

Athersley North Primary School

EYFS & Key Stage 1 Writing Progression

When you're teaching
kids to write, you're
teaching them to think.
Writing is the window
through which all thinking
starts.

At Athersley North Primary School, we aim to provide a high quality Writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Athersley North Primary School, we aim to ensure they are proficient, independent writers.

EYFS & Key Stage 1 Writing Curriculum

Coverage

<u>EYFS F1</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Owl babies – <i>Martin Waddell</i> Elmer – <i>David McKee</i> Handa's Surprise – <i>Eileen Browne</i> Pattan's Pumpkin <i>Chitra Soundar</i>	The Runaway Wok – <i>Ying Chang</i> Mog the forgetful cat – <i>Judith Kerr William Bee's</i> Wonderful world of Tractors – <i>William Bee</i>	Aargh Spider – <i>Lydia Monks</i> Rainbow Fish - <i>Marcus Pfister</i> Commotion in the Ocean - <i>Giles Andreae</i> Sharing a Shell - <i>Julia Donaldson</i> Shark in the Park - <i>Nick Sharratt</i>
Making marks (Pictures and random scribbles) Listening to and enjoying stories Fine and gross motor skills	Making marks – being able to talk about mark making (pictures, random scribbles, scribble writing) Listening to and enjoying stories Fine and gross motor skills	Making marks – being able to talk about mark making (scribble writing, symbols that represent letters, random letters) Listening to and enjoying stories Fine and gross motor skills

<u>EYFS F2</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Owl Babies - <i>Martin Waddell</i> Scarecrows wedding - <i>Julia Donaldson</i> Handa's Surprise – <i>Eileen Browne</i> Pattan's Pumpkin - <i>Chitra Soundar</i>	The Runaway Wok – <i>Ying Chang</i> Farmer Duck – <i>Martin Waddell</i> Pig in a Pond – <i>martin Waddell</i> Jaspers Beanstalk – <i>Nick Butterworth</i> Animals in Spring What the ladybird heard - <i>Julia Donaldson</i>	Rainbow Fish - <i>Marcus Pfister</i> Commotion in the Ocean – <i>Giles Andreae</i> Sharing a Shell - <i>Julia Donaldson</i> Shark in the Park - <i>Nick Sharratt</i>
Listening to and enjoying a story. Joining in with repeated refrains. Random letters. Some scribble writing – assigning meaning to marks Letter strings Fine and gross motor skills	Listening to and enjoying a story. Joining in with repeated refrains and retelling well known stories. Letter groups Using environmental print Beginning sounds – starting to form sentences Fine and gross motor skills	Retelling well known stories and making up own stories. Sentence writing Spelling – using phonic knowledge to write words independently Joining sentences together to form longer pieces. Fine and gross motor skills

Key Stage 1 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Funny Bones – Janet and Alan Ahlberg On the way home – Jill Murphy	Lost in the Toy Museum- David Lucas Christmas at the Toy museum – David Lucas	Where the Poppies now grow – Hilary Robinson	Storm – Sam Usher The wind Blew – Pat Hutchins	I am Rosa Parks – Jim Haskins or Brad Meltzer (2 copies available) I am the seed that grew the tree (poetry)-Fiona Waters	Dougals Deep Sea Diary – Simon Bartram Man fish – Jennifer Bern
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>
Story Description Poetry	Recount Letter Instruction	Story Description Poetry	Recount Letter Instruction	Story Description Poetry	Recount Letter Instruction

KS1 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Journey – Aaron Becker Mr Gumpy’s Motor Car – John Burningham	Town Mouse and Country Mouse – Susanna Davidson *Where the Wild things are – Maurice Sendack	Amelia Earheart – Little people Big dreams – Maria Isabel Sanchez Vegara The manfish:A story of Jacques Cousteau – Jennifer Berne	The Lighthouse Keepers lunch –Ronda Armitage Traction Man – Mini Grey	Taking Flight:How the Wright Brothers conquered the skies –Adam Hancer Man on the moon – Simon Bartram	Lila and the secret of the rain – David Conway Merrkat Mail – Emily Gravett
<u>Writing to entertain</u>	<u>Writing to inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>	<u>Writing to entertain</u>	<u>Writing to Inform</u>
Story Description Poetry	Recount Letter Instruction	Story Description Poetry	Recount Letter Instruction	Story Description Poetry	Recount Letter Instruction

Progression in skills.

