

# *Pilton Infants' School*

## *Writing Curriculum Progression*



*Below are details of our writing curriculum with termly plans of teaching and learning and a progression in key skills.*

*In 2023-24, the Reception curriculum will be closely linked to our Little Wandle phonics scheme. We will review this as the year goes on and adapt as necessary.*

*Where appropriate, we link our English in with our wider topic, and where there is no text suitable, we write our own to include the language or features we want to teach. Writing is purposeful and children develop resilience by responding to feedback and helping improve shared texts.*

*The texts we choose allow children to continue to embed previously learned skills, while learning new ones. Children repeat key skills throughout their year. For example, Year 1 repeatedly work on compound sentences and past tense verbs. This enables children to become secure before moving onto the curriculum in the next year group.*

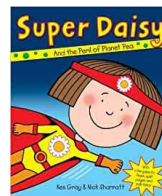
*However, these are not set in stone. Teachers may decide to change the progression depending on the assessments of their cohort of children. In this case, a discussion will take place with the English Subject leader about the purpose of the change and how we will plan for complete coverage.*

*We know how important oracy skills are, and so these objectives are clearly planned and taught within each sequence of work.*

*For more information, see our [Writing Curriculum Statement](#).*

# Reception - Autumn Term

Texts for this term's English:

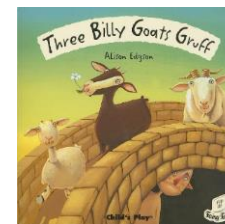
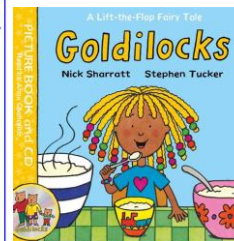


Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Little Wandle Phonics	s a t p	i n m d	g o c k is	ck e u r l	h b f l the	Review and assessment week
Writing	Pre-writing assessment Oral blending Letter formation	Pre-writing shapes Letter formation	How many letters? Practise names Letter formation	Super Daisy Sentence song verse 1 - a sentence goes from left to right. I am _____.	Super Daisy - superhero capes. Sentence song verse 1 - a sentence goes from left to right. I can _____.	Super Daisy Count how many words there are in a sentence. Continue I am _____. I can _____.

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Little Wandle Phonics	ff ll ss j  put pull full as	v w x y  and has his her	z zz qu ch Words with s /s/ added at the end e.g. hats, sits.  go no to into	sh th ng nk  she push he of	Words with s /s/ at the end (hats, sits) Words ending s /z/ (his) and with s /z/ added at the end (bags)  we me be	Review and assessment
Writing	Bear Hunt 'the _____' captions Sentence song verse 2 - don't forget your finger spaces.	Bear Hunt Sentence song verse 3 - It starts with a capital letter. The _____ is _____ sentences.	Bear Hunt I go to the _____. Sentence song verse 4 - Put a full stop at the end.	Christmas story She is _____. Sentence song verse 5 - A sentence is a group of words that make sense.	Christmas story He is _____. Sentence song verse 5 - A sentence is a group of words that make sense.	Christmas story and performances. Apply words ending s /z/ (his) and with s /z/ added at the end (bags) He _____s. She _____s. E.g. She sits.

# Reception - Spring Term

Texts/ contexts for this term's English:

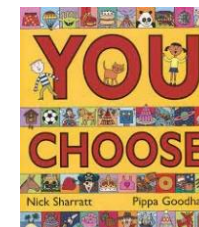
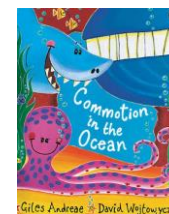
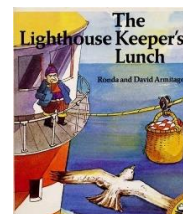
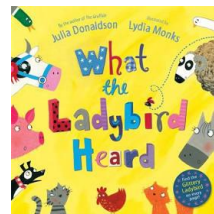


Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5
Little Wandle Phonics	ai ee igh oa	Oo oo ar or was you they	ur ow oi ear my by all	air er words with double letters: dd mm tt bb rr gg pp ff. are sure pure	longer words Review and assessment week
Writing	Model making Segmenting practise using the new digraphs. Teach how to use a phoneme frame.	Model making I/ He/ She/ It was _____. Label the models. Use the sentence song symbols to begin checking the teachers' sentences.	My Favourite Things My _____. My _____ is _____. Begin to use the sentence song symbols to check sentences.	Favourite things about each other. You are _____.	Digraph spotting. Chunking words using this term's digraphs e.g. harder, raining.

