



Meadow Primary School Progression Map



Subject: Writing

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.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Funny bones Stick man Leaf Man	Stories with familiar settings Gruffalo, Tiger who came to tea, Six Dinner Sid, The twits, Peace at Last	Aliens love underpants The day the crayons quit Red Riding hood Hare & tortoise	Cornerstones – Walk Like An Egyptian The Egyptian Cinderella	The Lucky Escape Narrative writing Persuasive leaflet on cleaning Teeth	Cornerstones – Road trip USA Hiawatha and the Peacemaker	Cornerstones - Revolution
Knowledge (Genres taught)	N/A	Story writing Letter Initiation Descriptive writing Labelling	Aliens – Descriptive Performance Poetry Letters - Crayons Traditional stories	Setting description Fairy tales with a twist Formal letter writing	Fantasy narrative Persuasive Leaflet	Postcard Diary entry Persuasive leaflet	Diary entry Biography
Skills (Composition)		Story Structure Story openings Invitation layout List Layout Phoneme/Grapheme correspondence.	Sentence types Informal Letter structures Stories- fairy tales with the use of story language and sequencing. Poetry forms and structures	Comparing stories Story structure Setting description Formal and informal writing Planning Editing	Creating settings, characters and plot Organising paragraphs Assessing the effectiveness of their own writing and suggesting improvements Proof-read for errors Publishing Using precise vocabulary so explanation is clear.	-Write for a range of purposes -cohesion across paragraphs -SPACE Identify audience Drafting and publishing Evaluating, editing and publishing Proofreading Using organisational devices to structure text.	Identify audience & purpose Identify golden thread for cohesion Select appropriate vocab & grammar – and how they enhance meaning Propose changes to vocab and grammar Use organisational devices to structure text Proofread Draft and redraft
Skills (Vocabulary, grammar and punctuation)	Writing initial sounds Description Tricky words	Capital Letters Adjectives Full Stops Conjunctions	Rhyme alliteration Sequencing Sentence formation-extending sentences. Past tense verbs	Expanded noun phrases Adverbials Speech and dialogue Past tense An / A Commas in lists Formal language	Inverted commas Fronted Adverbials Sentence types Conjunctions Describe character and setting Expanded noun phrases Subordinating conjunctions Word classes	Informal language Expanded noun phrases Subordinate conjunctions Relative clauses Imperative verbs	Inverted commas Editing Modal verbs Expanded noun phrases Commas to clarify meaning. Parenthesis () – , Relative Clauses

Autumn 2	Pet Dragon Lost and Found Koala who can Possum Magic Edwina the Emu	Non-Fiction Big Cats Owls The Christmas Story -RE Christmas	Lighthouse keepers lunch The Christmas story- The First Tinsel – RE Christmas	Cornerstones – Rocks, Relics and Rumbles Escape from Pompeii	Life of a gladiator How to make a Catapult	Cornerstones – Fallen Fields - battles Kaspar , Prince of Cats -	Cornerstones – Frozen Kingdom
Knowledge (Genres taught)	Letters Instructions Postcards	Rhyming Fact writing Labels	Fireworks - Poetry Pirates - story Lighthouse keepers lunch –Instructions- Non-fiction save the oceans Non- fiction Plastic project	Newspaper report – Pompeii eruption (3 weeks) Non-Chronological report on volcanoes and earthquakes. (2 weeks)	Letter – Life of a Gladiator Instructions	Chronological reports Story	Narrative Non-Chronological reports
Skills (Vocabulary, grammar and punctuation)	Initial sounds Description Final sounds Finger spaces Tricky words	Conjunctions Capital Letters Adjectives Full Stops Rhyming	Rhyme alliteration, onomatopoeia Narrative features- strong verbs, story language. Use of paragraphs Instructions- imperative verbs, features of instructions. Non-fiction text structure/features	Present Perfect Tense Inverted commas Paragraphs Conjunctions	Expanded noun phrases Past tense/Present Formal writing Technical vocabulary Commas for lists Bullet points Paragraphs	Embedded and relative clauses Subordinate clauses Adverbials paragraphing Commas for lists Speech punctuation Direct and reported speech. Expanded noun phrases – setting and character description Passive voice Technical vocabulary Headings and subheading	Drama ISPACE – writing for audience Dash – adding atmosphere Standard English Inverted commas Commas to clarify meaning
Skills (Composition)		Non-fiction writing Subheadings Titles Captions Labels	Story writing with clear cohesion Instructional features/ Structures.	Planning Editing Organisation and language features Use of headings Paragraphs Writing to inform Cohesion	Adverbs for detail Use of technical vocabulary Vocabulary for effect Cohesion Add conclusions to wrap up and summarise information in Instructions	-creating atmosphere -use what they have read as a model -use and spell words correctly from ¾ and 5/6 list Identify audience Drafting and publishing Evaluating, editing and publishing Proofreading	Spelling – to use dictionaries to check meanings. To distinguish between homophones. To use a thesaurus. To spell a range of words with familiar patterns (see NC) Identify audience & purpose Develop characters and settings. Select appropriate vocab & grammar – and how they enhance meaning. Using dialogue to advance action. Assess the effectiveness of their own and others’ writing. Proofread for spelling and punctuation errors. Draft and redraft. Propose changes to vocab and grammar.

