



# **Writing**

## **Curriculum Map**

### **and Progression of Skills**

## Writing – Curriculum Maps

Reception Writing Curriculum						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic / Adult initiated context for writing</b>	<b>Marvelous Me</b>	<b>Celebrations</b>	<b>My Planet</b>	<b>Healthy Me</b>	<b>Growing and Changing</b>	<b>My Local Area</b>
<b>Class text link</b>	The Colour Monster Funny Bones Leaf Man The Little Red Hen	Room on a Broom The Gingerbread Man Stick Man	Look Up Whatever Next Somebody Swallowed Stanley Clean Up	Supertato Goldilocks and the Three Bears	The Very Hungry Caterpillar Jack and the Beanstalk The Tiny Seed Oliver Vegetables	Martha Maps It Out My Map Book The Three Little Pigs
<b>Vocabulary</b>	Characters, retell, events, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, lower-case, formation, sound fingers, letter, word, tripod grip	Characters, retell, events, beginning, middle, end, sequence, fiction, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, lower-case, formation, digraphs, sound fingers, letter, word	Characters, retell, events, beginning, middle, end, sequence, fiction, nonfiction, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, lower-case, capital letters, formation, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip	Characters, retell, events, beginning, middle, end, sequence, fiction, nonfiction, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, lower-case, capital letters, formation, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip	Characters, retell, events, beginning, middle, end, sequence, fiction, nonfiction Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip	Characters, retell, events, beginning, middle, end, sequence, fiction, nonfiction Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip
<b>Writing outcomes</b>	<ul style="list-style-type: none"> <li>Telling an adult what they have drawn or painted</li> <li>Recognising and writing a capital letter at the start of their name</li> <li>Identifying sounds from own name in other words</li> <li>Ascribing meaning to other marks, like on signage</li> <li>Starting to write identifiable shapes and letters</li> <li>Drawing lines and circles in the air, on the floor or on large sheets of paper</li> <li>Using tools for mark making with control</li> <li>Gripping using five fingers or preferably two fingers and thumb for control</li> <li>Copying shapes, letter and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to form lowercase and capital letter in name correctly</li> <li>Being more confident in writing identifiable shapes and letters</li> <li>Segmenting and blending the sounds in simple words</li> <li>Spelling words by identifying the sounds and then writing the sound with letter/s</li> <li>Talking about sentences</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use phonic knowledge to write words in ways which match their spoken sounds</li> <li>Beginning to write some irregular common words</li> <li>Spelling small, familiar words correctly and beginning to make phonetically plausible attempts at more complex words</li> <li>Beginning to read writing back</li> <li>Beginning to name the sounds</li> </ul>	<ul style="list-style-type: none"> <li>Using their phonic knowledge to write words in ways which match their spoken sounds</li> <li>Writing some irregular common words</li> <li>Writing simple sentences which can be read by themselves and sometimes by others</li> <li>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words</li> <li>Re-reading what they have written to make sure it makes sense</li> <li>Naming sounds</li> <li>Starting to explore the use of full stops and capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Using their phonic knowledge to write words in ways which match their spoken sounds</li> <li>Writing some irregular common words</li> <li>Writing simple sentences which can be read by themselves and sometimes by others</li> <li>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words</li> <li>Re-reading what they have written to make sure it makes sense</li> <li>Naming sounds</li> <li>Starting to use full stops and capital letters in the correct places</li> </ul>	<p style="text-align: center;"><b>ELG</b></p> <p><b>Write recognisable letters, most of which are correctly formed</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></p> <p><b>Write simple phrases and sentences that can be read by others</b></p>

