

English Writing Progression Map based on Pie Corbett's Talk for Writing (Reception and KS1)

Early Years Foundation Stage (EYFS)

| Genres and opportunities | Text Structure | Sentence Construction | Word Structure / Language | Punctuation* | Terminology* |
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| <p>Following instructions and giving instructions orally.</p> <p>Recounts from different characters.</p> <p>Instructions</p> <p>Information</p> | <p>Introduce: Planning Tool – Story map / story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>Non-fiction:</p> | <p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> | <p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> | <p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p> | <p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – ‘like’ |

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| | <p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p> | <p>'Run' - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p> | <p>Adjectives e.g. <i>old, little, big, small, quiet</i></p> <p>Adverbs e.g. <i>luckily, unfortunately, fortunately</i></p> <p>Similes – using 'like'</p> | | |
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Year 1:

| Genres and opportunities (Reading into Writing) | Reading Word level | Text Structure | Sentence Construction | Word Structure/Language | Punctuation | Terminology |
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| <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional</p> | <p>Pupils should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where</p> | <p>Consolidate Reception list</p> <p>Sequence sentences to form short narratives</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening</p> | <p>Consolidate Reception list</p> <p><u>Pupils should be taught to write sentences by:</u> saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>Separation of words with spaces</p> <p>Introduce:</p> <p>Types of sentences:</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> | <p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions:</p> <p><i>inside</i></p> <p><i>outside</i></p> <p><i>towards</i></p> <p><i>across</i></p> <p><i>under</i></p> <p>Determiners:</p> <p><i>the a my</i></p> <p><i>your an this</i></p> <p><i>that his her</i></p> <p><i>their some all</i></p> <p><i>lots of many</i></p> <p><i>more those</i></p> <p><i>these</i></p> <p>Adjectives to describe</p> <p>e.g. <i>The old house...</i></p> | <p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters:</p> <p><i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p> | <p>Consolidate:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – ‘like’ <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Speech bubble • Bullet points • Singular/plural • Adjective • Verbs • Connective |

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| <p>tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on back-ground information and vocabulary provided by the teacher</p> | <p>applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, not-ing unusual correspondences between spelling and sound and where these occur in the word</p> | <p>around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly.../ Unfortunately</i> ,...</p> <p>Resolution <i>Fortunately...</i></p> | <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>‘ly’ openers <i>Fortunately,...Unfortunately,</i> <i>Sadly...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> | <p><i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy</i> <i>snake</i></p> <p>Similes using as...as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p><i>Regular plural noun suffixes</i> <i>-s or -es</i></p> | <p>Spelling</p> <p>words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>name the letters of the alphabet: (in order) using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes: using the spelling rule for add-ing -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quick-</p> | <ul style="list-style-type: none"> • Alliteration • Simile – ‘as’ <p>Handwriting</p> <p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> |
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| <p>checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p> <p>discuss what they</p> | <p>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents</p> | <p>Ending <i>Finally,....</i></p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s)</p> | <p>Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for</p> | <p><i>(e.g. dog, dogs; wish, wishes)</i></p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p> | <p>est]</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /l/ sound spelt n before k Division of words into syllables -tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word Words ending .y (/i:/ or /.i/) New consonant spellings ph and wh Using k for the /k/ sound Adding the prefix -un Compound words</p> | <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> |
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| <p>have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. Recounts (text map)</p> <p>Instructional writing Character descriptions</p> <p>Information text (text map learnt)</p> | <p>the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other</p> | <p>Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p> | <p>description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p> | | <p>Common exception words Plus vowels digraphs and trigraphs</p> | |
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Year 2:

| Genres and opportunities (Reading into Writing) | Reading Word level | Text Structure | Sentence Construction | Word Structure/Language | Punctuation | Terminology |
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| <p><i>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p><i>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the</i></p> | <p><i>Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially</i></p> | <p>Consolidate Year 1 list Introduce: Fiction Secure use of planning tools: Story map / story mountain / story grids/ '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><i>make simple additions, revisions and corrections to their own writing by:</i></p> <p><i>evaluating their writing with the teacher and other pupils</i></p> <p><i>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</i></p> <p><i>proof-reading to check for errors in spelling, grammar and punctuation</i></p> | <p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old</i></p> | <p>Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,...Slowly,...</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p> | <p>Consolidate:</p> <ul style="list-style-type: none"> • Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubbles • Bullet points • Singular/ plural • Adjective • Verb • Connective • Alliteration • Simile – 'as' / 'like' |

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| <p><i>sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known</i></p> | <p><i>recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i></p> | <p>Opening e.g. <i>In a land far away... One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. Non-Fiction (Refer to Connectives and Sentence</p> | <p><i>[for example, ends of sentences punctuated correctly]</i> Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.) Types of sentences: Statements Questions Exclamations Commands ‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i> Vary openers to sentences Embellished simple sentences using: Adjectives e.g. <i>The boys peeped inside the</i></p> | <p>woman... <i>Squirrels have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i> Generalisers for information, e.g. <i>Most dogs... Some cats...</i> Formation of nouns using suffixes such as</p> | <p>Spelling <i>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i> <i>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</i> <i>learning to spell common exception words</i> <i>learning to spell more words with contracted forms</i> <i>learning the possessive apostrophe (singular) [for</i></p> | <p>Introduce:</p> <ul style="list-style-type: none"> • Apostrophe (contractions and singular possession) • Commas for description • ‘Speech marks’ • Suffix • Verb / adverb • Statement • Question • Exclamation • Command (Bossy verbs) • Tense (past, present, future) ie not in bold • Adjective / noun • Noun phrases • Generalisers |
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| <p><i>vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p><i>drawing on what they already know or on background information and vocabulary</i></p> | <p><i>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and</i></p> | <p>Signposts document for Introduction and Endings) Introduce: Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question 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</p> | <p><i>dark cave.</i> Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions) Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> | <p>–ness, –er</p> <p>Formation of adjectives</p> <p>using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> | <p><i>example, the girl's book]</i></p> <p><i>distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</i></p> <p><i>The /do/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</i></p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt</p> | <p>Handwriting</p> <p>Pupils should be taught to:</p> <p>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 „X use spacing between words that reflects the</p> |
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| <p><i>provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far</i></p> <p><i>participate in discussion about books, poems and other works that are read to them and those that they can read</i> <input type="text"/></p> | <p><i>confidence in word reading.</i></p> | <p>points for facts Diagrams</p> <p>Ending Make final comment to reader</p> <p>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 progress (e.g. <i>she is drumming, he was shouting</i>)</p> | <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While <i>the animals were munching breakfast, two visitors arrived</i> During <i>the Autumn, when</i> <i>the weather is cold, the leaves fall off the trees.</i></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. <i>lots of people, plenty of food</i></p> <p>List of 3 for description</p> | | <p>–el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> | <p>size of the letters.</p> |
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English Writing Progression Map based on Pie Corbett's Talk for Writing (Reception and KS1)