

Writing Progression Map 2024-2025

	Autumn 1a	Autumn 1b	Autumn 2a	Autumn 2b	Spring 1a	Spring 1b	Spring 2a	Spring 2b	Summer 1a	Summer 1b	Summer 2a	Summer 2b
EYFS	<p>Writing and storytelling inspired by Going on a bear hunt</p>  <p>Focus: oracy and pencil grip</p>	<p>Writing and storytelling inspired by The Little Red Hen</p>  <p>Focus: oracy and pencil grip</p>	<p>Writing and storytelling inspired by Whatever Next</p>  <p>Focus: oracy and letter formation</p>	<p>Writing and storytelling inspired by How to Catch a Star</p>  <p>and Room on the broom</p>  <p>Focus: Oracy and CVC/CVCC</p>	<p>Writing and storytelling inspired by Lost and found</p>  <p>And Spider Sandwiches</p>  <p>Focus: Oracy and CVC/CVCC</p>	<p>Writing and storytelling inspired by Gingerbread man</p>  <p>and Blown Away</p>  <p>Focus: Oracy and CVC/CVCC</p>	<p>Writing and storytelling inspired by Supertato</p>  <p>and Superworm</p>  <p>Focus: oracy and simple sentence (Subject/Verb) composition and transcription</p> <p>Writing outcomes: Wanted posters Descriptive languages</p>	<p>Writing and storytelling inspired by Florence Nightingale: Little People Big Dreams</p>  <p>Focus: oracy and simple sentence (Subject/Verb) composition and transcription</p> <p>Writing outcomes: How to make a smoothie (instructional language)</p>	<p>Writing and storytelling inspired by Hungry Caterpillar</p>  <p>Focus: Oracy and simple sentence composition and transcription (subject/verb/object)</p> <p>Writing outcomes: Life cycles of butterflies</p>	<p>Writing and storytelling inspired by Jack and the beanstalk</p>  <p>Focus: Oracy and simple sentence composition and transcription (subject/verb/object)</p> <p>Writing outcomes: Structures for traditional tales</p>	<p>Writing and storytelling inspired by Dinosaurs and the all that rubbish</p>  <p>And Little Turtle turns the tide</p>  <p>Focus and writing outcomes: Hold a sentence and build a sentence</p>	<p>Writing and storytelling inspired by Where the wild things are</p>  <p>Focus and writing outcomes: Hold a sentence and build a sentence</p>

EYFS Rationale

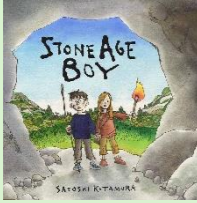


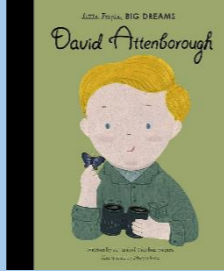
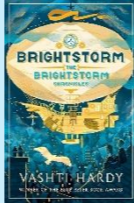

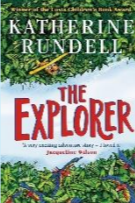



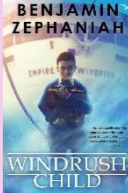

In nursery, there are opportunities for children to mark make using different tools and to develop pre-writing skills such as fine motor, gross motor (i.e. core strength for sitting) and orally compose sentences. In reception, writing curriculum focuses on ensuring the building blocks for writing in KS1 are fully secure by placing a focus on oracy, pencil grip and letter formation initially, building to CVC/CVCC words, simple sentences and then hold a sentence in Summer term . Our book choices support the curriculum as a whole whilst remaining fluid to bring in new books as they are released. The books drive the curriculum to support a love for reading across early years and preparing them for KS1. We use books from a range of authors, including local storytellers, popular modern texts, traditional tales, rhyming books whilst also placing an emphasis on a range of genres and writing styles to expose our children to a broad and diverse range of texts which can influence their writing as they grow to reach ELG.





