

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP AUTUMN 1 CYCLE 1

Intent: Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

WRITING: AUTUMN 1 CYCLE 1

	EYFS Food / Harvest	Key Stage 1 Science: Seasons History: Toys	Key Stage 2 Science: Solids, Liquids and Gases Geography: Rivers
	YR	Y1	Y2
Autumn 1 Cycle 1	Food/Harvest/Autumn Colour monsters /The Very Lazy Ladybird Starting School stories The Tiger Who Came To Tea Six Dinner Sid/5 currant buns Little Red Hen/Chicken Licken Lazy Ozzie/Farmer Duck Duck in a Truck/Oliver's Vegetables	A Wet & Windy Harvest Enormous Turnip/Eat your Peas Supertato Autumn/hibernation - Bear Snores on A Little Bit of Winter/Hedgehog story Oliver's Fruit Salad Handa's Surprise / Handa's Hen	"Albert le Blanc" by Nick Butterworth (linked to History and Toys) Firework poem: Enid Blyton "Firework Night"
	Y3/ Y4		
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/	Non-Fiction Floor Book as babies T4W: Little Red Hen	Science: Us When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: Stories with familiar settings T4W: Albert le Blanc Poetry: onomatopoeia and shape NARRATIVE REVISIT: STORY SACK	In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: Familiar settings with elements of Fantasy Fiction: Fantasy (T4W) Non-Fiction: newspaper Poetry (similes, metaphors, personification) NARRATIVE REVISIT: STORY SACK

Apply)					
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how we can apply this to past and current learning.		<ul style="list-style-type: none">Writing creatively building automaticity of substantive knowledge .Begin to evaluate and edit writing	The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none">How can we refine writing by editing spelling punctuation and grammarBeing aware of the audience: effectiveness of word choices and the effect on the readerHow we use substantive knowledge to link with other curriculum areasHow we link this to prior learning: What genres of non-fiction have we studied before? Newspaper: recount/ explanationFantasy writing: What type of fiction have we studied before? Name some fantasy books/ authors? What do they have in common?		
Themes	Food/ Harvest	Overcoming obstacles			
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG) Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive) Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)	saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives Proof Reading: re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. I Audience: Story Openers “Who/when/where”	Story structure: boxing up Writing narratives about personal experiences and those of others (real and fictional) Begin simple paragraphing planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Proof reading: to check for errors in spelling, grammar and punctuation Improving: make simple revisions and corrections to their own writing Audience: Story Openers “I wonder why ?”	Discussing writing similar to that which they are planning to write Creating and developing characters Paragraphing using boxing up plan. Using working walls and tiered vocabulary. Collecting vocabulary from reading books Editing and improving: Proposing changes to spelling, grammar and vocabulary with support Audience: Story Openers “Repetition start”	Discussing writing similar to that which they are planning to write, organising paragraphs around a theme Begin to use dialogue to reflect characters Progressively building a varied and rich vocabulary (collecting words from text and tiered vocabulary) Assessing the effectiveness of their own and others’ writing and suggesting improvements eg changing order of clauses or adverbials. Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation Audience: Story Openers Three questions”

<p>Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)</p> <p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for proper nouns and I</p>	<p>expanded noun phrases to describe (2A) Begin to use Subordination (using when, if, that, or because) co-ordination (using or, and, or but) learning how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Fronted adverbials: when present and past tenses correctly and consistently including the progressive form</p>	<p>Expanded noun phrases (2A/3A) with modifying preposition eg with a Range of conjunctions, including when, if, because, although Figurative language: similes Commas after fronted adverbial phrases (when/ where/ how) Present perfect tense</p>	<p>Expanded noun phrases (4A) with modifying prepositions e.g. a ramshackle, old cottage near a beautiful, enticing lake Range of conjunctions used for different purposes Extend sentences with more than one clause (which/who) Figurative language: metaphors and smiles Commas after fronted adverbial phrases Fronted adverbials (with a/without a) Main clause/ subordinate clause understanding</p>
---	--	--	--	---	--

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 1

AUTUMN 2 CYCLE 1

	EYFS Celebrations		Key Stage 1 Science: Weather History: Victorian Toys		Key Stage 2 Science: Heating and Cooling History: Romans	
	YR		Y1	Y2	Y3	Y4
Autumn 2 Cycle 1	Bonfire Night/Fireworks/Diw ali - Rama & Sita Remembrance Day Puddles & the Christening Splash Baptism - Dottie & Buzz A Wedding Day Wish for Puddles Scarecrow's	The mouse's wedding Topsy & Tim go to a wedding Kipper's Birthday/Bears Special Birthday Belle and Boo and the birthday surprise Puddles & the Christmas Play The Nativity Story Aliens Love Panta Claus/Father Christmas	"Stuck", "Lost and Found" by Oliver Jeffers Non-Fiction: explanation text about Seasons (linked to Science)		Escape from Pompeii By Christina Balit Classic Poetry: "In the Bleak Midwinter" by Christina Rossetti	
Themes	Celebrations		Overcoming obstacles		Hope	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W Nativity Non-Fiction Floor Book: Weather and Seasons		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Non-fiction: non chronological reports: seasons Fiction: adventure Poetry: harvest acrostics WRITE AWAY REVISIT: EXPLANATION TEXT SEASONAL NARRATIVE: CHRISTMAS STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Non-fiction: explanation/report (What happened at Pompeii) Non- Fiction: Letter writing linked to Romans Fiction: historical Poetry: similes and metaphors WRITE AWAY REVISIT: EXPLANATION TEXT SEASONAL NARRATIVE: CHRISTMAS ASTORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge:who they are writing to and why; how we can apply this to past and current learning.			<ul style="list-style-type: none"> Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing 		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> How can we refine writing by editing spelling punctuation and grammar Being aware of the audience: effectiveness of word choices and the effect on the reader How we use substantive knowledge to link with other curriculum areas: history Romans/ Pompeii 	