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5
Little Wandle Phonics	Review Phase 3: ai ee igh oa oo oo ar or ur ow oi ear	Review Phase 3: er air, words with double letters, longer words.	Words with two or more digraphs.	Longer words Words ending in -ing Compound words	Longer words Words with s in the middle /z/ s Words ending -s Words with -es at end /z/ Review and assessment
Writing	Goldilocks He/ She was _____.	Goldilocks They go _____.	Mother's Day (2024) My Mum is _____. She is _____.	Billy Goats Gruff They are _____ing.	Billy Goats Gruff We are _____.

# Reception - Summer Term

Texts/ contexts for this term's English:

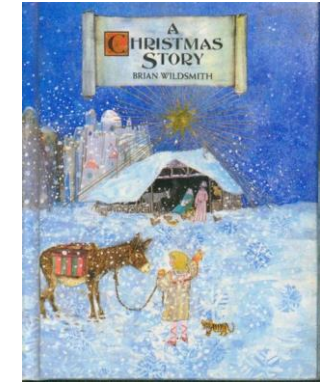
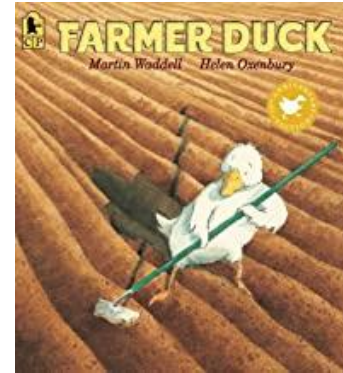
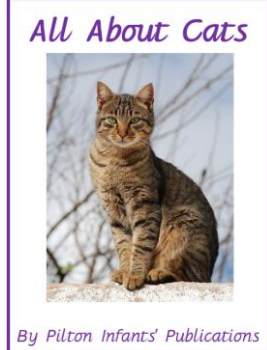


Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Little Wandle Phonics	Short vowels CVCC  said so have like	Short vowels CVCC CCVC  some come love do	Short vowels CCVCC CCVC CCVCC longer words  were here little saus	longer words  compound words  there when what one	Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est  out today	Review and assessment week
Writing	What the Ladybird Heard You have _____. Clues about a farm animal.	What the Ladybird Heard I like _____. (related to the story)	The Lighthouse Keepers Lunch Can I have some _____? (linked to food from the story)	The Lighthouse Keepers Lunch I love _____.	The Lighthouse Keepers Lunch Here comes the _____.	The Lighthouse Keepers Lunch Messages to the seagulls.

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Little Wandle Phonics	Long vowel sounds CVCC CCVC	Long vowel sounds CVCC CCVC CCV CCVCC	Phase 4 words ending: -s /s/, -s /z/, -es Longer words	Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	Root word ending in: -er, -est Longer words	Review and assessment
Writing	Commotion in the Ocean  There is/are _____.	Commotion in the Ocean There is/are _____. (words with dr, tr, sp, st consonant clusters).	Commotion in the Ocean  She/ He has _____.	You Choose (hats)  His _____ is _____. Her _____ is _____.	You Choose (pets) Return sweep when a sentence goes over a line.  Her/ His pet is _____. She/ He has _____.	You Choose (what would you do for fun?)  I like _____ing. He/ She likes _____ing.

# Year 1 - Autumn Term

Texts main objectives purpose/outcome oracy vocabulary



Revise Little Wandle Phases 3 and 4 GPCs and tricky words. Revise letter formation. Revise simple sentences. Form letters correctly. Sit at the table correctly/ hold a pencil correctly Write letters the correct size and orientation in relation to the line. Start each new line by the margin. Leave spaces between words. Write sentences about CVC pictures, representing all sounds in the correct order. Begin to say out loud what they are going to write.

