

Writing progression from Nursery through to Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (3- 4 yrs)					
Phonics: 7 aspects of sound discrimination - see reading progression Provide a range of mark making opportunities through use of 'Dough Stories' Develop gross and fine motor skills - see EYFS skills progression					
<ul style="list-style-type: none"> • Meaning to mark making: draw themselves or familiar people • Gross motor activities focusing on upper body. 	<ul style="list-style-type: none"> • Mark making with different media • Name recognition • Gross motor activities focusing on upper body. 	<ul style="list-style-type: none"> • Meaning to mark making: draw their own story pictures. • Orally retell known story. • Listening games to hear the initial sounds in words. 	<ul style="list-style-type: none"> • Meaning to mark making: labelling pictures • Pencil grip and pressure 	<ul style="list-style-type: none"> • Meaning to mark making: list writing • Tripod pencil grip • Initial letter of name. 	<ul style="list-style-type: none"> • Meaning to mark making: retelling known story. • Correct formation of some letters. • Name writing using name tracing card

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Reception					
Provide a range of writing opportunities in all AOP through use of 'Drawing Club' Continue to provide opportunities to develop gross and fine motor skills in all AOP					
RWI Set IA / Set IB	RWI Set IC	RWI Ditty books	RWI Red storybooks	RWI Green storybooks	RWI Green storybooks
Key text Owl Babies	TfW text The Gruffalo NF: list writing	TfW text Supertato NF: report	TfW text Little Red Riding Hood NF: Instructions	TfW text Very Hungry Caterpillar NF: Fact writing	TfW text Emma Jane's Aeroplane NF: recount
<ul style="list-style-type: none"> Name writing Use of correct pencil grip Begin to form letters on a page with correct writing position. 	<ul style="list-style-type: none"> Shared writing: list writing Begin to use Fred Fingers to spell CVC words. Letter formation of lower-case letters. 	<ul style="list-style-type: none"> Shared writing: captions Use Fred Fingers to spell cvc words. Introduce red words for spelling. Introduce use of full stops. 	<ul style="list-style-type: none"> Shared writing: simple sentences Introduce use of capital letters. Hold a sentence. Handwriting - upper case 	<ul style="list-style-type: none"> Use of finger spaces Use of capital letters. Use of full stops Phonetically plausible spelling of green words. Spell some red words correctly. Begin to sequence sentences to form narratives. 	<ul style="list-style-type: none"> Independent sentence writing forming longer narratives Write CVCC / CCVC words accurately using Fred talk. Reading text for sense.

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Year 1					
RWI Green storybooks	RWI Purple storybooks	RWI Pink storybooks	RWI Orange storybooks	RWI Yellow storybooks	RWI Blue storybooks
TfW text: Leaf Man NF: weather facts	TfW text: Dogger NF: leaflet	TfW text: The Man Engine Remembers NF: recount	TfW text: The Lighthouse Keeper's Lunch NF: recount	TfW text: Oliver's Vegetables NF: instructions	TfW text: Soggy the Bear NF: postcards
<ul style="list-style-type: none"> • Correct formation of all letters (lower and upper case). • Use of finger spaces. • Hold a sentence dictation. 	<ul style="list-style-type: none"> • Orally rehearse and write simple sentences. • Retell a familiar story using short, simple sentence. • Accurate use of full stops. • Sequence ideas using 'and' • Spell green words that are phonetically plausible. 	<ul style="list-style-type: none"> • Retell a familiar story sequencing sentences to form a simple narrative. • Spell an increasing number of red words accurately. • Orally construct sentences using -ing, -ed, -er and -est suffix. • Introduce terms verb and adjective. 	<ul style="list-style-type: none"> • Sequence ideas into beginning / middle / end to form longer narratives. • Use adjectives that have been modelled • Understand the terminology 'singular' and 'plural' in context. • Spell words by adding -s and -es. • Introduce term noun. 	<ul style="list-style-type: none"> • Writing simple question sentences and use of question mark. • selecting appropriate tense for past, present, future • Use of capital letters for proper nouns. • Spell words using the prefix - un. 	<ul style="list-style-type: none"> • Writing simple exclamation sentences and use of exclamation mark. • Read their own writing back to check it makes sense. • Simple editing (talk through text and spot mistakes) • Spell the days of the week correctly.

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2					
RWI Blue storybooks	RWI Grey storybooks		Comprehension		
TfW text: The Three Little Pigs NF: instructions Recount	TfW text: Great Fire of London NF: fact file Poetry	TfW text: The Girl and the Dinosaur NF: leaflet	TfW text: Lost and Found NF: animal fact file	TfW text: The Tiny Seed NF: TV chef instructions	TfW text: The Great Green Forest NF: recount Poetry
<ul style="list-style-type: none"> • Simple editing of writing. • Understand what a statement and a question sentence is. • Write questions, commands and statements that are punctuated accurately. • Handwriting: Correct formation of letters and numbers. 	<ul style="list-style-type: none"> • Write in full sentences using key words and check for sense. • Correct use of past and present tense (including progressive form) • Understand terms nouns, adjectives and verbs. • Handwriting: Joining digraphs and letter strings 	<ul style="list-style-type: none"> • Commas • Write for different purposes extending sentences with expanded noun phrases. • Use different sentence types (Exclamation / question) • Handwriting: Joining cvc / cvcc / ccvc words 	<ul style="list-style-type: none"> • Write for different purposes extending sentences with use of conjunctions. • Spell words with the contracted form using apostrophes accurately. • Understand use of possessive apostrophe. 	<ul style="list-style-type: none"> • Use of different sentence openers. • Show awareness of reader through word choices (adverbs/adjectives) • Add suffixes (-ful, -ness, -ment, -less, -ly) to words. • Handwriting: Joining all letters 	<ul style="list-style-type: none"> • Read back work and edit. • Use all learned punctuation with some accuracy. • Begin to use inverted commas. • Begin to understand and use paragraphs to organise ideas.