				<ul style="list-style-type: none">• How we link this to prior learning: What genres of non-fiction have we studied before? Previous: Newspaper: recount/ explanation• Poetry writing: What type of poetry have we studied before? Recite poems. Name known poets. Compare and contrast poems.• Historical fiction: What type of fiction have we studied before? Name some stories set in historical period. What do they have in common?	
<p>Progression Component: Compositional skills</p> <p>Red= editing</p> <p>Green= choice of vocabulary</p> <p>Black= engaging the audience</p> <p>Purple: Planning</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Writing non-fiction for difference purposes</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Non-narrative material, using range of organisational devices</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p>	<p>Use of technical vocabulary in non-fiction (linked to History: Romans)</p> <p>Linking information in and between paragraphs</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: suspense (long and short sentences, interrobang !?)</p> <p>Audience:Story Openers</p>

<p>Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)</p> <p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p> <p>Commas before coordinating conjunctions</p> <p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where</p>	<p>Expanded noun phrases (2A/ 3A)</p> <p>Extend range of sentences with more than one clause: more/more</p> <p>Use a range of subordinating conjunctions</p> <p>Non-fiction: cause and effect conjunctions</p> <p>Commas for clauses</p> <p>Bullet points</p> <p>Commas after fronted adverbials</p> <p>Present perfect</p>	<p>Expanded noun phrases (4A)</p> <p>Extend sentences with more than one clause (more/ more or which/ who drop in)</p> <p>Range of punctuation (interrobang!?)</p> <p>Commas for verb list</p> <p>Main and subordinate clause recognition</p>
---	--	--	---	---	---

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 1

SPRING 1 CYCLE 1

		EYFS Weather	Key Stage 1 Science: Living things and their habitats Geography: Climate, continents and oceans		Key Stage 2 Science: Eating and digestion History: Riotous Royalty	
		YR	Y1	Y2	Y3	Y4
Spring 1 Cycle 1	Weather Foxes in the Snow First Snow/The Polar Bear & the Snow Cloud One Snowy Night/ Elmer in the Snow Thunder Boomer/I Hear Thunder Waiting out the storm/After the Storm Jesus calms the storm/Rainbow Fish What makes a Rainbow? Elmer & the Rainbow Kipper at the Seaside	How the Crayons saved the Rainbow Noah's Ark/Ellie's magical Wellies Elmer & the Flood/One Rainy Day Sonny's Wonderful Wellies Spot's Windy day/Elmer & the Wind Kite Day - A Bear & Mole story Shark in the Park on a Windy Day The Sun & the Wind /Kipper's Sunny Day	T4W: Meerkat Mail by Emily Gravett T4W Wombat goes walkabout by Michael Morpurgo Non-Fiction text (range of texts to find features)		The Key to the Castle poem by Dave Calder The Legends of King Arthur By King Arthur and the Knights of the Round Table By Marcia Williams	
Theme		Weather	Overcoming obstacles. Perserverance			Good v Evil
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)		Floor Book: Weather and Season T4W: Shark in the Park	When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Non-Fiction: non- chronological report animals Non fiction: recount: letters, postcards Fiction: T4W Meerkat Mail NARRATIVE REVISIT: STORY SACK			In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: Myths and Legends/ Quests Non-fiction: fact files/ wanted posters Poetry: cumulative NARRATIVE REVISIT: STORY SACK
Disciplinary Knowledge This is the action taken within a particular topic in order to gain			<ul style="list-style-type: none">Writing creatively building automaticity of substantive knowledge .Begin to evaluate and edit writing			The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none">How can we refine writing by editing

<p>substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.</p>			<p>spelling punctuation and grammar</p> <ul style="list-style-type: none"> • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: history Norman Conquest • How we link this to prior learning: What genres of non-fiction have we studied before? Previous: Newspaper, Letters, Explanation text • Poetry writing: What type of poetry have we studied before? Classic, personification, similes, metaphors. • Recite poems. Name known poets. Compare and contrast poems. • What type of fiction have we studied before? Fantasy, historical. Name some myths legends. Link to Greek Legends in Cycle 2. What do they have in common?
--	--	--	---

