

St. John's CE VA First School
Progression in Writing

Possible text types						
<p><u>Writing to entertain</u> Narrative – short story (including retell) Diary Description – characters/settings Poetry In character/role-play Monologue Play script</p>	<p><u>Writing to inform</u> Recount Letter Instructions Biographies Explanation Non-chronological report/Information text</p>	<p><u>Writing to persuade</u> Letter Speech Poster Campaign</p>	<p><u>Writing to discuss</u> Balanced argument Newspaper article Review Interview transcript</p>			
Yearly overview						
Year group & term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Letter formation (RWI) Developing pencil grip ,Develop a preference for dominant hand Mark making Squiggle when you wriggle	Letter formation (RWI) Pencil grip Name writing Writing to inform Cards for Father Christmas Writing Christmas cards and labels	Letter formation (RWI) Pencil grip Name writing Writing to entertain Story re-telling Story maps Writing to inform Instructions	Letter formation (RWI) Pencil grip Writing to entertain Story retelling Story maps Writing to inform Mini beast fact files Labels and captions Re-tell the Easter story	Letter formation (RWI) Writing to entertain Rhymes Jack and the Beanstalk Story sequencing Story maps Writing to inform Bean diary	Letter formation (RWI) Writing to entertain Sentences Character descriptions Writing to inform All about me sentences for transition
Year 1	Letter formation (RWI) Writing to entertain Story re-telling Setting description Writing to inform Labels, lists and captions	Letter formation (RWI) Writing to entertain Firework poems Story sequencing Character description Writing to inform Describe an old toy Writing to persuade Missing toy poster	Letter formation (RWI) Writing to entertain Story re-telling Senses Poems Writing to inform Facts about myself Labels, questions, recounts	Letter formation (RWI) Writing to entertain Character and setting descriptions Writing to inform Instructions, castle information, recount writing	Letter formation (RWI) Writing to entertain Character descriptions Story writing Writing to inform Fact Files	Letter formation (RWI) Writing to entertain Story writing Sea creature poems Writing to inform Diary writing Writing to persuade Sea creature poster
Year 2	Writing to entertain Story re-telling, character description Writing to discuss	Writing to entertain Shape poetry Story re-telling, story writing	Writing to entertain Storyboard comic strips, story re-telling, story writing	Writing to entertain Character description Story re-telling, story writing Writing to inform	Writing to entertain Story re-telling, story writing, setting description	Writing to entertain Setting description letters and Postcards Writing to inform

	<p>Newspaper Reports</p> <p>Writing to persuade</p> <p>Astronaut posters</p>	<p>Writing to inform</p> <p>Fact files</p> <p>non-chronological reports</p>	<p>Character description</p> <p>Writing to inform</p> <p>Labels and captions</p>	<p>Instructions Revolting</p> <p>Recipes Recount</p>	<p>Writing to inform</p> <p>Diary, recount</p>	<p>Animal facts files</p> <p>Retelling from another point of view</p> <p>Writing to persuade</p> <p>Climate change poster</p>
Year 3	<p>Writing to entertain</p> <p>Story writing - description and setting</p> <p>Dialogue</p> <p>Writing to inform</p> <p>Non-chronological reports - The Stone Age</p>	<p>Writing to entertain</p> <p>Poetry</p> <p>Firework similies</p> <p>Writing to inform</p> <p>Diary writing and Non-Chronological report - Mary Anning</p>	<p>Writing to discuss</p> <p>Newspaper report – Roman invasion of Britain</p> <p>Writing to inform</p> <p>Non-Chronological Report – The Roman Baths</p>	<p>Writing to entertain</p> <p>Story Writing -- Animal story and Dialogue</p> <p>Writing to inform</p> <p>Diary – The Sheep Pig</p>	<p>Writing to entertain</p> <p>Story writing - story set in an imaginary world</p> <p>Writing to inform</p> <p>Explanation linked to animal food groups</p>	<p>Writing to entertain</p> <p>Story writing from the Iron Man’s point of view Simile poetry</p> <p>Writing to inform -</p> <p>Letter writing to explain why Frome is a great place to live</p>
Year 4	<p>Writing to entertain</p> <p>Story writing-Traditional Tales with a twist</p> <p>Writing to inform</p> <p>Biography of Thomas Edison</p> <p>Autobiography</p> <p>Writing to persuade</p> <p>Speech for House Captains</p>	<p>Writing to entertain</p> <p>Poetry</p> <p>Flanders Field</p> <p>Writing to inform</p> <p>WWI Diary/letter writing</p> <p>Ancient Egypt Non chronological report</p> <p>Writing to discuss</p> <p>Newspaper report – Discovery of Tutankhamun Tomb</p>	<p>Writing to entertain</p> <p>Adventure Story writing</p> <p>How to Train Your Dragon</p> <p>Poetry - Kenning ,Haiki</p> <p>Writing to inform</p> <p>Instructions - Dragon Fact file</p>	<p>Writing to entertain</p> <p>Journey Story writing</p> <p>Fire makers Daughter</p> <p>Poetry - Sound Collector</p> <p>Writing to inform</p> <p>Explanation - The Water Cycle</p>	<p>Writing to entertain</p> <p>Gregory Cool</p> <p>Writing to discuss</p> <p>Review of Kilve Residential</p> <p>Writing to persuade</p> <p>Deforestation</p>	<p>Writing to entertain</p> <p>Animal Story writing</p> <p>Writing to inform</p> <p>Diary entries</p> <p>Writing to persuade</p> <p>Letters to retailers about palm oil in products</p>