## Year 1 Writing Curriculum

Term	Autumn	Spring	Summer
<b>Writing context</b>	Non-Fiction: Recount (1 week) Non-Fiction: Labels, lists and signs (2 weeks) Fiction: Stories with familiar settings (2 weeks) Fiction: Traditional Tales – journeys (2 weeks) Fiction: Stories from other cultures (2 weeks) Non-Fiction: Information texts (2 weeks)	Fiction: Stories about friendships (3 weeks) Non-Fiction: Writing instructions (2 weeks) Fiction: Adventure stories (3 weeks) Non-Fiction: Explanation (2 weeks)	Fiction: Fairytales – focus on character (2 weeks) Non-Fiction: Recount (2 weeks) Fiction: Fantasy (3 weeks) Non-Fiction: Short letters (2 weeks) Poetry: Observational poems – using senses (2 weeks)
<b>Class texts</b>	What the Ladybird Heard at the Seaside Not a Stick Supporting texts: Billy's Bucket Knuffle Bunny Supporting texts: The Dog and the Lost Mum, 5 Minutes Peace The Three Billy Goats Gruff, Supporting texts: Little Red Riding Hood, Three Little Pigs Handa's surprise The Usborne Book of Machines Supporting texts:	The Kindest Red Supporting texts: The Proudest Blue, The Friendship Bench Toy Story 2 Video Clip Supporting texts: Don't Let the Pigeon Drive the Bus, Boris and Sid are Bad Katie and the British Artists Supporting texts: <b>Link to set artist</b> Katie book series Link to DT / Art / Science focus	Snow White, Snow White in New York Teacher modelled examples The Astonishing Secret of Awesome Man Supporting text: Superheroes – all sorts The Jolly Postman or Other Peoples Letters Support texts: Boris and Sid met a Shark, Dear Greenpeace Poem Maker, Word Shaker, The Works, My First Oxford Book of Poems Supporting texts: I Am the Seed That Grew the Tree
<b>Writing outcomes</b>	Postcard about the summer holidays – using past tense Writing captions using capital letters and full stops Retelling a story in own words, writing simple sentences Re writing a traditional tale – taking the reader on a journey Writing a story based on other cultures using conjunctions Writing information texts using question marks and suffixes 'ing' and 'ed'	Writing a similar story based on friendships and sharing whilst exploring sentence openers Writing a set of instructions using imperative verbs and time conjunctions Writing their own version of an adventure story using adjectives, explanation marks and suffixes er, est Creating an explanation texts linked to Art/DT/Science using information which describes a process and forms research	Write a character description using adjectives and simple conjunctions Writing a chronological recount based on their school trip Writing a fantasy tale with their own superhero Writing a short letter in the voice of their favourite character Writing observational poems using their senses
<b>Cross curricular</b>	Geography and DT focus	Art and DT Focus	History and DT Focus

## Year 2 Writing Curriculum

Term	Autumn	Spring	Summer
<b>Writing context</b>	<p><b>Narrative about personal experiences and those of others</b> Fiction:</p> <p>Retell</p> <p><b>Writing about real events</b> Non-fiction: Recount</p> <p><b>Writing about real events</b> Non-fiction: Writing instructions</p> <p><b>Writing about real events</b> Non-fiction: Diary writing</p>	<p><b>Narrative about personal experiences and those of others (real and fictional)</b> Fiction: Character description</p> <p><b>Writing about real events</b> Non-Fiction: Non-chronological report</p> <p><b>Narrative about personal experiences and those of others (real and fictional)</b> Fiction: Setting description</p> <p><b>Narrative about personal experiences and those of others (real and fictional)</b> Fiction: Fairytales alternative endings</p>	<p><b>Narrative about personal experiences and those of others (real and fictional)</b> Fiction: Narrative / retell</p> <p><b>Narrative about personal experiences and those of others (real and fictional)</b> Fiction: Narrative</p> <p><b>Writing about real events</b> Non-Fiction: Information text</p> <p><b>Writing about real events</b> Non-Fiction: Letters</p> <p><b>Poetry:</b> Nonsense poems</p>
<b>Class texts</b>	<p>Journey Supporting texts:</p> <p>Mrs Armitage on Wheels Supporting texts:</p> <p>Amelia Earheart Supporting texts:</p>	<p>The Tear Thief Supporting texts: The BFG</p> <p>Something Fishy – video Supporting texts: Teacher modelled examples</p> <p>Dangle – video Supporting texts: Diamante poems</p> <p>Grandad's Island Supporting texts: Cloudy with a Chance of Meatballs</p> <p>Rapunzel Supporting texts: Hansel and Gretel</p>	<p>Footpath Flowers</p> <p>Cloudy with a Chance of Meatballs</p> <p>Teacher modelled examples – link to History / DT / Science</p> <p>Teacher modelled examples – link to Science</p> <p>Ning Nang Nong Supporting texts: Dr Seuss</p>
<b>Writing outcomes</b>	<p>Write a retelling of the story – taking the reader on a journey</p> <p>Writing a recount of a real event using past tense, time conjunctions,</p> <p>Writing instructions for how to make a bike using imperative verbs,</p> <p>Writing a diary entry in the role of Amelia Earheart</p>	<p>Writing a character description using expanded noun phrases</p> <p>Writing a setting description using expanded noun phrases</p> <p>Writing a non-chronological report</p> <p>Writing an alternative fairytale using the features of narrative – focus on endings</p>	<p>Writing an adventure story</p> <p>Writing a narrative focusing on beginning, middle and end</p> <p>Writing an information text linked to History / Science</p> <p>Writing a letter linked to Science</p> <p>Writing nonsense poems</p>
<b>Cross curricular</b>	Geography and DT focus	Art and DT Focus	History and DT Focus