**Animal Kennings**  
Learn to perform a poem with actions. Use the letter s in regular plurals and es in irregular plurals. Add the ing suffix to the root verb. Perform poems to Reception. Learn to appreciate poems and recite some by heart. Listen to and discuss poems beyond a level at which they can read independently.

**How to Look After a Cats - Non Fiction**  
Learn and remember a piece of text. Sequence sentences to form non-fiction writing. Use and spell the ing suffix correctly. Make an information booklet about dogs. Create a non-fiction page about a farm animal. Begin to compose sentences orally before writing them.

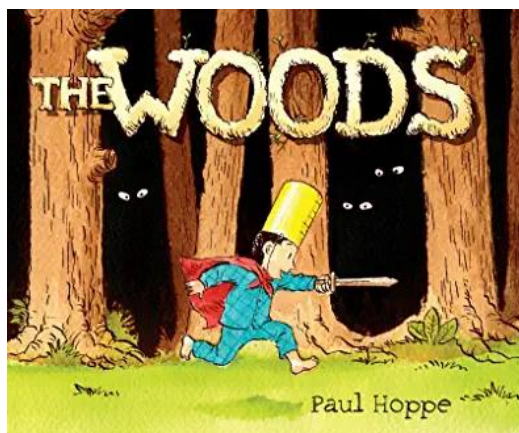
**Farmer Duck (fiction)**  
Write simple sentences. Know that a simple sentence is one idea. Use a capital letter at the beginning of a sentence. Use a full stop to show the end of a sentence. Compose a sentence before writing. Know that the next sentence can start after the full stop and not on a new line. Write a character description about the characters from Farmer Duck. Respond to the text and express opinions about Duck. Join in with repeating parts of the story. Say aloud what they are going to write about.

**The Christmas Story**  
Use a word bank to spell topic words correctly. Use capital letters for names. Spell common exception words correctly. Sequencing ideas in a narrative. Write part of the Christmas story. Draw on what they already know or on background information and vocabulary provided by the teacher. Compose sentences orally before writing them.



# Year 1 - Spring Term

Texts main objectives purpose/outcome oracy



## The Woods- Fiction

Understand the past and present tense.  
Spell regular past tense verbs with the 'ed' suffix.

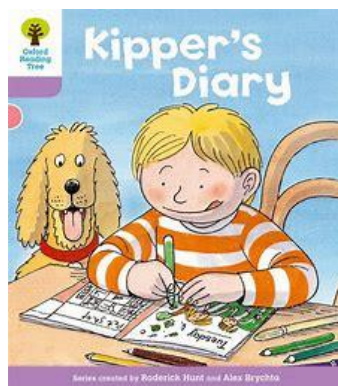
Learn and remember a piece of text.

Secure understanding that a sentence isn't just a line of text.

Use adjectives to describe settings and characters.

Write a description of a setting. Describe the creatures in the woods.

Participate in discussion about what is read to them, taking turns and listening to what others say.



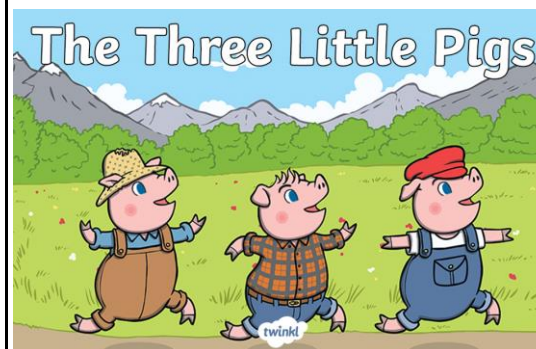
## Kings and Queens - topic link

Continue to use compound sentences.  
Learn to use a capital letter for the personal pronoun 'I'.

Understand that the word **I** is a capital, no matter where it is in a sentence.

Write about their Kings and Queens day.

E.g. We dressed up and I made a crown, We had a party and I did a dance.



## Traditional tales - The Three Little Pigs

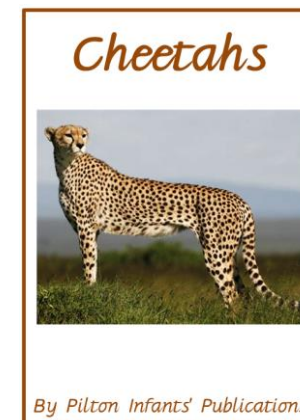
Understand what a compound sentence is.  
Join two simple sentences using *and*  
Learn and remember the beginning of a traditional tale.