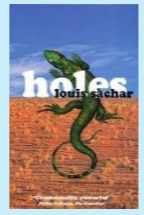
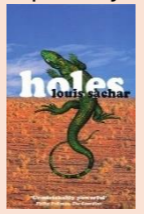
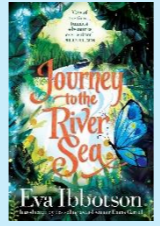
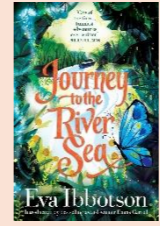


Year 1 & 2	<p>Unit inspired by The Queen's Hat</p>  <p>Adventure Narrative</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> - Core fiction book for the half term - Topic of 'Significant Individuals' with teaching about Elizabeth II <p>One unit for Autumn 1 to have a focus on letter formation, sentence structure, essentials for writing such as finger spaces/full stops/capital letters to begin.</p>	<p>The comet by Joe Todd Standon</p>  <p>Exploring change through narrative</p> <p>Curriculum links: - PSHE topic: How can we help ourselves, each other and the world?</p>	<p>Non-chronological report about habitats</p> <p>Create a non-chronological report on habitats linked to the Arctic</p>  <p>Curriculum links:</p> <ul style="list-style-type: none"> - Geography topic of polar regions - Core non-fiction book is a non-chron report on polar bears 	<p>Unit inspired by 'The Enchanted castle'</p>  <p>Portal narrative</p> <p>Curriculum links:</p> <p>History: Why do people live in castles? Reading: class novel 'The enchanted castle'</p>	<p>Unit inspired by 'The Enchanted Castle'</p>  <p>Postcards from the castle & an invitation to the ball</p> <p>History: Why do people live in castles? Reading: class novel 'The enchanted castle'</p> <p>*In this unit they will also complete colourful semantics lessons to support their sentence sturcture based on gaps identified in book looks</p>	<p>Unit based on 'Lila and the Secret of Rain'</p>  <p>Narrative writing- a story from a different perspective – The Sun's Story</p> <p>Re-telling the story of Lila and the Secret of Rain from the perspective of the sun.</p>	<p>Unit based on 'Lila and the Secret of Rain'</p>  <p>Explanatory writing- why does it rain?</p>	<p>Unit based on 'Vlad and the Great Fire of London'</p>  <p>Narrative writing: a day in the life of Vlad; a story set the day before the fire, what would it be like to see London from Vlad's perspective?</p>	<p>Unit based on 'Vlad and the Great Fire of London'</p>  <p>Diary writing: a diary from Vlad's perspective of the Great Fire of London-</p> <p>independent write will be a diary of a day in their life to meet PoS of recounting their own lives</p>	<p>Unit based on 'Milo Imagines the World'</p>  <p>Poetry- create 3 different styles of poem inspired by Milo's travels on the train.</p>	<p>Unit based on 'Milo Imagines the World'</p>  <p>Persuasive writing: Top 10 reasons to visit Newquay</p>
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				*In this unit they will also complete colourful semantics lessons to support their sentence structure based on gaps identified in book looks								
Skills from progression map and statutory requirements from Appendix 2 of the National curriculum which will be taught	<p>Y1: compose sentences orally</p> <p>Use basic descriptive language</p> <p>Combine words to form grammatically accurate sentences</p> <p>Form lowercase letters in the correct direction, starting and finishing in the right place</p> <p>Separate words with spaces.</p> <p>Y2:</p> <p>Demarcate some sentences with capital letters and full stops. Transcription:</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others</p> <p>WTS: Use spacing between words.</p>	<p>Y1: Sequence sentences to form a short narrative or piece of information writing.</p> <p>Y2: EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>From PoS: Add description and specification through the use of expanded noun phrase</p> <p>Re-read and check writing makes sense.</p>	<p>Y1: Join words and clauses using 'and' Use phonic knowledge and skills from FS and Year 1 to spell phonemically regular words correctly and make phonically plausible attempts at others</p> <p>Form capital letters and digits 0-9</p> <p>Y2: EXS: Use present and past tense mostly correctly and consistently. [From Y2 PoS: including use of the progressive form of verbs.]</p> <p>EXS: Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p> <p>WTS: Spell some common exception words</p> <p>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly making phonically plausible attempts at others.</p>		<p>Y1: Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks)</p> <p>Y2: EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</p> <p>EXS: Use spacing between words that reflects the size of the letters</p> <p><u>Commas to separate items in a list</u></p>	<p>Y1: Use capital letters for names and the personal pronoun 'I'.</p> <p>Spell many Year 1 common exception words</p> <p>Y2: Write different types of sentences – statements, commands, questions and exclamatory sentences.</p> <p>WTS: Form lower-case letters in the correct direction</p>	<p>Y1:</p> <p>Y2: EXS: Spell many common exception words</p> <p><u>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</u></p>	<p>Y2: EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Y1:</p> <p>Y2: GDS: Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>Y2: EXS: Write about real events, recording these simply and clearly. [From Y2 PoS: this is an expectation for all pupils.]</p> <p>GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -ly)</p> <p><u>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</u></p> <p><u>Formation of adjectives using suffixes such as -ful, -less</u></p>	<p>Y2: GDS: Use the punctuation taught at KS1 mostly correctly</p> <p>GDS: Use the diagonal and horizontal strokes needed to join some letter</p>	<p>Y2: GDS: Spell most common exception words</p>

