English Writing Progression Map

Writing progression

Phonics and spellings

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| Nursery | Reception | Year 1 | Year 2 |
| Key VocabularyRhythmRhymeListenHearsounds | RhymeSoundPhonemeSegmentBlendLettersdecode | Phoneme, graphemeDigraph, split-digraph, trigraphAlternativeSegmentBlendDecodeTrickyPrefix, suffixplural | Phoneme, graphemeDigraph, split-digraph, trigraphAlternativeSegmentBlendDecodeTrickyPrefix, suffixPluralHomophoneApostrophePolysyllabic monosyllabic |
| Enjoys rhyming and rhythmic activitiesShows an awareness of rhyme and alliterationRecognises rhythm in spoken wordsPhase 1 phonics games and activities | Continues a rhyming stringHears and says the initial sounds in wordsCan segment the sounds in simple words and blend them togetherLinks sounds to letters, naming and sounding letters of the alphabetRepresents 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 taughtyear 1 common exception wordsthe days of the weekname the letters of the alphabet in orderusing 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 wordsSpell more words with contracted formsLearning 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 verbsusing the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root wordsapply 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 |
| Talkdescribe | DescribeAdjectivessenses | AdjectivesNounverb | AdjectivesNounVerbadverbs |
| 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 vocabularysentence | TalkSentenceFinger spacesCapital letters Full stops | SentenceFinger spacesCapital letters Full stopsCo-ordination (joining)AndPronoun namesQuestion markExclamation mark | SentenceFinger spacesCapital letters Full stopsCo-ordination subordination (joining)AndPronoun namesQuestion markSpeech marksExclamation markparagraphPresent tensePast 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 andPunctuate 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 specifyThe 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 VocabularyMark makingPencilPenLinesCirclesletters | LettersLowercaseCapitalFinger spacesFlickLoopline | LowercaseCapitalAscendersDescenderFinger spacesline | LowercaseCapitalAscendersDescenderFinger spacesJoinFlickloop |
| 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 lettersForm digits 0-9Understand about handwriting families.Leave spaces between words | Form lower case letters of the correct size relative to one anotherStart 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 lettersWrite 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: | Sentencetell | PlanIdeasSegmentBlendWordsorder | PlanSequencesentence |
|  | 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: |  | Ideasdraft | PlanDraftideas |
|  |  | Writing down key ideas and/or key words, including new vocabularyEncapsulating what they want to say word by word then sentence by sentence | Writing down ideas including new vocabularyEncapsulating 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-readSenseEvaluateCheckMistake/errors | Re-readCheckSenseContentGrammarSpellingspunctuation |
|  | 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 pupilsRe-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistentlyProof 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 adverbialsFirstNextAfter thatorder | Time adverbialsFirstNextAfterLaterFinallyAndButSoBecauseEventRecountsequence | Time adverbials as beforeIntroductionPast tenseAdjectives Chronological orderExclamation sentencesconjunctions |
| To orally recount an event.Adults to facilitate talk through modelling, extending and correcting language. | To orally recount an eventTo begin orally use time adverbials; first, next, after etc…To talk/write in the first personTo describe clearly what happenedTo 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 eventsWho, what, when, where and why in a few sentencesTo use time adverbials; first, next, after, laterWritten in past tense.First personChronological orderUse coordinating and subordinating conjunctions | An introduction which answers who, what, when, where and whyTo use time adverbials and other appropriate adverbialsWritten in the past tenseFirst personDescribe clearly what has happenedChronological orderExclamation sentences where appropriateUse coordinating and subordinating conjunctions |

