



## Broadmayne First School Writing Progression Curriculum Map

	<b>Reception Three/Four year olds Reception Early Learning Goals</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Phonic and Whole Word Spelling</b>  <b>Children should:</b>	<p>use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<ul style="list-style-type: none"><li>spell words containing each of the 40+ phonemes taught</li><li>spell common exception words</li><li>spell the days of the week</li><li>name the letters of the alphabet in order</li><li>use letter names to distinguish between alternative spellings of the same sound</li></ul>	<ul style="list-style-type: none"><li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>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</li><li>learn to spell common exception words</li><li>distinguish between homophones and near-homophones</li></ul>	<ul style="list-style-type: none"><li>spell further homophones</li><li>spell words that are often misspelt (Appendix 1)</li></ul>	<ul style="list-style-type: none"><li>spell further homophones</li><li>spell words that are often misspelt (Appendix 1)</li></ul>
<b>Prefixes and suffixes</b>  <b>Children should:</b>		<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>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li></ul>	<ul style="list-style-type: none"><li>use further prefixes and suffixes and understand how to add them</li></ul>	<ul style="list-style-type: none"><li>use further prefixes and suffixes and understand how to add them</li></ul>
<b>Further Spelling conventions</b>  <b>Children should:</b>		<ul style="list-style-type: none"><li>apply simple spelling rules and guidance from Appendix 1</li></ul>	<ul style="list-style-type: none"><li>learn the possessive apostrophe (singular)</li><li>learn to spell more words with contracted forms</li><li>apply spelling rules and guidelines from Appendix 1</li></ul>	<ul style="list-style-type: none"><li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li></ul>	<ul style="list-style-type: none"><li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li></ul>

<b>Transcription</b>  <b>Children should:</b>		<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</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>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Handwriting</b>  <b>Children should:</b>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ and to practise these</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 unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>
<b>Contexts for</b>	Know many rhymes, be able to talk about familiar books, and be able to	Sequence sentences to form	<ul style="list-style-type: none"> <li>• write narratives about</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that</li> </ul>

<b>writing</b>	tell a long story.  Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc	short narratives  Write about real events  Retell stories	personal experiences and those of others (real and fictional)  • write about real events  • write poetry  • write for different purposes	which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
<b>Planning Writing</b>	Engage in extended conversations about stories, learning new vocabulary.  Use talk to help work out problems and organise thinking and activities.  Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts  Describe events in some detail.	• say out loud what they are going to write about • compose a sentence orally before writing it	• plan or say out loud what they are going to write about	• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
<b>Drafting Writing</b>	Write some or all of their name.  Write some letters accurately.	• sequence sentences to form short narratives  • re-read what they have written to check that it makes sense	• write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence	• organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings)	• organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings)
<b>Editing Writing</b>		• discuss what they have written with the teacher or other pupils	• evaluate their writing with the teacher and other pupils • 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 • proofread to check for errors in spelling, grammar and punctuation	• assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, include the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
<b>Performing Writing</b>		• read their writing aloud clearly enough to be heard by their	• read aloud what they have written with appropriate	• read their own writing aloud, to a group or the whole class,	• read their own writing aloud, to a group or the whole class,

<b>Children should:</b>		peers and the teacher	intonation to make the meaning clear	using appropriate intonation and controlling the tone and volume so that the meaning is clear	using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<b>Vocabulary</b>  <b>Children should:</b>	<b>Use new vocabulary throughout the day.</b>  Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	• join words and join clauses using "and" Limited use of time connectives eg First, Next, Finally	• use expanded noun phrases to describe and specify Time connectives	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause (and place)	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause (and place)
<b>Grammar</b>  <b>Children should:</b>	<b>Use longer sentences of four to six words.</b>  <b>Articulate their ideas and thoughts in well formed sentences.</b>  <b>Connect one idea or action to another using a range of connectives.</b>  <b>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modeling and support from the teacher</b>	use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) • use un- prefix to change meaning of adjectives/adverbs • combine words to make sentences, including using and • Sequence sentences to form short narratives • separate words with spaces • use sentence demarcation (. ! ?) • use capital letters for names and pronoun 'I'	• use sentences with different forms: statement, question, exclamation, command • use the present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) and coordination (using or, and, or but) • use some features of written Standard English • use suffixes to form new words (-ful, -er, -ness) • use sentence demarcation • use commas in lists Use apostrophes for omission & singular possession	• use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • Use word families based on common words (solve, solution, dissolve, insoluble)	• use fronted adverbials • understand the difference between plural and possessive -s • Use Standard English verb inflections (I did vs I done) • use extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion
<b>Punctuation</b>  <b>Children should:</b>	<b>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</b>	• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use of finger spaces	• learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• use and punctuate direct speech (i.e. Inverted commas)	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (including punctuation within and surrounding inverted commas)
<b>Grammatical Terminology</b>	letter capital letter word	letter capital letter	noun noun phrase statement	adverb preposition	determiner pronoun

<b>Children should understand and use:</b>	<p>sentence full stop question mark</p>	<p>word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>question exclamation command compound adjective verb suffix adverb, tense (past, present), apostrophe comma</p>	<p>conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>	<p>possessive pronoun adverbial</p>
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