Year 3 & 4	Unit inspired by Theseus and the Minotaur  Narrative writing: Myth/Legend Curriculum links: History: ancient Greeks	Unit inspired by The Lost Thing by Shaun Tan  Narrative writing: fantasy story Curriculum links: PSHE: Belonging to a community-how do we create belonging	Unit inspired by The Journey by Francesca Sanna  Narrative writing: journey narrative Curriculum links: Geography: the Mediterranean – journey through Italy	Unit inspired by Sicily holiday brochure  Create a holiday brochure for Newquay Curriculum links: Geography: the Mediterranean – Sicily	Unit inspired by Roman's on the Rampage  Narrative writing: historical narrative Curriculum links: Class text- Roman's on the Rampage History- Romans	Unit inspired by Roman's on the Rampage  Non-chronological report on Chariot Racing Curriculum links: Class text- Roman's on the Rampage History- Romans	Unit inspired by The Secret Explorers and the Smoking Volcano  Narrative writing: first person adventure story set on a different volcano	Unit inspired by: The Secret Explorers and the Smoking Volcano  Non-fiction writing: safety guide How to stay safe near a volcano/in an earthquake <small>*model text to be on volcanoes, independent write will be on earthquakes</small>	Unit inspired by: The Secret Railway  Narrative writing: fantasy story The secret railway takes you to a new, magical land.	Unit inspired by: The Secret Railway  Non-fiction writing: explanation text- How do steam trains work? <small>*model text to be on modern trains, independent write will be on steam engines</small>	Unit inspired by: Leonora Bolt- the secret inventor  Poetry Create 2 different styles of poem linked inventions and science <small>*see science poem on reading plan</small>	Unit inspired by: Leonora Bolt- the secret inventor  Non-fiction: inventor profiles Research inventors and create profiles about them
Skills from progression map covered	Y3: Use paragraphs as a way of grouping related material Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2). Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; and, those with	Y3: In narrative, create simple settings, characters and plot Add detail and precision through expanding noun phrases using premodification (secure and extend from Y2) Y4: Write narratives with a clear plot, and describe settings and characters. Add detail and precision through	Y3: Use joined up writing consistently and independently Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly Y4: Use joined up writing consistently, independently and fluently Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words	Y3: Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Headings and sub-headings to aid presentation Y4: Write using a rich and varied vocabulary Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Y3: Use inverted commas to punctuate direct speech Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Y4: Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although) Use paragraphs to organise ideas around a theme,	Y3: Proofread for spelling and punctuation (See Y3 age related expectations for accuracy) Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although). Y4: Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although) Use paragraphs to organise ideas around a theme,	Y3: Begin to use direct speech within narratives Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Y4: Make effective choices about using direct speech within narratives. Use pronoun and nouns within and across sentences to aid cohesion and avoid repetition	Y3: Use present and past tense correctly, including use of present perfect instead of the simple past Y4: use a range of verb forms, particularly the perfect, to mark relationships of time and cause Make accurate use of present and past tense including simple, progressive and	Y3: Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain) Y4: Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional	Y3: Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Y4: Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done)	Y3: Use apostrophes for contraction and singular possession correctly (secure from Year 2) Y4: Use apostrophes correctly (contraction, singular and	Y3: Use and spell correctly many words from the Year 3/4 spelling list Y4: Use and spell correctly many words from the Year 3/4 spelling list