Sequence sentences to form short narratives.

Spell the common exception words 'they', 'little', 'made' and 'house'.

Write the Three Little Pigs using compound sentences.

Become very familiar with fairy stories and traditional tales, retelling them and considering their characteristics. E.g. goodies / baddies and a happy ending.



## Non-Fiction Cheetahs

Use adjectives to describe.

Use plurals to describe more than one

Join two simple sentences using *and*

Understand how to use the *er* and *est* suffixes to make comparisons.

Understand the *er* comparisons use *than* and not *then*.

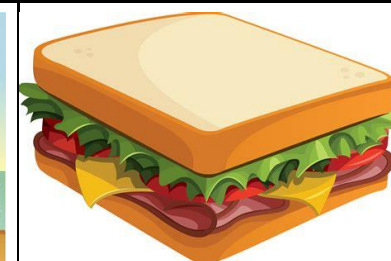
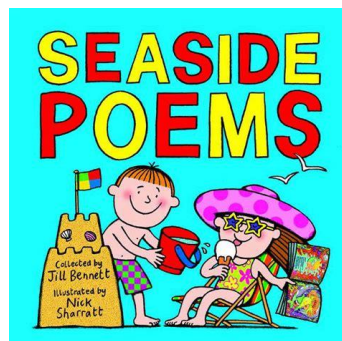
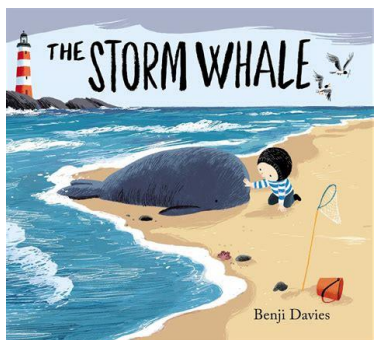
Plan and write an information page about animals.

Draw on what they already know or on background information and vocabulary provided by the teacher.

Discuss what they have written with the teacher.

# Year 1 - Summer Term

Texts main objectives purpose/outcome oracy



**The Storm Whale**  
 Understand that verbs are 'doing words'.  
 Spell past tense verbs with *ed* endings correctly.  
 Sequence compound sentences to form short narratives.  
 Learn and remember a story.  
 Write the beginning of 'The Storm Whale'.  
 Explain clearly their understanding of what is read to them. Talk about the characters, making comparisons.  
 Talk about their writing with a partner or teacher.

**Facts about Whales - Non - Fiction**  
 Sequence sentences to make a non-fiction page  
 Read back our work to check it makes sense and that our punctuation is correct.  
 Create a non-fiction page about whales.  
 Listen to non-fiction books which are beyond a level at which they can read independently.  
 Discuss word meanings, linking new meanings to those already known.  
 Discuss what they have written with other pupils.

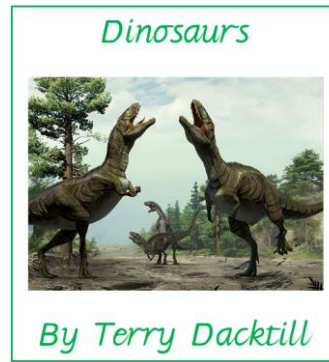
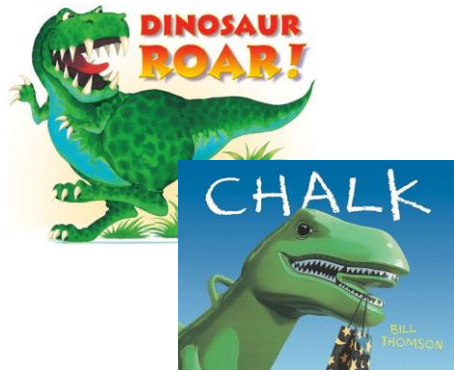
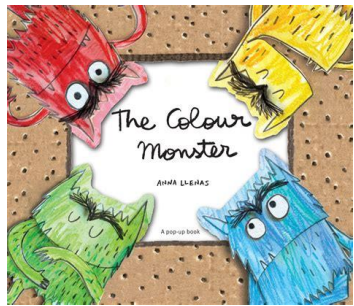
**Seaside poetry**  
 Learn to perform a poem with actions.  
 Identify and generate rhyming words.  
 Use prefix 'un'.  
 Perform poems to Reception.  
 Learn to appreciate poems and recite some by heart.  
 Listen to and discuss poems beyond a level at which they can read independently.

