



# **Chilvers Coton Community School**

## **Writing Progression Map**

## Writing Progression Map- Transcription

	Nursery	Reception	Year 1	Year 2
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Fred Talk to segment/blend orally</li> <li>Know that marks have a meaning</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>Understand letters have sounds which build words</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Apply spelling rules from Appendix 1 from the National Curriculum</li> <li>Begin to name letters of the alphabet whilst spelling words to differentiate between graphemes</li> </ul>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Spell by 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>Spell common exception words</li> <li>Spell words in the contracted form</li> </ul>
<b>Word building</b>	<ul style="list-style-type: none"> <li>Segmenting and blending orally</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> </ul>	<ul style="list-style-type: none"> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use the prefix un–</li> <li>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>spell by learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>spell by distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Shared writing</li> <li>Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>Build upon mark making to form recognisable letters</li> <li>Shared writing to create a sentence with punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple sentence from memory, dictated by the teacher, which include words using the GPCs and CEW taught so far, including a capital letter and full stops</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Squiggle while you wiggle</li> <li>Dough Disco</li> <li>Encourage children to transfer physical skills learnt in one context to another one</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>Dough Disco exercises</li> <li>Hold a pencil effectively in preparation for fluent</li> </ul>	<ul style="list-style-type: none"> <li>Sit at a table and hold a pencil correctly and comfortably</li> <li>Begin to form lower-case letters correctly, starting and finishing in the correct place and direction</li> <li>Form capital letters and digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another.</li> <li>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 un-joined</li> <li>write capital letters and digits of the correct size, orientation and</li> </ul>

		<p>writing – using the tripod grip in almost all cases</p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know which part of a letter sit on the line (e.g. letters with descenders)</li> <li>▪ Know which letters have an ascender and that capital letters should be taller</li> </ul>	<p>relationship to one another and to lower case letters.</p> <ul style="list-style-type: none"> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>
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#### Writing Progression Map- Composition

	Nursery	Reception	Year 1	Year 2
<b>Purpose</b>		<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Link sentences to form a short narrative</li> <li>▪ Label, list, caption</li> <li>▪ Non-fiction text</li> <li>▪ Story</li> <li>▪ Poem</li> <li>▪ Instructions</li> <li>▪ Descriptions e.g. character or setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing narratives about personal experiences and those of others (real and fictional)</li> <li>▪ Write about real events</li> <li>▪ Write poetry</li> <li>▪ Write for different purposes</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>• Begin to use colourful semantics</li> <li>• Plan using a story-map/mountain</li> </ul>	<ul style="list-style-type: none"> <li>• Boxing-up to identify the parts of a story</li> <li>• Write simple phrases and sentences that can be read by others</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions</li> <li>• Use colourful semantics to demonstrate how sentences are formed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write sentences by composing a sentence orally before writing it</li> <li>▪ Write sentences by saying out loud what they are going to write about</li> <li>▪ Consider what words we can use to make a sentence interesting</li> <li>▪ Create story maps to build and structure ideas, including key words</li> <li>▪ Use colourful semantics (to support using a noun and a verb in a sentence)</li> <li>▪ Use talk 4 writing to learn a story structure, changing voice to emphasis sentence types</li> <li>▪ Use visual representations to support ideas (e.g. widget)</li> </ul>	<ul style="list-style-type: none"> <li>▪ consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>▪ Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>▪ Use boxing up, story mountains and story maps to support planning of different texts</li> <li>▪ Use colourful semantics to build different sentences using who, what, when, where, how and describe to focus on clear sentence structure</li> </ul>
<b>Draft</b>	<ul style="list-style-type: none"> <li>• Connect one idea or action to another using a range of connectives</li> </ul>	<ul style="list-style-type: none"> <li>• Write captions, labels and own name</li> <li>• Use talk to help work out problems and organise thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Combine words to make sentences</li> <li>▪ Orally create and perform innovated stories in preparation for writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encapsulate what they want to say, sentence by sentence.</li> <li>▪ Innovate stories using own ideas by changing aspects of a known story by boxing up and story maps</li> <li>▪ Orally create and perform innovated stories in preparation of writing.</li> <li>▪ Use talking tins/photo frames to rehearse what they are going to write</li> </ul>

