



Curriculum Progression map: English – Writing

Year	Writing genres covered	Transcription	Composition
<p><b>R</b></p> <p><i>Linked to books/ class topics/ experiences in each term</i></p>	<p><b>Autumn</b></p> <p>Experimenting with mark making</p> <p>Writing name</p> <p>Labels</p> <p>Lists</p>	<p>Children will:</p> <p>Give meaning to marks they make as they draw, write and paint.</p> <ul style="list-style-type: none"> <li>• Begin to break the flow of speech into words.</li> <li>• Continue a rhyming string.</li> <li>• Hear and say the initial sound in words.</li> <li>• segment the sounds in simple words and blend them together.</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Write own name and other things such as labels, captions.</li> <li>• Attempt to write short sentences in meaningful contexts.</li> </ul>
	<p><b>Spring</b></p> <p>Fairy Stories</p> <p>Instructions</p> <p>Information Text</p> <p>Poetry</p>		
	<p><b>Summer</b></p> <p>Practice all of the above to enable the children to write sentences, extending to: consistent sizing of letters, finger spaces, writing on</p>		



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	the line, capital letters, full stops.		
<p><b>1</b></p> <p><i>Linked to books/class topics/experiences in each term</i></p>	<p><b>Autumn</b></p> <p>Labels, lists and captions</p> <p>Narrative</p> <p>Newspaper report</p> <p>Information text (forest school leaflet)</p> <p>Letters to Santa</p> <p>Character description</p> <hr/> <p><b>Spring</b></p> <p>Information poster</p> <p>Narrative</p> <p>Poetry</p> <p>Recount</p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between <b>alternative spellings of the same sound</b> <ul style="list-style-type: none"> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>• <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b></li> <li>• Learning the spellings for year 1 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>	<p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>



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	<p><b>Summer</b> Postcards</p> <p>Diary entry</p> <p>Descriptive writing</p> <p>Instructions</p> <p>Stories from other Cultures</p>		
		<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>Handwriting is given frequent and discrete, direct teaching.</b></p> <p><b>Left-handed pupils should receive specific teaching to meet their needs.</b></p>	<p><b>Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>



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<p><b>2</b></p> <p><i>Linked to books/ class topics/ experiences in each term</i></p>	<p><b>Autumn</b></p> <p>Lists and captions</p> <p>Narrative</p> <p>Newspaper report</p> <p>Information text (forest school leaflet)</p> <p>Letters to Santa</p> <p>Character description</p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell <b>common exception words</b></li> <li>learning to spell more words with <b>contracted forms</b></li> <li>learning the possessive apostrophe (singular)</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li><b>write from memory simple sentences dictated by the teacher</b> that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>Learning the spellings for year 2 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>	<p><b>Develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>writing <b>narratives</b> about personal experiences and those of others (real and fictional)</li> <li>writing about <b>real events</b></li> <li>writing <b>poetry</b></li> <li>writing for different purposes – <u>first being given new and interesting and experiences and opportunities to inspire writing</u></li> </ul> <p><b>Consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
	<p><b>Spring</b></p> <p>Information poster</p> <p>Narrative</p> <p>Poetry</p> <p>Stories from other cultures</p> <p>Recount</p>		
	<p><b>Summer</b></p> <p>Postcards</p> <p>Diary entry</p>		



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	<p>Descriptive writing</p> <p>Instructions</p> <p>Story inspired from another culture</p>		
		<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the <b>correct size relative to one another</b></li> <li>• <b>start using some of the diagonal and horizontal strokes needed to join letters</b> and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• <b>use spacing between words that reflects the size of the letters.</b></li> </ul>	<p><b>Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form (is running, was playing)</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• learning the grammar for year 2 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>
<p><b>3/4</b></p> <p><b>Yr A</b></p>	<p><b>Autumn</b></p> <p>Narrative – Christmas Story</p> <p>Narrative - Life as a Roman Slave</p> <p>Persuasion - Design a Roman product, write persuasive advert</p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<p><b>Pupils will continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.</b> These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p><b>Plan writing by:</b></p>



