



English Writing Progression Map

Writing progression

Phonics and spellings

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 Dictate	Phoneme, grapheme Digraph, split-digraph, trigraph Alternative Segment Blend Decode Tricky Prefix, suffix Plural Homophone Apostrophe Polysyllabic monosyllabic
Supersonic Phonic Friends – Firm Foundations in Phonics Enjoys rhyming and rhythmic activities Shows an awareness of rhyme and alliteration Recognises rhythm in spoken words Phase 1 phonics games and activities	<u>Spelling</u> <i>I can spell words by identifying sounds in them and representing the sounds with a letter or letters using my Basics 2 and 3 (10 digraphs) phonic knowledge.</i> 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	<u>Spelling</u> I can spell words containing phonic sounds up to HL5b/c correctly most of the time. I can spell year 1 common exception words and the days of the week I can name the letters of the alphabet in order I can use letter names to distinguish between alternative spellings of the same sound	<u>Spelling</u> I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. I can spell most year 1 and 2 CEW 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 more words with contracted forms

	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		Learning the possessive apostrophe (singular)
		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

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

Nursery	Reception	Year 1	Year 2
Key vocabulary sentence	Talk Sentence Finger spaces	Sentence Finger spaces Capital letters	Sentence Finger spaces Capital letters

	Capital letters Full stops	Full stops Co-ordination (joining) And Pronoun names Question mark Exclamation mark	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	<u>Punctuation</u> I can use appropriate punctuation most of the time; capital letters (including for proper nouns), full stops, exclamation and question marks. I can consistently use spaces between words. I can spell most Year 1 CEW (including days of the week) Joining words and joining clauses using and	<u>Punctuation</u> I can demarcate some sentences with capital letters, full stops and use exclamation and question marks where appropriate. I can use consistent spacing between words. I can use commas to separate a list. I can use apostrophes to mark where letters are missing and to mark singular possession in nouns. 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).
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Grammar including grammatical terminology

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

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, writing in a book with lines. To use a pencil affectively to form most lowercase letters correctly. To form digits 0-9 (Exceeding) To begin to write on lines and keep all letters the same size.	<u>Handwriting</u> I can form capital, lowercase case letters and digits 0-9 correctly most of the time. If able I can begin to form the first diagonal joins to letters without and to ascenders. (See handwriting progression) Sit correctly at a table, holding a pencil comfortably and correctly. Leave spaces between words	<u>Handwriting</u> I can form capital letters and digits of the correct size, orientation and relationship to one another. I can begin to form diagonal and horizontal joins and use them in my written work and to know which are best left unjoined. Use spacing between words that reflects the size of the letters
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Transcription

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

Nursery	Reception	Year 1	Year 2
Key vocabulary:	Sentence tell	Plan Ideas Segment Blend Words order	Plan Sequence sentence

I can tell an adult what I have drawn or painted. I can begin to write some letters from my name I can ascribe meaning to other marks, like on signs, logos or labels. I can start to write identifiable shapes and letters.	<u>Sentence</u> I can write simple phrases and sentences that can be read by others. 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. <u>Sentence</u> I can use 'and' to extend sentences. I can use adjectives I can write a narrative with a beginning, middle and end. (Showing an awareness of a problem and resolution) I can use some features of different text types (although not consistently)	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 <u>Sentence</u> I can write simple, coherent narratives about personal experiences and those of others (real or fictional) I can write about real events, recording those simply and clearly. I can write expanded noun phrases for description and specification. I can plan, revise and edit my work. I can use subordination (using when, if, that, because) and co-ordination (using or, and, but) I can write in the correct tense.
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Drafting writing

Nursery	Reception	Year 1	Year 2
Key vocabulary:		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
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Editing writing

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

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

Nursery	Reception	Year 1	Year 2
Key vocabulary:	Re-tell	Describe	Paragraph

	Story Describe Beginning Middle end	Adjective verb Setting Characters Beginning Middle end Conjunctions and	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 multiclaue 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
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Non Chronological report

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

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

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	Write in first person Re-tell an important event Use simple adjectives to describe feelings Write in chronological order	Write in first person Describe important events Use emotive language Thoughts and feelings Written in chronological order



	Use a simple adjective	Use time adverbials Write in past tense	Use time adverbials Informal/chatty style Written in past tense Include a date
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Instructions

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

Nursery	Reception	Year 1	Year 2
Key vocabulary			Advertisement 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

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
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Performing writing

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.