English Writing Progression Map

Writing progression

Phonics and spellings

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| Nursery | Reception | Year 1 | Year 2 |
| Key Vocabulary  Rhythm  Rhyme  Listen  Hear  sounds | Rhyme  Sound  Phoneme  Segment  Blend  Letters  decode | Phoneme, grapheme  Digraph, split-digraph, trigraph  Alternative  Segment  Blend  Decode  Tricky  Prefix, suffix  plural | Phoneme, grapheme  Digraph, split-digraph, trigraph  Alternative  Segment  Blend  Decode  Tricky  Prefix, suffix  Plural  Homophone  Apostrophe  Polysyllabic monosyllabic |
| Enjoys rhyming and rhythmic activities  Shows an awareness of rhyme and alliteration  Recognises rhythm in spoken words  Phase 1 phonics games and activities | Continues a rhyming string  Hears and says the initial sounds in words  Can segment the sounds in simple words and blend them together  Links sounds to letters, naming and sounding letters of the alphabet  Represents some sounds correctly and in the correct sequence (CVC CCVC words)  Children write some irregular common words (phase 2/3 phonics)  Children’s writing shows phonetically plausible words | words containing each of the 40+ phonemes taught  year 1 common exception words  the days of the week  name the letters of the alphabet in order  using letter names to distinguish between alternative spellings of the same sound | Segmenting words into phonemes and representing these by graphemes, spelling many correctly.  Learning new ways of spelling phonemes for which one or more spellings are known, and learn some words with each spelling, including a few common homophones.  Spell year 2 common exception words  Spell more words with contracted forms  Learning the possessive apostrophe (singular)  Distinguish between homophones and near homophones |
|  |  | 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  apply simple spelling rules and guidance from Appendix 1 | Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.  Apply spelling rules and guidance |

Vocabulary

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| --- | --- | --- | --- |
| Nursery | Reception | Year 1 | Year 2 |
| Talk  describe | Describe  Adjectives  senses | Adjectives  Noun  verb | Adjectives  Noun  Verb  adverbs |
| Through talk support children to describe objects. | Beginning to use simple adjectives, big hot, red etc | expanded noun phrases to describe and specify | expanded noun phrases to describe and specify |

Punctuation grammar

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary  sentence | Talk  Sentence  Finger spaces  Capital letters  Full stops | Sentence  Finger spaces  Capital letters  Full stops  Co-ordination (joining)  And  Pronoun names  Question mark  Exclamation mark | Sentence  Finger spaces  Capital letters  Full stops  Co-ordination subordination (joining)  And  Pronoun names  Question mark  Speech marks  Exclamation mark  paragraph  Present tense  Past tense |
| Through language facilitation and modelling adults construct and extend grammatically correct sentences. | Through play adults model and extend children’s talk.  Children begin to write a simple sentence showing awareness of capital letters and full stops | Joining words and joining clauses using and  Punctuate using a capital letter, full stop, question mark or exclamation mark.  Use a capital letter for names, places, days of the week, and the personal pronoun I. | Learn how to use sentences with different forms: statement, question, exclamation, command.  Expanded noun phrases to describe and specify  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). |

Grammar including grammatical terminology

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| Nursery | Reception | Year 1 | Year 2 |
|  | To learn the words sentence, words, finger space, capital letter and full stop (if appropriate) | Learn the grammar for year 1 English curriculum.  Use grammatical terminology in their writing. (letter, capital letter, word, singular, sentence, punctuation, full stop, question mark, exclamation mark) | Learning how to use both familiar and new punctuation correctly, including year 1 punctuation and apostrophes for contracted forms and the possessive (singular)  Know the grammar for the year 2 English curriculum.  Some features of standard written English.  Use and understand grammatical terminology in discussing their writing. |

Handwriting

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| Nursery | Reception | Year 1 | Year 2 |
| Key Vocabulary  Mark making  Pencil  Pen  Lines  Circles  letters | Letters  Lowercase  Capital  Finger spaces  Flick  Loop  line | Lowercase  Capital  Ascenders  Descender  Finger spaces  line | Lowercase  Capital  Ascenders  Descender  Finger spaces  Join  Flick  loop |
| To explore mark making using a variety of tools and media. | To explore mark making using a variety of tools and media.  To draw lines, circles and other handwriting patterns.  To progress through the year to sitting at a table and holding a pencil correctly.  To use a pencil affectively to form most lowercase letters correctly.  (Exceeding) To begin to write on lines and keep all letters the same size. | Sit correctly at a table, holding a pencil comfortably and correctly.  Begin to form lower-case letters with correct orientation.  Form capital letters  Form digits 0-9  Understand about handwriting families.  Leave spaces between words | 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.  Use spacing between words that reflects the size of the letters  Write capital letters and digits of the correct size, orientation and relationship to each other and to lower case letters. |

