



English (writing) Curriculum Progression of Skills and Knowledge

	Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Handwriting / transcription
EYFS 3-5 Early Years	Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 3-part story: Once upon a time First / Then / Next Finally,.....happily ever after Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams	Introduce: Simple sentences Simple Connectives: and (who until but – extension) Say a sentence, count the words, write (use phonics) read it back to check it makes sense. Compound sentences using connectives (and)	Introduce: Determiners the / a my your an this that his her their some all Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet	Introduce: Finger spaces Full stops Capital letters Terminology Introduce: Finger spaces Letter Word Sentence Full stops Capital letter	Develop fine motor skills to use a range of tools confidently, competently and safely. Form lower case and capital letters correctly
	Early learning Goal – writing <ul style="list-style-type: none"> • 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 				

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Year 1	Consolidate Reception List	Consolidate Reception List	Consolidate Reception list	Consolidate Reception list	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly
	Discuss what they have written with the teacher or other pupils	Pupils should be taught to write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it	Introduce: Prepositions: inside outside towards across under	Introduce: Capital Letters: Capital letter for names Capital letter for the personal pronoun I Full stops Question marks Exclamation marks Speech bubble Bullet points	
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Sequencing sentences to form short narratives	Determiners: the a my your an this that his her their some etc.	Terminology	Form capital letters
	Recounts (text map) Instructional writing Character descriptions Information text (text map learnt)	Re-reading what they have written to check that it makes sense Separation of words with spaces	Adjectives to describe e.g. The old house...	Consolidate: <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • 	Form digits 0-9
	Sequence sentences to form short narratives Introduce:	Introduce: Types of sentences: Statements Questions Exclamations	Alliteration e.g. dangerous dragon, slimy snake	Introduce: <ul style="list-style-type: none"> • Simile – ‘like’ • Punctuation • Question mark • Exclamation mark • Speech bubble • Singular/ plural • Adjective • Verbs • Connective (and, but, because) 	Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.
	Fiction: Planning Tools: Story map / story mountain	Simple Connectives: and or but so because	Similes using as....as...		
	Plan opening around character(s), setting, time of day and type of weather				
	Understand - beginning /middle /end to a story				
	Understanding - 3 parts to a story including:				
	Opening Once upon a time...	Simple sentences e.g. I went to the park.			

	<p>Build-up One day... Problem / Dilemma Suddenly,.. / Unfortunately ,... Resolution Fortunately,... Ending Finally,....</p> <p>Non-fiction: Headings Simple factual sentences Bullet points for instructions Labelled diagrams</p>	<p>The castle is haunted.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings and slid down the slide.</p>	<p>e.g. as tall as a house, as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p>		
<p>Children working at the expected standard at the end of year 1 can:</p> <p>Write sentences in order to create short narratives and non-fiction texts.</p> <p>Use some features of different text types (although these may not be consistent)</p> <p>Reread their writing to check that it makes sense and make suggested changes</p> <p>Use adjectives to describe.</p> <p>Use simple sentence structures.</p> <p>Use the joining word (conjunction) 'and' to link ideas and sentences</p>					

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Year 2	<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story maps / story maps/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. In a land far away.... One cold but bright morning.....</p> <p>Build-up e.g. Later that day Problem / Dilemma e.g. To his amazement Resolution e.g. As soon as Ending e.g. Luckily, Fortunately,</p> <p>Ending should be a section rather than one final sentence e.g. suggest how</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-'ly' starters e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause:</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: behind above along before between after</p> <p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma after -ly opener e.g. Fortunately,....Slow ly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Handwriting Consolidate how to: Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>

<p>the main character is feeling in the final situation</p> <p>Non-Fiction Introduce: Secure use of planning tools: Text map / 'Boxing –up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in</p>	<p>who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</p>	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>	<p style="text-align: center;">Terminology</p> <p>Consolidate: Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark* • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce: Apostrophe (contractions and singular possession)</p> <p>Commas for description 'Speech marks' Suffixes Verb / adverb Statement question</p>	
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	<p>progress (e.g. she is drumming, he was shouting)</p>			<p>exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Subordinating conjunction</p>	
	<p>Children working at the expected standard at the end of year 2</p> <p>The pupil can write after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real and fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others • Spell many common exception words* 				