<b>Edit</b>		<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Reread what they have written to check it makes sense. Ensuring it is correctly punctuated, it makes sense and spellings are plausible</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check writing makes sense</li> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Use edit to improve slips to make improvements to their writing</li> <li>In shared writing identify errors which need correcting and improve.</li> </ul>
<b>Sharing writing</b>		<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others</li> </ul>	<ul style="list-style-type: none"> <li>Can read back individual words from their writing</li> <li>Read aloud their writing clearly enough to be heard by peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>Perform in a variety of ways to the rest of the class including talking tins.</li> </ul>

#### Writing Progression Map- GPS

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Sentence structure</b>	<ul style="list-style-type: none"> <li>Talk: Use longer sentences of four to six words. Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas.</li> <li>Story-map/mountain</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops</li> <li>Write captions, labels and name</li> <li>Model talk routines through the day</li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Extend ideas and add description, using the relative clause 'who'</li> <li>Use repetition for rhythm and effect. E.g. 'He ran and he ran and he ran'</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> </ul>
<b>Cohesion</b>		<ul style="list-style-type: none"> <li>Children can spell &amp; write phonetically correct words in a simple sentence and work is read by themselves, peers and adults by using phonics knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using 'and'</li> <li>Begin to use 'because' to explain and extend ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use the present and past tenses correctly and consistently including the progressive form</li> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>To be able to talk in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Full stops, capital letters and finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate using a capital letter, full stop, question mark or exclamation mark</li> <li>Use capital letters for names of peoples, places, days of the week and personal pronoun 'I'</li> <li>Use bullet points to write a list</li> </ul>	<ul style="list-style-type: none"> <li>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>

<b>Vocabulary choices</b>	<ul style="list-style-type: none"> <li>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities</li> </ul>	<ul style="list-style-type: none"> <li>Model words and phrases relevant to the area being taught, deliberately and systematically</li> <li>Identify new vocabulary before planning activities</li> <li>Bring in objects, pictures and photographs to talk about</li> <li>Use picture cue cards to talk about an object</li> <li>Use the vocabulary repeatedly through the week</li> </ul>	<ul style="list-style-type: none"> <li>Use story starters that are in familiar stories (e.g. Once upon a time)</li> <li>Begin a question using a question word</li> <li>Use time markers to structure chronological pieces of work (eg. First, next, then)</li> <li>Use appropriate adjectives to describe a noun or complete a simile</li> <li>Use precise, clear language to give information</li> </ul>	<ul style="list-style-type: none"> <li>Use some features of written standard English</li> <li>Introduce new vocabulary and explain meanings.</li> <li>Use a thesaurus to discover synonyms and antonyms for over used words</li> <li>RAG rate vocabulary to ensure children's understanding.</li> <li>Create expanded noun phrases to give more information describing a noun</li> <li>Use zone of relevance.</li> <li>Children ask for clarification of meaning of new words.</li> </ul>
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**Writing Progression Map- Terminology**

<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
Grapheme, phoneme, letter, capital letter, write, pencil, hand	Capital letter, lower case, full stop, finger spaces, letter, word, sentence, lists, instructions, recipe, page, line, margin	Letter sound / letter name, special friends, singular, plural, punctuation, full stop, question mark, exclamation mark, finger space, adjective, verb, noun, proper noun, Word, label, caption, list, bullet point, sentence, statement sentence, question sentence, exclamation, narrative, text, suffix, prefix, root word, tense, joining word, time opener, poem, story, instructions, non-fiction, fiction, factual, margin, descender, ascender, capital letter, lower case letter, simile (as), beginning, middle and end, bossy verbs	Noun, expanded noun phrase, verbs, adverbs, imperative verbs, adjectives. full stops, exclamation marks, Statement, question, command, exclamation statement, suffix, pre fix, sub-ordination, coordination, compound, tense, past, present, comma, apostrophe, contraction, plural, singular.