Spring 1	Mrs Armitage Wheels Train Ride	China - Geography	The Dragon Machine George and the Dragon	Cornerstones – Gods and Mortals Greek Myths – various – Ancient Greeks	Boudicca fought the Romans The Roman Empire	Cornerstones – peasants, princes and pestilence	Cornerstones – A Child’s War
Knowledge (Genres taught)	Instructions	Instructions Recount Story writing Character/setting description	Fantasy Story - Dragons Instructions African Adventure- recount	Greek myths Non-chronological report	Narrative on Boudicca Chronological report	Narrative – using personification Poetry Persuasive speech	Formal/informal letter Newspaper article
Skills (Vocabulary, grammar and punctuation)	All sounds they can hear Description Finger spaces Full stops Tricky words	Conjunctions Capital Letters Adjectives Full Stops Imperative Verb Ordinal Language Pronouns Adverbs	Narrative skills- noun phrases, extending punctuation Instructions- imperative verbs adverbs, descriptions	Fronted adverbials, Inverted commas Expanded noun phrases	Fronted adverbials Language choice – formal and technical, powerful language, Emotive language Figurative language Expanded noun phrases Subordinating conjunctions Range of punctuation Inverted commas	Descriptive language Past tense Imperative verbs Reported and direct speech Conjunctions Vary sentence structure length Rhetorical questions Emotive language Passive voice Adverbials Brackets and dashes	Expanded noun phrases Adverbial phrases Speech- reported and direct Passive voice Coordinating and subordinating conjunctions Hyphens Colons / Semi-colons
Skills (Composition)		Chronological instructions Story Openings Phoneme/Grapheme correspondence Sentence Structure	Instructional writing Story writing, with clear setting descriptions	Story structure Planning Editing Paragraphs Describing settings and characters Organisation features Sentence structure	Story writing to entertain. Chronological report to inform: Technical vocabulary/ Third person/ Impersonal style/ Formal language/ Assessing the effectiveness of their own and others’ writing/ suggesting improvements	Identify audience and purpose Features of persuasive Personification Similes and metaphors Creating atmosphere – vocabulary for effect Integrate dialogue Drafting and publishing Evaluating, editing and publishing Proofreading Perform	Identify audience & purpose Select appropriate vocabulary & grammar and how they enhance meaning Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Assess the effectiveness of their own and others’ writing. Proofread for spelling and punctuation errors.

Spring 2	Freddie and the fairy Harry and the bucketful of dinosaurs Pirates love underpants Mr Men in space Supertato	Transport	Mr Benn The Easter story	Cornwall	The Journey along a river The water cycle (Cornerstones)	Cornerstones – Off with her head	Cornerstones – A Child’s War
Knowledge (Genres taught)	Comic Strip Story	Information Texts Fact writing Persuasive writing Comic book	Mr Benn- Story writing Bird Books- Non fiction Easter Story- sequencing	Poetry – sea theme (2 weeks) Persuasive holiday brochures for Cornwall (3 weeks)	Recount (inform) Explanation text (inform) -	Newspaper reports Biographies Riddles	Narrative Speech
Skills (Vocabulary, grammar and punctuation)	All sounds they can hear Description Finger spaces Full stops Capital Letters Tricky words	Conjunctions Capital Letters Adjectives Full Stops First person Dialogue Plurals Verbs Exclamation Marks Inverted commas		Figurative language Imperative verbs Rhetorical questions Adjectives Conjunctions Paragraphs	Paragraphs Relative clauses Commas for lists Present perfect Commas for clauses Expanded noun phrases Boxing up text Connectives and generalisers Use of clausal connectives...e.g. so, because of this...	Coordinating and subordinating conjunctions Adverbials Commas for list Passive voice Relative clauses Present perfect Brackets and dashes Time conjunctions technical vocabulary Inverted commas	Inverted commas DASH paragraphs Verb tenses Grammatical terminology Persuasive language
Skills (Composition)		Subheadings Captions Titles Speech Phoneme/Grapheme correspondence	Narrative structures- cohesion- linking the end to the beginning. Use of subordination and adverbials.	Poem structures Planning Editing Use of verses Persuasive language	Organising information Sequencing events Concluding and summarising information Descriptive language to highlight key points Writing a general opening statement Write a closing summary	Cohesion Identify audience and purpose Headings and subheadings Reported and direct speech Drafting and publishing Evaluating, editing and publishing Proofreading	Identify audience & purpose Develop characters and settings. Select appropriate vocab & grammar – and how they enhance meaning Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Assess the effectiveness of their own and others’ writing. Proofread for spelling and punctuation errors.

