Spell all Year 1 common exception words. • Use the prefix 'un' and recognise its meaning • Add the suffixes ing, ed, er and est to root words accurately • Spell simple compound words (e.g. starfish) Handwriting: • Write letters consistent in size, direction and shape. <i>Some may be able to:</i> • Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
What are the KS1 National Curriculum aims?	<u>Spelling</u> Pupils should be taught to spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week Pupils should be taught to name: • the letters of the alphabet • the letters of the alphabet in order Pupils should be taught to: • use letter names to distinguish between alternative spellings of the same sound • apply simple spelling rules and guidance • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Pupils should be taught to: • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

	<u>Handwriting</u> Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • 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. <u>Composition</u> Pupils should be taught to: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher Pupils should be taught to: • leave spaces between words • join words and joining clauses using and • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
Milestones for the end of Year 1	Children meeting the expected standard for writing at the end of Year 1 will: • use full stops, question marks and exclamation marks • make accurate use of capital letters for names and ‘I’ • sit correctly at a table and hold their pencil comfortably • use the correct formation for letters • accurately use finger spaces • apply their phonics knowledge to spell most words • learn to spell most Year 1 Common Exception Words • extend sentences using coordination such as ‘and’, ‘but’ and use adjectives to add more detail • compose sentences to form short narratives

Year 2

Terms	1	2	3	4	5	6
Topic Overview	Take a Dip	Full steam ahead	Mischief and Medicine	Flourish!	In a land far, far away	Take Flight
Our Favourite Five	    	    	    	   	    	    
Other key texts explored in our learning	 		  	 	 	  
What area of writing is covered?	- Sequencing events and narrative retelling, exploring characters and setting, examining the author's use of vocabulary. - Writing for different purposes e.g. description of characters, instructions, non-fiction – report writing/fact file writing	- Writing poetry – poems on a theme (Autumn, Storm) – read and respond to poetry, explore poetic devices used for effect. - Writing for different purposes e.g. linked to History focus: The Titanic – diary writing. - Sequencing events and narrative retelling, compare and contrast versions of a story (book and animation), writing for different purposes	- Exploring texts to develop understanding of the plot, characters and setting, author's techniques and use of vocabulary. - Retelling texts innovating using their own ideas. - Examining the author's use of	- Prediction, oral retelling, sequencing and narrative retelling. - Exploring and sharing a range of texts by the same author (Roald Dahl) – writing for different purposes e.g. recipe / instruction writing, narrative retelling and recount writing. - Opportunities to plan	Introduction to Fairy Tales e.g. Cinderella including alternative versions from different countries and cultures – examining their key features, exploring and sharing a selection of fairy tales from around the world – comparing and contrasting the different versions and their features.	Exploring a range of texts from different countries and cultures e.g. The Rainbow Bear, The Ugly Five and Lila and the Secret of the Rain writing for a range of purposes e.g. letters, narratives, non-chronological reports, recounts, instructions. Identifying the key

	• Opportunities to plan writing and editing and improving writing, making revisions.	e.g. book review. • Opportunities to plan writing and editing and improving writing, making revisions.	language and their intent through the use of vocabulary and word construction. • Exploring a range of genres and writing for different purposes e.g. Wanted posters (description), narrative retelling, letter writing in role. • Opportunities to plan writing and editing and improving writing, making revisions.	writing and editing and improving writing, making revisions.	• Write for different purposes e.g. narrative retelling including innovating using their own ideas, book review • Opportunities to plan writing and editing and improving writing, making revisions.	features of different genres. • Making links between texts. • Answering questions and making inferences, summarising and highlighting key parts of a text.
Key Skills Children in Year 2 will be learning to...	Composition and Grammar: • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Use past and present tense mostly correctly and consistently <i>Some may be able to:</i> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proof-reading corrections to their own writing Vocabulary: • Use adjectives to add information about a noun e.g. noun phrase to describe / specify • Use appropriate coordinating (and/or/but), and subordinating conjunctions (when/if/that/because) to join clauses Punctuation & Capitalisation: • Use capital letters for proper nouns • Use apostrophes for possession • Use commas in a list • Demarcate most sentences with capital letters and full stops & use question marks correctly when required <i>Some may be able to:</i> • Use KS1 punctuation mostly correctly including speech marks Spelling: • Spell contractions • Usually use the correct homophone					

	• Write simple sentences dictated by the teacher • Segment words into phonemes and represent these by graphemes spelling many correctly • Spell many common exception words <i>Some may be able to:</i> • Spell most common exception words • Add suffixes to spell most words correctly in writing –ment, -ness, -ful, -less, -ly Handwriting: • Form capital letters and digits of the correct size, orientation and relationship to lower case letters • Use spacing between words that reflects the size of the letter <i>Some may be able to:</i> • Use diagonal and horizontal strokes needed to join some letters
What are the KS1 National Curriculum aims?	<u>Spelling</u> Pupils should be taught to spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <u>Handwriting</u> Pupils should be taught to: • 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 one another, are best left unjoined • 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.

Composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar & punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

**Milestones for
the end of
Year 2**

Children meeting the expected standard for writing at the end of KS1 will:

- write simple coherent narrative
- write about real events, recording simple and clearly
- use tenses correctly and consistently
- use adjectives to add information
- join clauses using co-ordinating and sub-ordinating conjunctions e.g. and/but/or when/if/that/because
- accurately use capital letters for proper nouns
- use commas in a list
- use apostrophes to show possession
- accurately demarcate sentences using capital letters, finger spaces and full stops
- use a questions mark, when required
- apply their phonics knowledge to segment words into phonemes and represent these by graphemes spelling many correctly
- can usually use the correct homophone
- can write simple sentences dictated by adults
- spell many of the year 1 and 2 common exception words
- form and orientate digits and capital letters of the correct size and relationship to lower case letters