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	<p>Poetry – Kit Wright</p> <p><b>Spring</b> Narrative – The BFG Newspaper report – The BFG Non-Chronological Report – Information page on topic</p> <p><b>Summer</b> Narrative - Stig of the Dump. Debate / Discussion – animal rights (table showing both sides of debate) Play scripts – Fairy Tale</p>	<ul style="list-style-type: none"> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• <b>discussing writing similar to that which they are planning to write</b> in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, <b>creating settings, characters and plot</b></li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing and <b>suggesting improvements</b></li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• <b>read aloud their own writing</b>, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> </ul>
<p><b>3/4</b> <b>Yr B</b></p>	<p><b>Autumn</b> Narrative - Viking raid</p> <p>Recount – trip to Anglo-Saxon village Instruction - Until I Met Dudley</p> <p>Letter – Link to Geography</p> <p><b>Spring</b></p>		



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	<p>Narrative – Mr Penguin and the Lost Treasure Museum Brochure - Mr Penguin and the Lost Treasure</p> <p>Instruction (How to Mummify an Egyptian Pharaoh)</p> <p><b>Summer</b> Character Description – Iron Man</p> <p>Diary Entry – Iron Man</p> <p>Menu – Iron Man</p> <p>Narrative – Iron Man Non Chronological Report (history)</p> <p>Poetry - Free Verse &amp; poetic devices</p>		<ul style="list-style-type: none"> <li>• using fronted adverbials with commas</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> <li>• learning the grammar for year 3/4 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>
<p><b>5/6</b> <b>Yr A</b></p>	<p><b>Autumn</b> Narrative – historical fiction</p>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> </ul>	<p><b>Children should continue to use real life scenarios and experiences to inspire and scaffold their writing</b></p> <p><b>Planning writing:</b></p>



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<p>Immersive description – Workhouse visit</p> <p>Letter: formal, persuasive – Victorian poverty</p> <p>Newspaper Report: Victorian crime</p>		<ul style="list-style-type: none"> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering <b>how authors have developed characters and settings</b> in what pupils have read, listened to or seen performed</li> </ul>
<p><b>Spring</b> Narrative- Scary story</p> <p>Information leaflet: Paris</p> <p>Discussion text: USA or Norway childhood</p> <p>Poetry: Free verse</p>		<p><b>Handwriting and presentation</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li><b>selecting appropriate grammar and vocabulary</b>, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing <b>the effectiveness of their own and others' writing</b></li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>
<p><b>Summer</b> Narrative re-write: Myths</p> <p>Precis: myths</p>			





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	<p>Formal letter (persuasion)</p> <p>Discussion text: Spartan or Athenian Culture</p>		<ul style="list-style-type: none"> <li>• <b>perform their own compositions</b>, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• learning the grammar for year 5/6 (see Dennington Spelling, Grammar and Punctuation LT Progression Map All Years)</li> </ul>
<p><b>5/6 Yr B</b></p>	<p><b>Autumn</b></p> <p>Diary of an evacuee (from immersive experience)</p> <p>Description (characters from Good Night Mister Tom)</p> <p>Biography – Anne Frank</p> <p>Dialogue – character dialogue</p> <p>Interview – An evacuee experience</p>		
	<p><b>Spring</b></p> <p>Narrative –science fiction</p> <p>Description – The Ridge</p>		



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	<p>Explanation/ Fantasy contrasting genre: technology</p> <p>Poetry (haikus)</p> <p>Information page</p> <p>Persuasion - leaflet</p> <p><b>Summer</b> Narrative- re-write Hamlet</p> <p>Description – Hamlet Ghost</p> <p>Information page: Tudor Monarchs</p> <p>Poetry: Hamlet's despair</p> <p>Diary- Queens</p>		