Summer 1	Rosie's Walk Farmer Duck Snail and the Whale Rumble in the Jungle The Very Hungry Caterpillar The Rainbow Fish Tiddler	Plants and Growing	A selection of Anthony Browne books	Cornerstones – Tribal Tales Stone Age Boy	Mountains Calligrams Mountain Adventure	Cornerstones – sow grow and farm	The Literacy Shed – Alma
Knowledge (Genres taught)	Fact Files	Recount Retelling stories Non-fiction fact writing	Anthony Browne-story writing Recount trip Letter writing to the Queen	Recount – diary – 2 weeks 3 weeks – adventure stories (Stone Age Boy)	Non-Chronological report (inform) Poetry – calligrams Newspaper report (inform) – mountain adventure	Non – chronological reports Balanced arguments poetry	Narrative
Skills (Vocabulary, grammar and punctuation)	All sounds they can hear Description Finger spaces Full stops Capital Letters Question marks Tricky words	Conjunctions Capital Letters Adjectives Full Stops Question Marks First Person Nouns	Time connectives and descriptions. Formal language	Informal language Inverted commas - dialogue Adverbials Subordinate clauses	Technical vocabulary Third person Impersonal style Formal language Poetry: Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material - Expanded noun phrases	Adverbials Passive voice Modal verbs Brackets commas Dashes Technical vocabulary 1 st and 3 rd person Paragraphing – organising arguments	Sentence openers and types Adverbial phrases Formal and informal writing Active / passive verbs

<p>Skills (Composition)</p>		<p>Chronological Ordering Oral rehearsal</p>	<p>Comparing book styles by the same author.</p> <p>Recount with time connectives and descriptions.</p> <p>Formal letter writing.</p>	<p>Story structure Showing character emotions Paragraphs Editing Improving Describing characters and settings</p>	<p>Organising information Sequencing events</p> <p>Poetry: Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Rhyme, rhythm , alliteration, Personification Selecting appropriate vocabulary cohesion Heading and subheadings Identify audience and purpose Drafting and publishing Evaluating, editing and publishing Proofreading Perform</p>	<p>Identify audience & purpose Develop characters and settings. Select appropriate vocabulary & grammar and how they enhance meaning Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Assess the effectiveness of their own writing. Proofread for spelling and punctuation errors. Draft and redraft Propose changes to vocabulary and grammar</p>
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Summer 2	Traditional tales	Animals – The Derby	Alice in Wonderland I am the song – Poetry	Cornerstones - Mighty Metals	Viking myth Poem to entertain	Cornerstones - allotment	Cornerstones – The Amazon & Fantastic Beasts by JK Rowling
Knowledge (Genres taught)	Story Instructions	Story writing Rhyming Strings Poems Describing settings	Alice in Wonderland I am the song- Poetry Stories from other cultures Science week – non-fiction	Explanation text about forces Instructions – how to play their magnet game Poetry – list poem about metals	Narrative (entertain) Poetry	Instructions Explanation narrative	Persuasive writing Narrative Recount
Skills (Vocabulary, grammar and punctuation)	All sounds they can hear Description Finger spaces Full stops Capital Letters Question marks Key features of a narrative	Conjunctions Capital Letters Adjectives Full Stops Prefix Suffixes Question Marks		Subordinating conjunctions Expanded noun phrases Commas for lists Relative clauses Present perfect Commas for clauses Bullet points	Inverted commas Fronted Adverbials Sentence types Conjunctions Describe character and setting Expanded noun phrases Subordinating conjunctions Word classes (Poetry skills as in Summer 1.)	Expanded noun phrases Subordinate clauses Relative clauses Brackets and dashes Fronted adverbials Commas Inverted commas Paragraphs Imperative verbs Technical vocabulary Bullet points	Interpret detail Expanded noun phrases Persuasive language- AFOREST
Skills (Composition)		Poem structure Sentence Structure Editing and Improving Cohesion Editing	Setting and character descriptions Stories character from other cultures	Use of technical vocabulary Cause and effect conjunctions t Use of precise vocabulary	Creating settings, characters and plot Organising paragraphs Assessing the effectiveness of their own writing and suggesting improvements Proof-read for errors Publishing (Poetry skills as in Summer 1.)	Identifying audience and purpose Choosing language for effect Dialogue to move the action on. Cohesion between paragraphs Structural features – headings and subheadings rafting and publishing Evaluating, editing and publishing Proofreading Perform	Identify audience & purpose Develop characters and settings. Select appropriate vocabulary & grammar and how they enhance meaning Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Proofread for spelling and punctuation errors. Draft and redraft Propose changes to vocabulary and grammar

Impact (End Points)							
	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children 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.	Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words that are spelt correctly. 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. The children handwriting will show correct formation starting and endings in the correct places.	Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will 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. They will 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	Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using :extending the 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech	Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.	A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.	By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.