<p>Progression Component: Compositional skills</p> <p>Red= editing</p> <p>Green= choice of vocabulary</p> <p>Black= engaging the audience</p> <p>Purple: Planning</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Audience:Story Openers: When/Where/Who</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall</p> <p>Audience: Entertain with story telling language: What+! Eg What a lovely day</p> <p>Audience:Story Openers "Have you ever?"</p>	<p>Planning: boxing up</p> <p>Organisation and language features of myths and legends</p> <p>Comparing stories: looking at retellings of the same story</p> <p>Discussing different fiction genres</p> <p>editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Use thesauruses</p> <p>Audience: entertain (so sentence!)</p> <p>Audience: entertain (Sound/Cause!)</p>	<p>Planning: boxing up</p> <p>Organisation and language features of myths and legends</p> <p>Begin to use dialogue to reflect characters</p> <p>Comparing stories: looking at retellings of the same story</p> <p>Poetry: rhyming couplets, rhythm</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: suspense (Short sentences, ellipsis)</p> <p>Audience:Story Openers "Weather starts"</p>
<p>Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)</p> <p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p> <p>full stops, capital letters, exclamation and question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials;when, where, how</p>	<p>Range of conjunctions, including when, if, because, although</p> <p>Extend sentences with more than one clause (and which/who)</p> <p>Commas to add relative clause</p> <p>Present Perfect Tense</p> <p>Fronted adverbial (As ly)</p>	<p>Start sentences with subordinate conjunctions, including when, if, because, although.</p> <p>Extend sentences with more than one clause (ing/ed)</p> <p>Commas after subordinate clause opener</p> <p>Main and subordinate clause</p> <p>A Range of fronted adverbial phrases: ly, 2ly, As Ly, With a/ Without a</p>

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 1

SPRING 2 CYCLE 1

	EYFS Animals		Key Stage 1 Science: Plants		Key Stage 2 Science: Habitats. Geography: Map skills	
	YR		Y1	Y2	Y3	Y4
Spring 2 Cycle 1	Elmer & Wilbur/The Lion and the Mouse Elmer/Dear Zoo /Giraffes can't Dance Monkey Puzzle/The Gruffalo The Great Pet Sale/Jacob and the Pet	Wanted: The Perfect Pet Some Dogs Do/Big fish Little fish Ella and the Rabbit /My Cat Puddles the Cat /The donkey story Palm Sunday/The Easter Story	Poetry: On the Ningnangnong by Spike Milligan Where my Wellies take me Anthology – chosen by Michael Murpurgo Classics Week: varies each year Easter story The Tiny seed by Eric Carle		Dragonology By Douglas Carrel Classics Week: Shakespeare/ Alice in Wonderland/Wind in the Willows	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W: Dear Zoo Non-Fiction Floor Book: Easter		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Non-Fiction: captions for life cycle plant, T4W, chronoloigcal report, captions for diagrams (lifecycles) Fiction: T4W , Easter WRITE AWAY REVISIT: Non-chronological reports SEASONAL NARRATIVE: EASTER STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Non-Fiction: non-chronological reports (dragons, using technical words taught in Science) Fiction: Mythical writing (dragon story) WRITE AWAY REVISIT: Non-chronological report SEASONAL NARRATIVE: EASTER STORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.			<ul style="list-style-type: none"> Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing 		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> How can we refine writing by editing spelling punctuation and grammar Being aware of the audience: effectiveness of word choices and the effect on the reader How we use substantive knowledge to link with other curriculum areas: science food chains/habitats How we link this to prior learning: What 	

			<p>genres of non-fiction have we studied before? Previous: newspaper, letters, explanation text</p> <ul style="list-style-type: none"> What type of fiction have we studied before? Fantasy, historical. Name some myths legends. Link to Arthurian Legends and Greek Legends. What do they have in common? 		
Themes	Caring for pets	adventure	Discovery		
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p>	<p>Formal language of reports</p> <p>Organising information into subheadings</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Audience: Speech and dialogue to describe characters: start with the direct speech</p>	<p>Technical vocabulary (linked to science: teeth/ eating/ habitats)</p> <p>Concluding and summarising information</p> <p>Linking information between paragraphs</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: Speech and dialogue to describe characters: start with the reporting clause</p>
Progression Component: Transcriptional skills (vocabulary, grammar)	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use</p>	<p>Expanded noun phrase 3A with increasingly ambitious vocabulary</p> <p>An / A</p>	<p>Expanded noun phrase 4A with different prepositions</p> <p>Choose nouns or pronouns appropriately for</p>

<p>and punctuation)</p> <p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but</p> <p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where, how</p>	<p>Punctuation: commas after fronted adverbial, commas for which/who relative clause</p> <p>Begin to use inverted commas for speech</p> <p>Fronted Adverbials: Use a range of fronted adverbials</p> <p>Use a range of subordinate conjunctions</p>	<p>clarity and cohesion and to avoid repetition (or repetition for effect)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Colon (description: detail)</p> <p>Punctuate speech accurately</p> <p>Using more than one fronted adverbial phrase at the start of the sentence eg. In the park, shortly after midnight</p>
--	---	--	---	---	--

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 1

SUMMER 1 CYCLE 1

	EYFS Fairy Tales		Key Stage 1 Science: Materials Geography: local		Key Stage 2 Science: Sound History: Leisure and Entertainment	
	YR		Y1	Y2	Y3	Y4
Summer 1 Cycle 1	British Values Week/Not Now Bernard The Three Little Pigs Little Red Riding Hood/The Enormous Turnip	Goldilocks & the Three Bears The Gingerbread Man	Into the forest by Anthony Browne :T4W Poetry Week		Leon and the Place Between By Angela McAllister Poetry Week (poet focus)	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W Gingerbread man Non-Fiction Floor Book: History-Stories we know		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: Adventure fiction T4W Non-fiction: captions, labels, persuasive letters linked to geography Poetry: Poetry week (poet focus) NARRATIVE REVISIT: STORY SACK		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: Stories set in imaginary worlds Fiction: Fantasy Adventure Non-Fiction: persuasion NARRATIVE REVISIT: STORY SACK	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.			Writing creatively building automaticity of substantive knowledge . <ul style="list-style-type: none"> Begin to evaluate and edit writing 		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> How can we refine writing by editing spelling punctuation and grammar Being aware of the audience: effectiveness of word choices and the effect on the reader How we use substantive knowledge to link with other curriculum areas: science food chains/habitats How we link this to prior learning: What genres of non-fiction have we studied before? Previous: newspaper, letters, explanation text, non-chronological report. Similarities and differences. What type of fiction have we studied before? Fantasy, historical, myths. What do they have in common? 	