	<p>known prefixes and suffixes</p> <p>Y4: Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2)</p> <p>Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; and, those with known prefixes and suffixes</p>	<p>expanding noun phrases (modification before the noun and prepositional phrases after the noun)</p>				<p>Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Year 4 age-related expectations for accuracy)</p>	<p>Use inverted commas and other punctuation to indicate direct speech accurately</p>	<p>perfect forms (secure from Year 2 and 3)</p>	<p>phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).</p>			
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Year 5	<p>Stone Age Boy</p>  <p>Adventure Narrative</p> <p>Curriculum links: Class book from previous Summer term learning in Y4. History links (Anglo-saxons)</p>	<p>The Last Bear</p>  <p>Adventure Narrative</p> <p>Curriculum links: Class book for the term PSHE links to protecting the environment</p>	<p>The Present</p>  <p>A narrative with an unexpected twist</p> <p>Curriculum links: PSHE on diversity and inclusion. British Values for mutual respect. Protected characteristics on disability.</p>	<p>David Attenborough biography</p>  <p>Non-fiction: Biography- create a biography on a significant individual linked to history/ geography/ science</p> <p>Curriculum links: The class novel is 'The Explorer' so taking that idea of exploration, we chose this unit as David Attenborough is an explorer or nature</p>	<p>Unit inspired by Brightstorm</p>  <p>Fantasy narrative</p> <p>Curriculum links: Class novel for the half term. Links to science – forces.</p>	<p>Unit inspired by Brightstorm</p>  <p>Non-fiction unit: Instructions- How to fly a hot air balloon Independent write- they will create instructions for a skill they have (PSHE/personal development links)</p> <p>Curriculum links: Class novel for the half term. Links to science – forces.</p>	<p>Unit inspired by The Explorer</p>  <p>Journey narrative</p> <p>Curriculum links: class book for the half term, geography topic of the americas and the rainforest</p>	<p>Unit inspired by The Explorer</p>  <p>Non-fiction unit: persuasive letter to protect the Amazon</p> <p>Curriculum links: Geography- rainforests and south America</p>	<p>Unit inspired by Skellig</p>  <p>Origin story narrative: where was Skellig before he appeared in the garage?</p> <p>Curriculum links: class novel and PSHE links</p>	<p>Unit inspired by Skellig</p>  <p>Non-fiction: winged creatures fact-file</p> <p>Curriculum links: science – the lifecycle and class novel for the half term</p>	<p>Unit inspired by Windrush Child</p>  <p>Poetry: Create three poems linked to the poetry of Benjamin Zephaniah</p> <p>Curriculum links: geography topic of time zones, PSHE and British Values</p>	<p>Unit inspired by Windrush Child</p>  <p>Non-fiction unit: Newspaper report- the arrival of HMS Windrush</p> <p>Curriculum links: geography topic of time zones, PSHE and British Values</p>
Skills from progression map covered	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4)	Spell correctly words that have been previously taught, including... common exception words from KS1; Year 3/4 statutory words; and, previously taught homophones	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	Select appropriate grammar and vocabulary to change and enhance meaning:	convey complicated information concisely by using pre- and postmodification of nouns, including relative clauses; and use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4)	Indicate parenthesis using brackets, commas or dashes. Use modals and adverbs to indicate possibility Make choices in drafting and revising writing, showing understanding of how these enhance meaning	Use dialogue in narratives to convey character or advance the action	use a range of verb forms, particularly the perfect, to mark relationships of time and cause;	Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of	Use punctuation to ensure meaning is clear, particularly commas for clarity.	Maintain legibility in joined handwriting when writing at speed.	Use and spell correctly most words from the Year 5/6 spelling list

									he saw her before)			
Year 6	<p>The Arrival</p>  <p>Journey Narrative</p> <p>Curriculum links: History topic of WW2 and PSHE links to being a citizen. Protected characteristics and British Values links.</p>	<p>Unit based on The Lion Above the Door</p>  <p>Mystery Narrative</p> <p>Curriculum links: History topic of WW2 and PSHE links to being a citizen. Protected characteristics and British Values links.</p>	<p>The Piano</p>  <p>Flashback narrative</p> <p>Curriculum links: History topic of WW2 and PSHE links to being a citizen. Protected characteristics and British Values links.</p>	<p>Declaration of war</p>  <p>Non-fiction: newspaper report about an incident from the war in Cornwall</p> <p>Curriculum links: history topic of WW2 and links to local geography knowledge, recapping of prior learning in Year 4</p>	<p>Unit inspired by Holes -</p>  <p>Discovering hidden treasure narrative</p> <p>Curriculum links: Class book for the half term.</p>	<p>Unit inspired by Holes</p>  <p>Non-fiction- non-chronological report on the yellow spotted lizard</p> <p>Curriculum links: Class book for the half term. Recapping of prior learning on living things and habitats</p>	<p>Unit based on Journey to the River Sea</p>  <p>1st person Narrative-journey narrative along the Amazon</p> <p>Curriculum links: Class book for the half term, geography topic of Rivers</p>	<p>Unit inspired by Journey to the River Sea</p>  <p>Non-fiction writing: balanced argument-Should we do more to protect rivers?</p> <p>*independent write will be a balanced argument of their choosing l</p>	<p><i>A series of short units to meet any criteria identified from assessment as needed in preparation for secondary school.</i></p>	<p>Unit inspired by The Final Year</p>  <p>Poetry: creating 2 distinct poems about transition and growing up</p> <p>Curriculum links: PSHE and class novel</p>	<p>Unit inspired by The Final Year</p>  <p>Non-fiction unit Letter to my future self</p> <p>Curriculum links: PSHE and class novel</p>	
	<p>WTS: In narratives, describe settings and characters</p> <p>WTS: Use paragraphs to organise ideas</p> <p>WTS: Use ... mostly correctly: capital letters, full stops, question marks, commas for lists and apostrophes for contraction</p>	<p>EXS: Integrate dialogue in narratives to convey character and advance the action.</p> <p>WTS: Spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list</p>	<p>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>EXS: Maintain legibility in joined handwriting when writing at speed.</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal</p> <p>GDS: Distinguish between the language of speech and writing and choose the appropriate register</p>	<p>EXS: Use verb tenses consistently and correctly throughout their writing</p> <p>EXS: In narratives, describe settings, characters and atmosphere.</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning. From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use)</p>	<p>In nonnarrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points)</p> <p>From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning. From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb</p>	<p>the use of <u>subjunctive forms such as If I were or Were they</u></p> <p><u>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</u></p>	<p>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Punctuation of <u>bullet points to list information</u></p>	<p>EXS: Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>	