Story Writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary: | Re-tellStoryDescribeBeginningMiddleend | DescribeAdjectiveverbSettingCharactersBeginningMiddleendConjunctions and | ParagraphDescriptionCharactersAdjectivesNoun phraseVerbs AdverbsEmotionsBeginningMiddleEndProblemResolutionSynonymsSimilesConjunctionsExclamation sentences |
|  | To orally re-tell a storyTo write about charactersTo describe the settingTo write the beginning, middle and endTo begin to join a sentence with and | To include an opening paragraph which describes the characters and the setting.To include a problem or dilemmaBegin to describe the character’s feelings and emotionsInclude simple adjectives and verbsUse 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 dilemmaBegin to describe the character’s feelings and emotionsUse speech marksInclude powerful adjectives, verbs and adverbsInclude some synonyms, similes and metaphors and alliterationWrite in paragraphs and include multiclause sentences.Use coordinating conjunctions to link two main ideasUse noun phrases which add detail to the descriptionUse the progressive form of verbsUse exclamation sentencesUse 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 reportSentenceDescribeAdjectivetitle | Non-Chronological reportPresent tenseThird personIdeasCoordinating conjunctionsAccurateTitleSubheadingsParagraphDiagramTechnical vocabulary (Tier 3 words) |
|  | Sentences that describe a picture | TitleOpening sequence that explains what report is aboutPictureSentence linked to the pictures | Written in the present tense and the third personUse coordinating conjunctions to link two main ideas.Use subordinating conjunctions in the middle of sentences.Information is actual and accuratePictures/diagramsSubheadingsTechnical vocabularyUse noun phrases which informUse apostrophe’s to mark possession |

Letter writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:LetterSendaddress | LetterSendPostAddressTofrom | LetterAddressDearGreetingfrom | LetterAddressDearGreetingFromQuestionExclamation sentence |
| Through role-play mark make writing letters. | Through role-play mark make writing letters.Use dearSimple sentences with chatty languageInformal ending | Senders address at top rightDear…Write a greetingChatty languageWrite detailsInformal ending | Senders address at top rightDear…Write a greetingChatty languageWrite detailsInformal endingUse question marks and exclamation marks |

Diary writing

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| Nursery | Reception | Year 1 | Year 2 |
| Days of the weekdiary | Days of the weekDiaryRe-tellDescribeadjective | First personRe-tellEventAdjectivesOrderTime adverbialsPast tense | First personRe-tellEventAdjectivesOrderTime adverbialsPast tensedate |
| 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 personRetell an eventUse a simple adjective | Write in first personRe-tell an important eventUse simple adjectives to describe feelingsWrite in chronological orderUse time adverbialsWrite in past tense | Write in first personDescribe important eventsUse emotive languageThoughts and feelingsWritten in chronological orderUse time adverbialsInformal/chatty styleWritten in past tenseInclude a date |

Instructions

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:instructions | InstructionsFirstNext Thentitle | InstructionsSimple time adverbialsTitleBossy verbsOrderCommaslist | InstructionsBullet pointstime adverbialsTitleBossy verbsOrderCommasListLabelled diagram |
| Children begin to follow 1 and two step instructions. | Children follow two/ three step instructionsChildren orally give instructionsTitleSimple vocabularyNumbered points | TitleSimple vocabTime adverbialsImperative (bossy) verbsNumbered pointsWritten in correct order and to make senseUse commas to separate items in a list | TitleTime adverbialsImperative verbsNumbered/bullet pointsLabelled diagramsWritten in the correct order and to make senseUse commas to separate items in a list |

Persuasive writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary |  |  | AdvertismentDebateArticleReportIntroductionParagraphBelieveOpinionFirstlySecondlyfacts |
|  |  |  | Immerse in many different form e.g adverts, debates, articles, reports.An introductory paragraphSome believe thatIn my opinionThereforeFor this reasonI feel thatFirstlySecondlyPointing out arguments for and eventsFacts and statisticsHas facts that support the evidence given |

Poetry

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:Rhymesong | RhymeSongpoems | PoemsPatternRhymeHumourListacrostic | PoemPoetPatternRhymeSimilesMetaphorsHaikuKennings |
| Explore rhyme and alliteration through songs and rhymes | Explore rhyme and alliterationWrite a list of rhyming wordsWrite a list poem using adjectives | Write humorous poemsWrite nature poemsWrite list poemsAcrostic poems | Write poems in the style of poets Michael Rosen Roald DahlShape poemsList poemsUsing poetic language and HaikuKenningsSimiles and metaphors |

Performing writing

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| Nursery | Reception | Year 1 | Year 2 |
| Key vocabulary:Act outStory | Act outStoryEventroles | audience | AudiencePaceFluencyvolume |
| 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. |