Themes	Colour, Light and Sound	Bravery		Love	Friendship
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Audience:Story Openers "Have you ever?"</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary.</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p> <p>Audience:Story Openers "Repetition Start"</p>	<p>Creating settings, characters and plot</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Audience:Story Openers: Suddenly Starts</p>	<p>Create fantasy settings, characters and more developed plot</p> <p>Organising and linking paragraphs</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience:Story Openers "Dialogue"</p>
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation) Green= vocabulary Orange= punctuation and grammar	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Nouns</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p> <p>full stops, capital</p>	<p>Expanded Noun phrases 3A</p> <p>Use a range of subordinate conjunctions</p> <p>Begin to use inverted commas for speech</p> <p>Using a range of Fronted Adverbials: 2ly, As ly</p>	<p>Expanded noun phrases with different prepositions</p> <p>Using subordinate conjunctions in different places in the sentences</p> <p>Use sentences with more than one clause: if ,if then</p> <p>Start sentence with emotion adjective eg. Tired, she could barely move.</p> <p>Accurately use to use inverted commas for</p>

<p>Blue=fronted adverbials</p> <p>Punctuation</p>		<p>week, and the personal pronoun 'I'</p> <p>Nouns Adjectives verb</p>	<p>letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where or how</p> <p>Nouns Adjectives verb</p>		<p>speech</p>
---	--	--	--	--	---------------

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 1 SUMMER 2 CYCLE 1						
	EYFS Minibeasts and Journeys		Key Stage 1 Science:materials History: local history		Key Stage 2 Science: Sound Geography: Liverpool	
	YR		Y1	Y2	Y3	Y4
Summer 2 Cycle 1	Caterpillar Summer Bad Tempered Ladybird The Very Greedy Bee/The Honey Bee Two Frogs/Tadpol es Promise	Frog goes on an adventure Pirate Ship/Ship Ahoy Whatever Next/The Train Ride Barnaby Bear at the Seaside	Changes Anthony Browne (focus author) Great Fire of London Poetry: Spider and the Fly		The Story of Titanic for Children by Joe Fullman	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W The very hungry caterpillar Non-Fiction Floor Books: Geography Places		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spelling Non-fiction: biography of Anthony Browne non- chronological materials non fiction changes Poetry: narrative WRITE AWAY REVISIT: LETTER WRITING ASSESSMENT NARRATIVE: FREE WRITE STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Non-Fiction: persuasion, advertising, recount, history (report about leisure and entertainment) Narrative: historical fiction WRITE AWAY REVISIT: PERSUASIVE ASSESSMENT NARRATIVE: FREE WRITE STORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply			<ul style="list-style-type: none">Writing creatively building automaticity of substantive knowledge .Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none">How can we refine writing by editing spelling punctuation and grammarBeing aware of the audience: effectiveness of word choices and the effect on the reader	

this to past and current learning.				<ul style="list-style-type: none"> • How we use substantive knowledge to link with other curriculum areas: science food chains/habitats • How we link this to prior learning: What genres of non-fiction have we studied before? Previous: newspaper, letters, explanation text, non-chronological report, persuasion 	
Themes		family		bravery	
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p>	<p>Non-narrative material, using range of organisational devices</p> <p>Setting out letters correctly</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Audience: emotive language, persuasive, advertising</p>	<p>Non-narrative material, using range of organisational devices</p> <p>Understanding that letters are written for different purposes.</p> <p>Recognising the different between formal and informal letters</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: emotive language, persuasive, advertising</p>
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)	<p>I Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p>	<p>Begin to start sentences with subordinate conjunctions</p> <p>Commas after fronted adverbials, after subordinate clause openers and for relative</p>	<p>Sentence with more than one clause: dropping on a subordinate clause to add more information, use sentences with more than one clause. (Drop on ing)</p>

<p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write simple phrases and sentences that can be read by others</p> <p>Noun Adjective Vowel consonant</p>	<p>capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Noun Adjective verb</p>	<p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where, how</p> <p>Noun Adjective verb</p>	<p>clause (which/who drop in)</p> <p>Range of fronted adverbial phrases</p>	<p>Introduce semi colon (some;others)</p> <p>Range of Adverbials</p> <p>Sentences in different places in sentences.</p>
---	--	---	--	---	---

IMPACT POINTS				
EYFS	Key Stage 1		Key Stage 2	
YR	Y1	Y2	Y3	Y4
<p>In EYFS:</p> <ul style="list-style-type: none"> Children will use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<p>Children in Year 1 will be able</p> <ul style="list-style-type: none"> to use their phase 3, 4 and 5 sounds to write most words phonetically They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate handwriting will show correct formation starting and endings in the correct places and will be pre- cursive 	<p>Children in Year 2 will</p> <ul style="list-style-type: none"> Be able to use their phonic knowledge to spell polysyllabic words correctly. spell most of the Common Exception words for year 2 correctly in their work They will know how to add the suffix –ed and –ing onto verbs. use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when Handwriting will be cursive and joined 	<p>Children in Year 3 will be able to:</p> <ul style="list-style-type: none"> plan, write and edit a range of stories and non-fiction text types extend their range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunction use adverbs and prepositions to express time and cause Use commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns Punctuating direct speech 	<p>Children in Year 4 will:</p> <ul style="list-style-type: none"> Be confident in discussing and recording their ideas when planning Increase their confidence in narrative and non- narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs. Vary their vocabulary used for specific purpose. Use dialogue punctuated correctly Use specific words to express time and cause. have the skills to join more letters correctly. be able to use a dictionary to help check spelling mistakes.