**Recount - write about a school trip.**  
 Sequence simple and compound sentences to form texts,  
 Read work aloud to check for sense and punctuation.  
 Secure the use of I as a personal pronoun (always a capital)  
 Write a postcard about our trip.  
 Read their writing aloud to peers or the teacher.

**Instructions - how to make a sandwich - DT link**  
 Revise 'and' to form compound sentences.  
 Revise *ed* endings.  
 Read work aloud to check for sense and punctuation.  
 Write a set of instructions.  
 Speak clearly to explain something.

# Year 2 - Autumn Term

Texts main objectives purpose/outcome oracy



**The Colour Monster**  
 How to green pen to make corrections. Re-read to check for sense. Use a word bank.  
 Make own Colour Monster book to take home and share with their family/ learn to express and deal with emotions.  
 Discuss understanding of the text in relation to their own experience.  
 Look at the person who is talking and listen to what they say.

**Dinosaur Roar poem**  
 Perform with actions.  
 Expanded noun phrases.  
 Write a description of the dinosaurs so that we can guess which one you are describing.  
 Perform to the rest of the school in assembly.  
 Learn, enjoy and recite by heart.  
**Chalk**  
 Past tense verbs  
 'And' in compound sentences.  
 Map the story and write own version.  
 Make inferences on the basis of what they observe in the textless book.  
 Learn to orally rehearse sentences before writing.  
 Read aloud to check for sense and use a green pen to correct.

**Dinosaur Non-fiction**  
 Features of an information text.  
 'That' conjunction.  
 Question sentences.  
 Questions marks as sentence end punctuation.  
 Plan what to write.  
 Write an information text about Triceratops to share with Year 1.  
 Ask questions to help them understand better.  
 Discuss what they have learned from non-fiction texts.

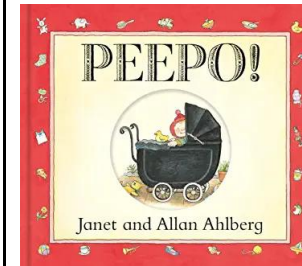
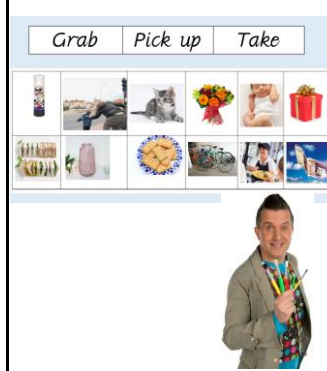
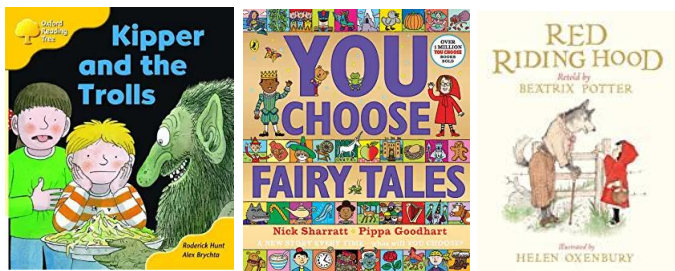
**What the Dinosaurs Did**  
 Past tense verbs  
 Exclamation marks.  
 Secure verbs as being, doing, having.  
 Write about real events.  
 Independent Writing - A story about what happened when the dinosaur came to your house.  
 Listen to, discuss and express views about the text.