Transcription

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| Nursery | Reception | Year 1 | Year 2 |
|  | During phonics children are able to write key words, sounds and CVC CCVC words. | Write from memory simple sentences dictated by the teacher that include words using the GPC’s and CE words taught so far. | Write from memory simple sentences dictated by the teacher that include words using the GPC’s, CE words and punctuation taught so far |

Planning and composition

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | Sentence  tell | Plan  Ideas  Segment  Blend  Words  order | Plan  Sequence  sentence |
|  | Through role-play children begin to construct simple sentences.  Children will tell an adult what meaning they will give to their marks before they mark make. | Children can say their ideas out loud for an adult to scribe.  Children orally segment and blend a word before they write it.  Using visuals children can construct a simple sentence orally before writing it down.  Children’s writing will match their spoken word. | Say out loud what going to write.  Compose a sentence orally before writing in.  Sequence sentences to form narratives.  Planning or saying out loud what they are going to write about |

Drafting writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabylry: |  | Ideas  draft | Plan  Draft  ideas |
|  |  | Writing down key ideas and/or key words, including new vocabulary  Encapsulating what they want to say word by word then sentence by sentence | Writing down ideas including new vocabulary  Encapsulating what they want to say sentence by sentence |

Editing writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | Read back | Re-read  Sense  Evaluate  Check  Mistake/errors | Re-read  Check  Sense  Content  Grammar  Spellings  punctuation |
|  | Children begin to read back their writing with an adult. | Evaluating their writing with the teacher  Re-reading to check that their writing makes sense  Proofreading to check for errors in spelling and use of capital letters and full stops | 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  Proof reading to check for errors in spelling, grammar and punctuation  Read aloud what they have written to make the meaning clear |

Progression through different genres

Recount

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | Time adverbials  First  Next  After that  order | Time adverbials  First  Next  After  Later  Finally  And  But  So  Because  Event  Recount  sequence | Time adverbials as before  Introduction  Past tense  Adjectives  Chronological order  Exclamation sentences  conjunctions |
| To orally recount an event.  Adults to facilitate talk through modelling, extending and correcting language. | To orally recount an event  To begin orally use time adverbials; first, next, after etc…  To talk/write in the first person  To describe clearly what happened  To recall in the correct chronological order.  To be scaffolded to write through use of visuals, photos etc showing the correct order.  To begin to join a sentence with and | To orally recount events  Who, what, when, where and why in a few sentences  To use time adverbials; first, next, after, later  Written in past tense.  First person  Chronological order  Use coordinating and subordinating conjunctions | An introduction which answers who, what, when, where and why  To use time adverbials and other appropriate adverbials  Written in the past tense  First person  Describe clearly what has happened  Chronological order  Exclamation sentences where appropriate  Use coordinating and subordinating conjunctions |

Story Writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | Re-tell  Story  Describe  Beginning  Middle  end | Describe  Adjective  verb  Setting  Characters  Beginning  Middle  end  Conjunctions and | Paragraph  Description  Characters  Adjectives  Noun phrase  Verbs  Adverbs  Emotions  Beginning  Middle  End  Problem  Resolution  Synonyms  Similes  Conjunctions  Exclamation sentences |
|  | To orally re-tell a story  To write about characters  To describe the setting  To write the beginning, middle and end  To begin to join a sentence with and | To include an opening paragraph which describes the characters and the setting.  To include a problem or dilemma  Begin to describe the character’s feelings and emotions  Include simple adjectives and verbs  Use noun phrases which add detail to description.  Use coordinating conjunctions to link two main ideas.  Use exclamation sentences (where appropriate)  Begin to use speech marks (where appropriate) | To include an opening paragraph which describes the characters and the setting.  To include a problem or dilemma  Begin to describe the character’s feelings and emotions  Use speech marks  Include powerful adjectives, verbs and adverbs  Include some synonyms, similes and metaphors and alliteration  Write in paragraphs and include multiclause sentences.  Use coordinating conjunctions to link two main ideas  Use noun phrases which add detail to the description  Use the progressive form of verbs  Use exclamation sentences  Use nouns and pronouns for clarity and cohesion |