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Tone/purpose	<p><u>30-50 months</u> <u>40-60 months</u> <u>ELG</u></p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>To use a number of simple features of different text types.</p> <p>To make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To begin to engage readers by using adjectives to describe.</p>	<p>To develop positive attitudes towards and stamina for writing.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p>
Planning writing	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To plan what they are going to write about including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence</p>

<p>Drafting</p>	<p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>	<p>To sequence sentences to form short narratives.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
<p>Editing</p>	<p>Use phonic knowledge to check spellings of familiar words and make attempts at unknown words.</p> <p>Read own work out loud to an adult. With support make some changes to sentence structure and spelling.</p>	<p>To re-read what they have written to check that it makes sense and independently begin to make changes.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To make simple changes to writing with help from teachers and peers</p>	<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
<p>Performing</p>	<p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p>	<p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

<p>Sentence structures</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To begin to use simple noun phrases.</p>	<p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To use coordinating conjunctions such as and, for, but, or, so.</p> <p>To form simple compound sentences and noun phrases.</p>	<p>To select and use punctuation correctly.</p> <p>To write sentences with different forms: statement, question, exclamation, command</p> <p>To use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>
<p>Cohesion</p>	<p>Structuring narrative through play by choosing to ask questions, use adjectives to describe nouns.</p> <p>To structure sentences using 'and' to connect clauses in a spoken sentence.</p>	<p>To select appropriate and adventurous adjectives to describe.</p> <p>To use time conjunctions.</p> <p>To join words and clauses using subordinating conjunctions e.g. and, but, so.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and</p>
<p>Vocabulary choices</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by</p>	<p>To begin to make adventurous word choices based on their first hand experiences of vocabulary within texts and topics.</p> <p>Use simple dictionaries to check spellings.</p>	<p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>Use dictionaries and thesauruses</p>

	<p>grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>Begin to have an awareness of synonyms.</p>	<p>to extend and improve their vocabulary choices.</p>
Tense	<p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use tense correctly in writing.</p> <p>To begin to understand the difference between first and third person.</p>	<p>To use the present and past tenses correctly and consistently, including the progressive form</p> <p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
Punctuation	<p>To begin to recognise the use of a full stop and capital letter.</p>	<p>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To leave consistent spacing between words.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. - apostrophes to mark singular possession and contractions.
Handwriting	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes</p>

To draw lines and circles using gross motor movements.

To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.

To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.

To hold a pencil near point between first two fingers and thumb, and uses it with good control.

To copy some letters, e.g. letters from their name.

To give meaning to marks they make as they draw, write and paint.

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

To show a preference for a dominant hand.

To begin to use anticlockwise movement and retrace vertical lines.

To begin to form recognisable letters.

To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

To show good control and co-ordination in large and small

To form lower-case letters in the correct direction, starting and finishing in the right place with a good level of consistency.

Form capital letters correctly.

Form digits 0-9 correctly.

To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

To use spacing between words that reflects the size of the letters

	<p>movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>		
<p>Phonics and Spelling</p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To accurately spell most words containing each of the 40+ phonemes already taught common exception words.</p> <p>To spell some words in a phonically plausible way even if incorrect. the days of the week</p> <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs and the sounds which they represent.</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of</p>	<p>To segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p> <p>To learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To learn to spell most Y1 and Y2 common exception words correctly.</p> <p>To learn to spell more words with contracted forms</p> <p>To learn the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>To distinguish between homophones and near-homophones</p> <p>To add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p>

		<p>root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p>	<p>To apply spelling rules and guidance, as listed in English appendix 1</p> <p>To write from memory sentences dictated by the teacher that include words using GPC's, common exception words and punctuation taught so far.</p> <p>To self-correct misspellings of words that pupils have been taught.</p>
<p>Grammatical terminology</p>	<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>To learn the grammar for year 1 in English Appendix 2</p> <p>To use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>
<p>Specific vocabulary taught</p>	<p>To write some irregular common words.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>To Spell simple compound words.</p> <p>To read words that they have spelt.</p> <p>To select and use new vocabulary from texts and topics.</p>	<p>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To select and use vocabulary from texts and topics.</p> <p>To know how to correct the new vocabulary taught.</p>