**Christmas Poems**  
 Rhymes.  
 Performance Poetry  
 Alliteration.  
 Learn off by heart and perform Christmas poems to another class.  
 Perform poetry with appropriate rhythm and intonation



# Year 2 - Spring Term

Texts main objectives purpose/outcome oracy



**Traditional Tales**  
*Kipper and the Trolls, You Choose by Nick Sharratt and Little Red Riding Hood*  
 Narrative writing with the features of a traditional tale e.g. goodies and baddies, story language, happy ending etc.  
 Past tense verbs and consistent tense.  
 Using 'but' in compound sentences.  
 Improve verb choices.  
 Begin contracted words.  
 Because and but conjunctions.  
 (Commas in a list.)  
 Retell of *Kipper and the Trolls*.  
 Independent Wanted poster for the Big Bad Wolf.  
 Explain and justify choices from *You Choose*.  
 Invent own Boxed up Little Red Riding Hood.  
 Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  
 Recognise the repeating patterns and features of traditional tales such as the language, happy ending, talking animals, groups of three.  
 Discuss questions about the text such as characters who don't fit clearly into a goodie or baddie role.

**Nonsense verse and tongue twisters**  
 Write and perform poetry.  
 Rhyming words  
 Write verses for a class poem to perform.  
 Continue to build up a repertoire of poems learnt by heart.  
 Enjoy performing for fun.

**Instructions**  
 Mr Maker instruction videos (Cbeebies)  
 Commands  
 Organisational features such as headings, numbers or bullet points.  
 Imperative verbs  
 Alternative verbs for put/get  
 Begin to use adverbs to show when and how.  
 Write instructions for various purposes e.g. Fire safety in the home/ How to build a bridge.  
 Draw on vocabulary they already know or provided by the teacher.  
 Have a go at using new words.

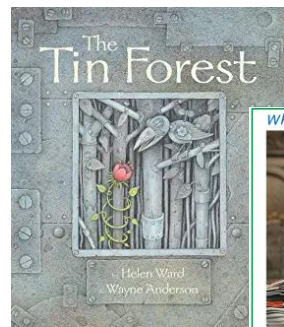
**Peepo**  
 When and if conjunctions.  
 Past tense verbs.  
 Use adverbs to show when.  
 Statement sentences using because to explain why.  
 Write down ideas including new vocabulary.  
 Why oh y oh why rule for past tense verbs.  
 Non-fiction text comparing 1981 with 2021.  
 Listen to, discuss and express views on classic poems.

**Recount of trip or event**  
 Sequencing a text using time words. Write an introduction, main body of text and summary sentence.  
 Write a recount of an event.  
 Discuss favourite words and phrases. Discuss which bits of the text are boring/ interesting and why.

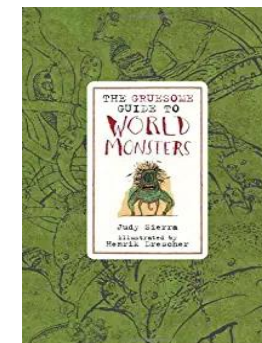
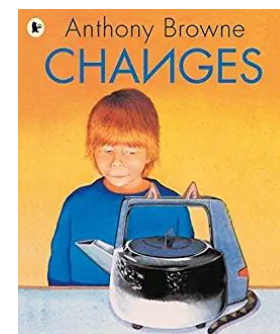
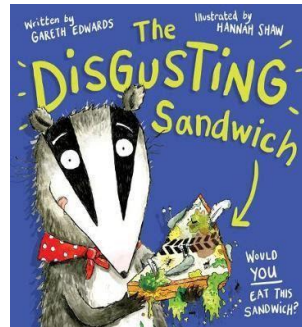
\* At some point during the year.

# Year 2 - Summer Term

Texts main objectives purpose/outcome oracy



**S**ilently searching  
**H**unting for prey.  
**A**ll creatures fear the  
**R**azor sharp toothed  
**K**illing machine.



**Tin Forest/ Marina Silva**  
 Past tense verbs (irregular and regular with ed endings)  
 Use consistent tenses throughout.  
 Exclamation sentences.  
 Write down ideas Expanded noun phrases with 'ful' suffix.  
 Comparative and superlatives (including why oh y oh why rule).  
 Commas in a list.  
 Evaluate writing with another pupil or teacher.  
 Re-write the story about a Plastic Forest to teach younger children about the issue.  
 Participate in discussions about important global issues.  
 Respect everyone's opinion even if it's different to their own.

**Acrostic poems**  
 Learn features of acrostic poems.  
 Write an acrostic poem about Rainforests and a subject of their choice.  
 Perform poems for fun.