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 2

AUTUMN 1 CYCLE 2

	EYFS Myself / Dinosaurs and Harvest		Key Stage 1 Rex Science: animals including humans Geography: Weather, seasons, UK maps		Key Stage 2 Stone Age Boy Science: Rocks and Soils History: Stone Age to Iron Age	
	YR		Y1	Y2	Y3	Y4
Autumn 1 Cycle 2	What Do I Look Like?, My Mum and Dad Make Me Laugh, Do You Know What Grandad Did?,	How Do I Put It On?, Funnybones, Baby Duck and the Bad Eyeglasses, Avocado Baby. Titch	Rex by Simon James (link to science) Dear Greenpeace by Simon James, King of all the Dinosaurs poem by Paul Cookson		Stone Age Boy by Satoski Kitamura Non Fiction: Stone Age Sentinel	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W: Little Red Hen Non-Fiction Floor Book Science: Us as babies		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: T4W Rex adventure Non-Fiction: persuasive letter writing linked to Dear Greenpeace Poetry: focusing on rhyme NARRATIVE REVISIT: STORY SACK		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Non-Fiction: Explanation Text (Stone Henge), persuasive newspaper and Recount (newspaper and diary) Fiction: historical fiction NARRATIVE REVISIT: STORY SACK	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.			Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: History Stone Age to Iron Age • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non-chronological report, persuasion. • What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What 	

			do they have in common?		
Themes	Myself/ Harvest	Friendship		Friendship	
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG) Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive) Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)	saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives Proof Reading: re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Audience: Story Openers "Who/when/where"	Story structure: boxing up Writing narratives about personal experiences and those of others (real and fictional) Begin simple paragraphing planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary Proof reading: to check for errors in spelling, grammar and punctuation Improving: make simple revisions and corrections to their own writing Audience: Story Openers "I wonder why ?"	Discussing writing similar to that which they are planning to write Creating and developing characters Paragraphing using boxing up plan. Using working walls and tiered vocabulary. Collecting vocabulary from reading books Editing and improving: Proposing changes to spelling, grammar and vocabulary with support Audience: Story Openers "Repetition start"	Discussing writing similar to that which they are planning to write, organising paragraphs around a theme Begin to use dialogue to reflect characters Progressively building a varied and rich vocabulary (collecting words from text and tiered vocabulary) Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation Audience: Story Openers Three questions"
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation) Green= vocabulary Orange= punctuation and grammar Blue=fronted adverbials Punctuation	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others	leaving spaces between words joining words and joining clauses using and 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' Noun, adjective, verb Vowel, consonant	expanded noun phrases to describe (2A) Begin to use Subordination (using when, if, that, or because) co-ordination (using or, and, or but) full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Fronted adverbials: when present and past tenses correctly and consistently including the progressive form	Expanded noun phrases (2A/3A) with modifying preposition eg with a Range of conjunctions, including when, if, because, although Figurative language: similes Commas after fronted adverbial phrases fronted adverbials (when/ where/ how) Present perfect tense	Expanded noun phrases (4A) with modifying prepositions e.g. a ramshackle, old cottage near a beautiful, enticing lake Range of conjunctions used for different purposes Extend sentences with more than one clause (which/who) Figurative language: metaphors and smiles Commas after fronted adverbial phrases Fronted adverbials (with a/without a) Main clause/ subordinate clause understanding

ST MARY'S FIRST SCHOOL WRITING PROGRESSION

AUTUMN 2 MAP CYCLE 2

	EYFS People Who Help		Key Stage 1 Science: Food Chains History: Significant people: Florence, Guy, Mary		Key Stage 2 Science: Geography: Mountains	
	YR		Y1	Y2	Y3	Y4
Autumn 2 CYCLE 2	What the Ladybird Heard, Piggy Wiggy Fireman,	Born on Fire, Poor Monty, Jack and Jill, Cops and Robbers, Burglar Bill	Harvest and fireworks poetry which poems how different to cycle 1) Yum Yum – Mick Manning food chains		<i>The Lost Thing</i> by Shaun Tann	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W Nativity Non-Fiction Floor Book: Weather and Seasons		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings: Non-Fiction: diary writing linked to history Fiction – Nativity/ Christmas WRITE AWAY REVISIT: LETTER WRITING (PERSUASIVE) SEASONAL NARRATIVE: CHRISTMAS STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Classic Poetry: Clement Clark Moore “T’was the Night before Christmas” Fiction: T4W Fantasy story WRITE AWAY REVISIT: EXPLANATION TEXT SEASONAL NARRATIVE: CHRISTMAS STORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.			Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: History Stone Age to Iron Age • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non-chronological report, persuasion. This cycle: non-chronological report • What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What do they have in common? This cycle: historical • Poetry Compare to classic poems from Cycle 1. 	