Non Chronological report

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | describe | Non-chronological report  Sentence  Describe  Adjective  title | Non-Chronological report  Present tense  Third person  Ideas  Coordinating conjunctions  Accurate  Title  Subheadings  Paragraph  Diagram  Technical vocabulary (Tier 3 words) |
|  | Sentences that describe a picture | Title  Opening sequence that explains what report is about  Picture  Sentence linked to the pictures | Written in the present tense and the third person  Use coordinating conjunctions to link two main ideas.  Use subordinating conjunctions in the middle of sentences.  Information is actual and accurate  Pictures/diagrams  Subheadings  Technical vocabulary  Use noun phrases which inform  Use apostrophe’s to mark possession |

Letter writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:  Letter  Send  address | Letter  Send  Post  Address  To  from | Letter  Address  Dear  Greeting  from | Letter  Address  Dear  Greeting  From  Question  Exclamation sentence |
| Through role-play mark make writing letters. | Through role-play mark make writing letters.  Use dear  Simple sentences with chatty language  Informal ending | Senders address at top right  Dear…  Write a greeting  Chatty language  Write details  Informal ending | Senders address at top right  Dear…  Write a greeting  Chatty language  Write details  Informal ending  Use question marks and exclamation marks |

Diary writing

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| Nursery | Reception | Year 1 | Year 2 |
| Days of the week  diary | Days of the week  Diary  Re-tell  Describe  adjective | First person  Re-tell  Event  Adjectives  Order  Time adverbials  Past tense | First person  Re-tell  Event  Adjectives  Order  Time adverbials  Past tense  date |
| Through discussions talk about days of the week.  Include diaries in role-play props for writing | Through discussions talk about days of the week.  Include diaries in role-play props for writing Write in first person  Retell an event  Use a simple adjective | Write in first person  Re-tell an important event  Use simple adjectives to describe feelings  Write in chronological order  Use time adverbials  Write in past tense | Write in first person  Describe important events  Use emotive language  Thoughts and feelings  Written in chronological order  Use time adverbials  Informal/chatty style  Written in past tense  Include a date |

Instructions

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:  instructions | Instructions  First  Next  Then  title | Instructions  Simple time adverbials  Title  Bossy verbs  Order  Commas  list | Instructions  Bullet points  time adverbials  Title  Bossy verbs  Order  Commas  List  Labelled diagram |
| Children begin to follow 1 and two step instructions. | Children follow two/ three step instructions  Children orally give instructions  Title  Simple vocabulary  Numbered points | Title  Simple vocab  Time adverbials  Imperative (bossy) verbs  Numbered points  Written in correct order and to make sense  Use commas to separate items in a list | Title  Time adverbials  Imperative verbs  Numbered/bullet points  Labelled diagrams  Written in the correct order and to make sense  Use commas to separate items in a list |

Persuasive writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary |  |  | Advertisment  Debate  Article  Report  Introduction  Paragraph  Believe  Opinion  Firstly  Secondly  facts |
|  |  |  | Immerse in many different form e.g adverts, debates, articles, reports.  An introductory paragraph  Some believe that  In my opinion  Therefore  For this reason  I feel that  Firstly  Secondly  Pointing out arguments for and events  Facts and statistics  Has facts that support the evidence given |

Poetry

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:  Rhyme  song | Rhyme  Song  poems | Poems  Pattern  Rhyme  Humour  List  acrostic | Poem  Poet  Pattern  Rhyme  Similes  Metaphors  Haiku  Kennings |
| Explore rhyme and alliteration through songs and rhymes | Explore rhyme and alliteration  Write a list of rhyming words  Write a list poem using adjectives | Write humorous poems  Write nature poems  Write list poems  Acrostic poems | Write poems in the style of poets Michael Rosen Roald Dahl  Shape poems  List poems  Using poetic language and  Haiku  Kennings  Similes and metaphors |

Performing writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:  Act out  Story | Act out  Story  Event  roles | audience | Audience  Pace  Fluency  volume |
| Children use role-play as a means of acting out events and sorties.  Children take on roles in their play. | Children use role-play as a means of acting out events and sorties.  Children take on roles in their play.  Children read sentences out loud. | Children read their work aloud sometimes to an audience. | Children read their work aloud showing an awareness of an audience. |