# EYFS Writing Progression

Literacy							
		Nursery expectations	Progress expectations through Reception				Links to KS1
			<i>End of N Summer Term / R Autumn Baseline</i>	<i>End of Autumn Term</i>	<i>End of Spring Term</i>	<i>End of Summer Term (ELG)</i>	<i>End of Year 1 expectations</i>
Writing	Not applicable at this stage	<p>Making marks, but do not always ascribing meaning to the marks</p> <p>Distinguishing between the different marks they make</p> <p>Sometimes giving meaning to marks as they draw and paint</p> <p>Ascribing meanings to marks that they see in different places</p> <p>Telling an adult what they have drawn or painted</p> <p>Copying shapes, letter and pictures</p>	<p>Recognising a capital letter at the start of their name</p> <p>Identifying sounds from own name in other words</p> <p>Ascribing meaning to other marks, like on signage</p> <p>Starting to write identifiable shapes and letters</p> <p>Drawing lines and circles in the air, on the floor or on large sheets of paper</p> <p>Using tools for mark making with control</p> <p>Gripping using five fingers or preferably two fingers and thumb for control</p>	<p>Beginning to form lowercase and capital letters correctly</p> <p>Being more confident in writing identifiable shapes and letters</p> <p>Segmenting and blending the sounds in simple words and naming sounds</p> <p>Spelling words by identifying the sounds and then writing the sound with letter/s</p> <p>Talking about sentences and starting to write short sentences</p> <p>Starting to use full stops and capital letters in the correct places</p>	<p>Using their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Writing some irregular common words</p> <p>Writing simple sentences which can be read by themselves and sometimes by others</p> <p>Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words</p> <p>Re-reading what they written to make sure it makes sense</p>	<p><b>Write recognisable letters, most of which are correctly formed</b></p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></p> <p><b>Write simple phrases and sentences that can be read by others</b></p>	<p><i>Sequence sentences to form short narratives</i></p> <p><i>Sequence sentences in chronological order to recount an event /experience</i></p> <p><i>May attempt to use a range of conjunctions</i></p> <p><i>Make sure that word choices are relevant to the context and use word banks to support this</i></p> <p><i>Begin to use adjectives to add detail to sentences</i></p> <p><i>Use capital letters for the names of people, places and days of the week</i></p>
	Vocab		<b>lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip</b>				

## KS1 Writing Progression

		<i>Transcription</i>	
		<b>Year 1</b>	
<b>Phonics and spelling</b>	<ul style="list-style-type: none"> <li>• spell words containing each of the 40+ phonemes taught</li> <li>• spell common exception words</li> <li>• spell the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes</li> <li>• spelling many correctly</li> <li>• learning new ways of spelling phonemes</li> <li>• known, and learn some words with exception</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones</li> </ul>	
<b>Other word building</b>	<ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe</li> <li>• learning to spell more words with compound</li> <li>• add suffixes to spell longer words,</li> <li>• apply spelling rules and guidelines</li> </ul>	

<b>Transcription</b>	<ul style="list-style-type: none"><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words</li></ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' and to practise these</li></ul>	<ul style="list-style-type: none"><li>• form lower-case letters of the correct size</li><li>• start using some of the diagonal arrows to help understand which letters, when adjacent, are written together</li><li>• write capital letters and digits of the correct size, separate from other letters</li><li>• use spacing between words that are written together</li></ul>

	<b>Composition</b>	
	<b>Year 1</b>	<b>Year 2</b>
<b>Contexts for writing</b>		<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>
<b>Planning for writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>
<b>Drafting writing</b>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>
<b>Editing writing</b>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Performing writing</b>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

Grammar, Punctuation and Grammatical Terminology		
	Year 1	Year 2
Vocabulary	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (! ?)</li> <li>• capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
Grammatical Terminology	<i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	<i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i>