**The Disgusting Sandwich**  
 Commas in lists.  
 Apostrophes for contractions and singular possession.  
 Questions  
 Re-write the story in a new setting.  
 Provide reasons and explanations for their ideas.  
 Speak confidently and politely in full sentences.

**Changes Story**  
 Apostrophes for singular possession and contractions.  
 Re-write the story about changing schools as part of a wider discussion about transition.  
 Express thoughts on big feelings around transition and learn the importance of sharing concerns.  
 Letters to members of the England team.

**The Gruesome Guide to World Monsters.**  
 Features.  
 Expanded noun phrases.  
 Consistent tense.  
 Write own fact file for our class book.  
 Explore how language can elicit strong responses (such as fear).

Writing Curriculum Area		Reception	Year 1	Year 2
Transcription	Intent	<p>Children learn to form all letters of the alphabet correctly in their independent writing.</p> <p>They begin to leave spaces between words.</p> <p>They are able to write sentences which are dictated to them.</p>	<p>Children secure the formation of capital letters and the formation of all letters in relation to the line.</p> <p>They secure the use of finger spaces between words.</p>	<p>Children learn to join their writing to improve fluency and presentation.</p> <p>Children learn to re-read to check for sense, spelling and punctuation and use their green pen to make changes and improvements.</p>
	Implementation	<p>Handwriting is taught explicitly and also linked to spelling and phonics lessons.</p> <p>Poor fine motor control is identified and supported with 'beaky fingers' activities in Reception and the High 5 intervention in KSI. Fun fit also supports this for children with poor gross motor skills.</p> <p>Teachers model transcription skills through shared writing in English teaching sequences and phonics/ spelling lessons.</p>		
Composition and vocabulary	Intent	<p>Children learn how to record their ideas in written form by watching teachers model the process in shared writing.</p> <p>They verbally compose and say sentences.</p> <p>They learn to retell stories using a story map.</p>	<p>Children learn to verbally rehearse what they want to write and re-read to check for sense.</p> <p>Children learn about different text types and write their own versions with some support.</p>	<p>Children learn to write in a range of genres for different purposes, linked to specific texts.</p> <p>They learn to evaluate, edit and improve their writing to make it more interesting.</p>
	Implementation	<p>Children learn, remember and retell texts within the English teaching sequences. These are linked to specific language or features of texts such as traditional story language or time adverbs for instructions.</p> <p>In Reception, children practise speaking using stem sentences during their Oracy sessions and within the teaching sequence.</p> <p>Children in all year groups have opportunities for independent writing (whether through continuous provision or at the end of the teaching sequence further up the school)</p> <p>Teachers model the writing composition process with the children.</p> <p>Vocabulary is taught explicitly through English and reading lessons.</p>		

Spelling, Grammar and Punctuation	Intent	Children learn about words, letters and sentences. They segment words to spell and use a word bank to spell common exception words.	Children learn to use and punctuate simple and compound sentences correctly. They learn to use a range of suffixes and prefixes and write in the past tense.	Children learn to write a different sentence types with a wide variety of punctuation for a range of purposes.
	Implementation	<p>Daily phonics lessons. Spelling is modelled by teachers using the grapheme chart and letter friezes. Teaching sequences linked to specific high frequency words. Explicit teaching of spelling 'tricky' words with strategies such as use of the word wall.</p> <p>Children learn a range of spelling games and these are also shared with parents to practise at home.</p>	<p>Daily phonics lessons. Spelling is modelled by teachers using the Grow the Code chart. Grammar and punctuation is taught following the National Curriculum</p>	<p>Spelling lessons using Twinkl spelling. Specific grammar and punctuation lessons within an English teaching sequence.</p>
Assessment/ Impact	Formative	Evidence gathered through observations and continuous provision in Reception and early Year 1. Writing in books and the graphics area. In Year 2, this can also include writing in other curriculum subjects. Phonics and spelling lessons. Book monitoring, lesson observations and lesson studies.		
	Summative	EYFS Profile	End of year writing assessment	Year 2 Assessment Framework.
Impact - termly monitoring by the English subject leader including book scrutiny, lesson observations, data analysis and lesson studies. See English subject leader file.				