Themes		Friendship Belonging			
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)	saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives Proof Reading: re-reading what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher	Writing non-fiction for difference purposes Writing narratives about personal experiences and those of others (real and fictional) Planning: writing down ideas and/or key words, including new vocabulary Discuss what they have written with the teacher or other pupils	Non-narrative material, using range of organisational devices Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials Editing and improving: Proposing changes to spelling, grammar and vocabulary with support	Use of technical vocabulary in non-fiction Linking information in and between paragraphs Sequencing events Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation Audience: suspense (long and short sentences, interrobang !?) Audience: Story Openers
	Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking) Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: (people, culture)				
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters	leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop,	Expanded noun phrases to describe (2A) Begin to use Subordination (using when, if, that, or because)	Expanded noun phrases (2A/ 3A) Extend range of sentences with more than one clause: more/more Use a range of subordinating conjunctions Non-fiction: cause and effect	Expanded noun phrases (4A) Extend sentences with more than one clause (more/ more or which/ who drop in) Range of punctuation (interrobang!?) Commas for verb list Main and subordinate clause recognition

<p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write simple phrases and sentences that can be read by others</p>	<p>question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Noun, verb, adjective</p>	<p>co-ordination (using or, and, or but)</p> <p>Commas before coordinating conjunctions</p> <p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where</p>	<p>conjunctions</p> <p>Commas for clauses</p> <p>Bullet points</p> <p>Commas after fronted adverbials</p> <p>Present perfect preposition</p>	
---	--	---	--	--	--

ST MARY'S FIRST SCHOOL WRITING PROGRESSION SPRING 1 CYCLE 2

	EYFS Toys	Key Stage 1 Science: Animals including humans/ healthy Geography: continents, oceans, non European		Key Stage 2 Science: Forces Geography: Europe	
	YR	Y1	Y2		
Spring 1 Cycle 2	A Hug For Humphrey, Just Like Jasper, Dogger, Kipper's Toy Box, The Teddy Robber, Pinocchio, Harry and the Bucketful of Dinosaurs	Giraffes Can't Dance by Giles Andreae Bring the Rain to Kapiti plain Handa's Surprise T4W		<i>The Fabulous Flying Books of Morris Lessmore</i> by William Joyce Classics Week linked to World Book Day	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: stories from other cultures Non- Fiction: non-chronological report NARRATIVE REVISIT: STORY SACK		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: Stories set in imaginary worlds Fiction: Fantasy Adventure Non-Fiction: biography/autobiography NARRATIVE REVISIT: STORY SACK	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.		Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non-chronological report, persuasion. This cycle: non-chronological report, letters • What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What do they have in common? This cycle: historical, fantasy, adventure 	

Theme	Toys	Friendship, differences		Love	
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Audience:Story Openers: When/Where/WHo</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall</p> <p>Audience: Entertain with story telling language: What+! Eg What a lovely day</p> <p>Audience:Story Openers “Have you ever?”</p>	<p>Planning: boxing up Organisation and language features of myths and legends</p> <p>Comparing stories: looking at retellings of the same story</p> <p>Discussing different fiction genres</p> <p>editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Use thesauruses</p> <p>Audience: entertain (so sentence!</p> <p>Audience: entertain (Sound/Cause!)</p>	<p>Planning: boxing up Organisation and language features of myths and legends</p> <p>Begin to use dialogue to reflect characters</p> <p>Comparing stories: looking at retellings of the same story</p> <p>Poetry: rhyming couplets, rhythm</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: suspense (Short sentences, ellipsis)</p> <p>Audience: Story Openers “Weather starts”</p>
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation) Green= vocabulary Orange= punctuation and grammar Blue=fronted adverbials Punctuation	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p> <p>full stops, capital letters, exclamation marks, question marks, commas for</p>	<p>Range of conjunctions, including when, if, because, although</p> <p>Extend sentences with more than one clause (and which/who)</p> <p>Commas to add relative clause</p> <p>Present Perfect Tense</p> <p>Fronted adverbial (As ly)</p>	<p>Start sentences with subordinate conjunctions, including when, if, because, although</p> <p>Extend sentences with more than one clause (ing/ed</p> <p>Commas after subordinate clause opener</p> <p>Main and subordinate clause</p> <p>A Range of fronted adverbial phrases: ly, 2ly, As Ly, With a / Without a</p>

		Noun adjective verb	lists and apostrophes for contracted forms and the possessive (singular) The present and past tenses correctly and consistently including the progressive form Fronted adverbials: when, where or how		determiner
--	--	---------------------	---	--	------------

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 2

SPRING 2 CYCLE 2

	EYFS Homes and Easter	Key Stage 1 Science: Plants History: Seaside Holidays		Key Stage 2 Science: Light and Shadows History: Ancient Greece	
	YR	Y1	Y2	Y3	Y4
	Homes Town Mouse and Country Mouse, Kipper, The Three Little Pigs, Hansel and Gretel, Goldilocks and the Three Bears, Little Red Riding Hood, The Gruffalo	Katie Morag Easter Story Classics Week Bringing the Rain to Kapiti plain Verna Aardema		Theseus and the Minotaur by Hugh Lupton Author Visit: Steve Smallman Poetry week	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W Three little pigs Non-Fiction Floor Book: Easter	When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: Easter Story, story settings, soundscapes (bring rain) Non-Fiction: Poetry: WRITE AWAY REVISIT: NON CHRONOLOGICAL REPORT SEASONAL NARRATIVE: EASTER STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: Myths and Legends (Greek) Quest Writing Non Fiction: Reports Greek God WRITE AWAY REVISIT: BIOGRAPHY ASSESSMENT NARRATIVE: FREE WRITE STORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how we can apply this to past and current learning.	Homes	Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: History Stone Age to Iron Age • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non-chronological report, persuasion. This cycle: non-chronological report, letters, explanation • What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What do they have in common? This cycle: historical, adventure, fantasy. How does Greek myths and Legends compare to English from Cycle 1? 	