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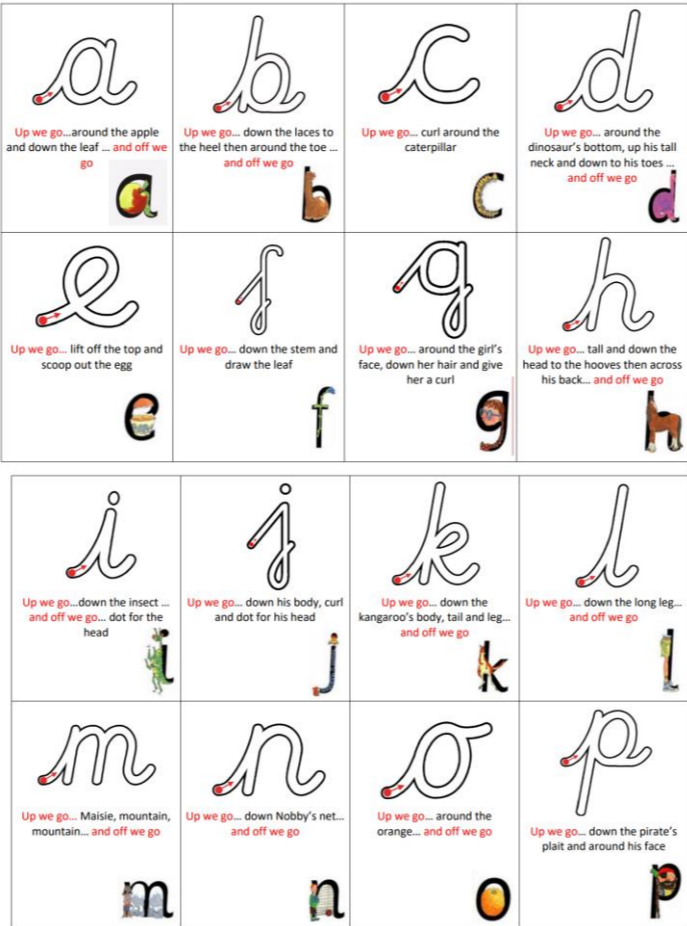

Year 1 Terminology	Year 2 Terminology	Year 3 Terminology	Year 4 Terminology	Year 5 Terminology	Year 6 Terminology
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Handwriting Progression at The Bishops'

At the Bishops' we develop handwriting in line with Read Write Inc and with developmental stages. We teach children to be 'writing ready' by adopting the following strategies:

- feet flat on the floor
- bottom at the back of the chair
- 'tummy' to the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip

As the children progress through the school, we use Letterjoin to develop a cursive joined handwriting style. Handwriting is taught 3 times per week.

Reception	Year 1 Spring Term	Year 2 Spring Term	KS2
			<p>Develop their own fluent, joined, cursive style, writing legibly at speed.</p> <p>Handwriting is taught 3 times per week with explicit modelling using the I do, we do, you do gradual release of responsibility model.</p>