Skills	EYFS	Year 1	Year 2	Year 3	Year 4
Phonic and whole word spelling	<ul style="list-style-type: none"> ❖ use their phonic knowledge to write words which match their spoken sounds ❖ write some irregular common words ❖ write some words spelt correctly ❖ name the letters of the alphabet. 	<ul style="list-style-type: none"> ❖ spell words containing each of the 40+ phonemes taught ❖ spell common exception words ❖ spell 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 	<ul style="list-style-type: none"> ❖ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ❖ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ❖ learning to spell common exception words ❖ distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> ❖ spell further ❖ homophones ❖ spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> ❖ spell further ❖ homophones ❖ spell words that are often misspelt (Appendix 1)
Other word building/spelling	<ul style="list-style-type: none"> ❖ write other words that are phonetically plausible 	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ learning the possessive apostrophe (singular) ❖ learning to spell more words with contracted forms ❖ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ❖ apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> ❖ use further prefixes and suffixes and understand the guidance for adding them ❖ use dictionaries to check the spelling and meaning of words ❖ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> ❖ use further prefixes and suffixes and understand how to add them ❖ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ❖ use the first 2 or 3 letters of a word to check its spelling in a dictionary

Handwriting	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ 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' and to practise these 	<ul style="list-style-type: none"> ❖ 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. 	<ul style="list-style-type: none"> ❖ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ❖ increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> ❖ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ❖ increase the legibility, consistency and quality of their handwriting
Transcription	<ul style="list-style-type: none"> ❖ 	<ul style="list-style-type: none"> ❖ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ❖ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> ❖ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ❖ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Contexts for writing	<ul style="list-style-type: none"> ❖ writing for different purposes 	<ul style="list-style-type: none"> ❖ writing narratives about personal experiences and those of others (real and fictional) ❖ writing about real events ❖ writing poetry ❖ writing for different purposes 	<ul style="list-style-type: none"> ❖ writing narratives about personal experiences and those of others (real and fictional) ❖ writing about real events ❖ writing poetry ❖ writing for different purposes 	<ul style="list-style-type: none"> ❖ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> ❖ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Planning writing		<ul style="list-style-type: none"> ❖ saying out loud what they are going to write about ❖ composing a sentence orally before writing it 	<ul style="list-style-type: none"> ❖ planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> ❖ discussing and recording ideas ❖ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> ❖ discussing and recording ideas ❖ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	<ul style="list-style-type: none"> ❖ write simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> ❖ sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> ❖ writing down ideas and/or key words, including new vocabulary ❖ encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> ❖ organising paragraphs around a theme ❖ in narratives, creating settings, characters and plot ❖ in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> ❖ organising paragraphs around a theme ❖ in narratives, creating settings, characters and plot ❖ in non-narrative material, using simple organisational devices (headings & subheadings)

Editing writing		<ul style="list-style-type: none"> ❖ discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> ❖ evaluating their writing with the teacher and other pupils ❖ 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 ❖ proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing and suggesting improvements ❖ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ❖ proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing and suggesting improvements ❖ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ❖ proofread for spelling and punctuation errors
Vocabulary		<ul style="list-style-type: none"> ❖ leaving spaces between words ❖ joining words and joining clauses using "and" 	<ul style="list-style-type: none"> ❖ expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> ❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ❖ using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> ❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ❖ using conjunctions, adverbs and prepositions to express time and cause (and place)

Grammar		<ul style="list-style-type: none"> ❖ regular plural noun suffixes (-s, -es) ❖ verb suffixes where root word is unchanged (-ing, ed, -er) ❖ un- prefix to change meaning of ❖ adjectives/adverbs • to combine words to make sentences, including using and ❖ Sequencing sentences to form short narratives ❖ separation of words with spaces ❖ sentence demarcation (.!?) ❖ capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> ❖ sentences with different forms: statement, question, exclamation, command • 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) ❖ some features of written Standard English ❖ suffixes to form new words (-ful, -er, -ness) ❖ sentence demarcation ❖ commas in lists ❖ apostrophes for omission & singular possession 	<ul style="list-style-type: none"> ❖ using the present perfect form of verbs in contrast to the past tense ❖ form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' ❖ word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> ❖ using fronted adverbials ❖ difference between plural and possessive -s ❖ Standard English verb inflections (I did vs I done) ❖ extended noun phrases, including with prepositions ❖ appropriate choice of pronoun or noun to create cohesion
Punctuation		<ul style="list-style-type: none"> ❖ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ❖ using a capital letter for names of people, places, the days of the week, and ❖ the personal pronoun 'I' 	<ul style="list-style-type: none"> ❖ 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) 	<ul style="list-style-type: none"> ❖ using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> ❖ using commas after fronted adverbials ❖ indicating possession by using the possessive apostrophe with singular and plural nouns ❖ using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammatical terminology		<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>