<p>Progression Component: Compositional skills</p> <p>Red= editing</p> <p>Green= choice of vocabulary</p> <p>Black= engaging the audience</p> <p>Purple: Planning</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary.</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p> <p>Audience: when, where, who openers.</p>	<p>Formal language of reports</p> <p>Organising information into subheadings</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Audience: Speech and dialogue to describe characters: start with the direct speech</p>	<p>Technical vocabulary</p> <p>Concluding and summarising information</p> <p>Linking information between paragraphs</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: Speech and dialogue to describe characters: start with the reporting clause</p>
<p>Progression Component: Transcriptional skills (vocabulary, grammar and punctuation)</p> <p>Green= vocabulary</p> <p>Orange= punctuation and grammar</p> <p>Blue=fronted adverbials</p> <p>Punctuation</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but</p> <p>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past</p>	<p>Expanded noun phrase 3A with increasingly ambitious vocabulary</p> <p>An / A</p> <p>Punctuation: commas after fronted adverbial, commas for which/who relative clause</p> <p>Begin to use inverted commas for speech</p> <p>Fronted Adverbials: Use a range of fronted adverbials</p>	<p>Expanded noun phrase 4A with different prepositions</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Colon (description: detail)</p> <p>Punctuate speech accurately</p> <p>Using more than one fronted adverbial phrase at the start of the sentence eg. In the park, shortly after midnight</p>

		pronoun 'I' learning the grammar for year	tenses correctly and consistently including the progressive form Fronted adverbials: when, where, how		
--	--	---	---	--	--

ST MARY'S FIRST SCHOOL WRITING PROGRESSION MAP CYCLE 2

SUMMER 1 CYCLE 2

	EYFS Gardens	Key Stage 1 Home Sweet Home Science: Everyday materials Geography: area of the school		Key Stage 2 Science: Food and nutrition Geography: Local Area	
	YR	Y1	Y2	Y3	Y4
Summer 1 Cycle 2	Gardens Mary, Mary Quite Contrary, The Hungry Caterpillar, The Lazy Ladybird, Incy Wincy Spider, The Very Busy Spider, Super Worm, Norman the Slug and the Silly Shell, Jack and the Beanstalk	<i>The Winter's Child</i> by Angela McAllister Voices in Park by Anthony Brown Extraordinary Gardener by Sam Boughton		<i>The Lion and the Unicorn</i> by Shirley Hughes	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)		When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: Significant Author, sound scapes, vocabulary, drama, alternate stories Non-fiction: letters linked to voices, report writing NARRATIVE REVISIT: STORY SACK		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Non-Fiction: Letter writing Historical Fiction NonFiction: Report (Explanation) NARRATIVE REVISIT: STORY SACK	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.	T4W Jack and the Beanstalk Non-Fiction Floor Book: History-Stories we know	Writing creatively building automaticity of substantive knowledge . Begin to evaluate and edit writing		The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: History WW2 • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non-chronological report, persuasion. This cycle: non-chronological report, letters, What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What do they have in common? This cycle: historical, fantasy	

Themes	Colour, Light and Sound	Selflessness, love		Family, Overcoming obstacles	
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Audience: Story Openers "Have you ever?"</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p>	<p>Creating settings, characters and plot</p> <p>Editing and improving: Proposing changes to spelling, grammar and vocabulary with support</p> <p>Audience: Story Openers: Suddenly Starts</p> <p>Audience: Story Openers "Repetition Start"</p>	<p>Create fantasy settings, characters and more developed plot</p> <p>Organising and linking paragraphs</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials</p> <p>Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Audience: Story Openers "Dialogue"</p>
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation) Green= vocabulary Orange= punctuation and grammar Blue=fronted adverbials	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words</p> <p>joining words and joining clauses using and</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Nouns, verbs, consonants</p>	<p>Expanded noun phrases to describe (2A)</p> <p>Begin to use Subordination (using when, if, that, or because)</p> <p>co-ordination (using or, and, or but)</p> <p>full stops, capital letters, exclamation marks, question marks, commas for lists and</p>	<p>Expanded Noun phrases 3A</p> <p>Use a range of subordinate conjunctions</p> <p>Use inverted commas for speech</p> <p>Using a range of Fronted Adverbials: 2ly, As ly</p>	<p>Expanded noun phrases with different prepositions</p> <p>Using subordinate conjunctions in different places in the sentences</p> <p>Use sentences with more than one clause: if ,if then</p> <p>Start sentence with emotion adjective eg. Tired, she could</p>

Punctuation			<p>apostrophes for contracted forms and the possessive (singular)</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Fronted adverbials: when, where or how</p>		<p>barely move.</p> <p>Accurate commas: fronted adverbials, relative clauses, speech</p>
-------------	--	--	--	--	--

WRITING: SUMMER 2 CYCLE 2

	EYFS Under the Sea/ Pirates	Key Stage 1 Science: Mini beasts History: Great Fire of London/ Uttoxeter		Key Stage 2 Science: Flowering plants History: Local history and WW2	
	YR	Y1	Y2	Y3	Y4
Summer 2 Cycle 2	Under the Sea / Pirates On a Pirate Ship, Rainbow Fish, Commotion in the Ocean, Captain Duck, The Snail and the Whale, Tiddler, Lighthouse Keeper's Lunch	Voices in the Park, Changes by Anthony Brown Vlad and the Great Fire of London –Kate Cunningham		WW2 Instructional Texts	
Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning (Gather/Practice/Apply)	T4W Three Billy Goats Gruff Non-Fiction Floor Books: Geography Places	When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings Fiction: historical fiction Non-Fiction: Great Fire of London (Chronological), diary writing, letter writing, WRITE AWAY REVISIT: BIOGRAPHY ASSESSMENT NARRATIVE: FREE WRITE STORY		In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes: Fiction: reports, recount Non-Fiction: fantasy T4W WRITE AWAY REVISIT: LETTER WRITING (RECOUNT) SEASONAL NARRATIVE: EASTER STORY	
Disciplinary Knowledge This is the action taken within a particular topic in order to gain substantive knowledge: who they are writing to and why; how they can apply this to past and current learning.				The ability to evaluate, edit text and apply substantive knowledge to effectively write for a range of purposes: <ul style="list-style-type: none"> • How can we refine writing by editing spelling punctuation and grammar • Being aware of the audience: effectiveness of word choices and the effect on the reader • How we use substantive knowledge to link with other curriculum areas: science forces • How we link this to prior learning: What genres of non-fiction have we studied before? Previous cycle newspaper, letters, explanation text, non- chronological report, persuasion. This cycle: non-chronological report, letters, explanation • What type of fiction have we studied before? Previous Cycle: Fantasy, historical, myths. What do they have in common? This cycle: historical, fantasy 	

Themes		change			
Progression Component: Compositional skills Red= editing Green= choice of vocabulary Black= engaging the audience Purple: Planning	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (Communication and language ELG) Invent, adapt and recount narratives and stories with peers and their teacher (ELG: Being Imaginative and Expressive)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (speaking)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (understanding the World ELG: Past and present)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (people, culture)</p>	<p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>Proof Reading: re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning development: writing down ideas and/or key words, including new vocabulary</p> <p>Paragraphs: linked sentence by sentence</p> <p>Proof reading: to check for errors in spelling, grammar and punctuation</p> <p>Improving: make simple revisions and corrections to their own writing: Word banks, working wall and thesauruses</p>	<p>Non-narrative material, using range of organisational devices Setting out letters correctly Editing and improving: Proposing changes to spelling, grammar and vocabulary with support Audience: emotive language, persuasive, advertising</p>	<p>Non-narrative material, using range of organisational devices Assessing the effectiveness of their own and others' writing and suggesting improvements eg changing order of clauses or adverbials Effectiveness: read aloud their own writing, to a group or the whole class, using appropriate intonation Audience: emotive language, persuasive, advertising Audience: emotion openers, short and long sentences for suspense.</p>
Progression Component: Transcriptional skills (vocabulary, grammar and punctuation) Green= vocabulary Orange= punctuation and grammar Blue=fronted adverbials Punctuation	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year</p>	<p>Expanded noun phrases to describe (2A) Begin to use Subordination (using when, if, that, or because) co-ordination (using or, and, or but) full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) The present and past tenses correctly and consistently including the progressive form Fronted adverbials: when, where, how with commas</p>	<p>Expanded noun phrases to describe (3A) Begin to start sentences with subordinate conjunctions Commas after fronted adverbials, after subordinate clause openers and for relative clause (which/who drop in) Range of fronted adverbial phrases Present perfect tense</p>	<p>Expanded noun phrases to describe (4A) Sentence with more than one clause: dropping on a subordinate clause to add more information, use sentences with more than one clause. (Drop on ing) Introduce semi colon (some;others) Range of Adverbials Sentences in different places in sentences.</p>

Appendix

IMPLEMENTATION

Implementation refers to how the curriculum is delivered. Ofsted inspections will assess the tasks and activities used to teach the curriculum, along with the support teachers and staff receive from [senior](#) or [middle](#) leaders. There is no specific way or method that children should learn, and Ofsted has made it clear that teachers can apply any educational approach to teaching, with the pupils' age in mind and the nature of the topic.

What will Ofsted assess concerning implementation?

- *Resources*
- *Subject Knowledge*
- *Feedback*
- *Assessment*
- *Quality of learning in books*
- *Discussions with staff and pupils*

Writing Implementation at St Mary's:

- *Reading Quality Texts as starting points*
- *Modelling of writing by teacher on the whiteboard "Thinking aloud"*
- *Progression of sentence types- Alan Peate and linked to N.C grammar (sweet shop jars)*
- *Progression in story telling – Alan Peate Story Openers and Enders*
- *Shared Planning approaches: Boxing Up (Pie Corbett)*
- *All genres every year in KS1 and KS2*
- *Working Walls show WAGOLL*
- *Collecting new vocabulary*
- *Speaking and Listening activities to use new vocab*
- *Talk for Writing (Pie Corbett)*
- *Drama*
- *Steps to success*
- *Quality feedback: marking policy*
- *Editing*
- *Peer and TAG reviews – across year groups and key stages*
- *Promoting classics: Shakespeare, classic poetry*
- *Tiered level 3 vocabulary (writing)*
- *Tiered Level 2 vocabulary*
- *Write Away and Story Sack Days*
- *Whole School Book Weeks: Classics and Poetry (visiting authors)*