



Curriculum Progression Map - English Writing 2025-2026

Year group	Term	Week	Knowledge and skills	Key vocabulary
Reception	Autumn 1	Ongoing	To hear initial sounds in words	Letter, capital letter, word, singular, full stop, question mark,
	Word recognition		Baseline Recognise own name	
	Writing		Identify initial sounds To develop foundations of a handwriting style which is fast, accurate and efficient ·To tell and adult what I have drawn or painted· Funky Finger activities	
	Word reading		Phase 1 Bug Club Phonics	
	Comprehension		Understand why questions Anticipate where appropriate key events in stories· Listen to and talk about stories to build up a familiarity and understanding· Use and understand recently introduced vocabulary during discussions about stories , non- fiction, rhymes and poems and during role play· Take part in simple pretend play using an object to represent something else even though they are not similar· Engage in story times·	
Year 1	Autumn 1	Ongoing	To name the letters of the alphabet in order To spell words containing each of the 40+ phonemes already taught (ongoing *) Introduce spelling the days of the weeks Spell common exception words	Letter, capital letter, plural, full stop, exclamation, mark, question mark, conjunction

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			<p><i>Develop correct direction and formation of all letters</i></p> <p><i>Apply simple spelling rules and guidance</i></p> <p><i>Say out loud what they are going to write about</i></p> <p><i>composing a sentence orally before writing it</i></p> <p><i>Sequence sentences to form short narratives</i></p> <p><i>Re-reading what they have written to check that it makes sense</i></p> <p><i>Discuss what they have written with the teacher or other pupils</i></p> <p><i>Read their writing aloud, clearly enough to be heard by their peers and the teacher</i></p> <p><i>Leave spaces between words</i></p> <p><i>Join words and joining clauses using 'and'</i></p> <p><i>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i></p> <p><i>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i></p> <p><i>Learn the grammar for year 1</i></p> <p><i>Use the grammatical terminology in English when discussing their writing</i></p>	
		1	<i>Baseline Assessment - Recount of their own experiences</i>	
		2	<i>Sentence structure</i> <i>adjectives</i> <i>character descriptions</i>	
		3	<i>Sentence structure</i> <i>Story sequence and retell</i>	
		4	<i>Sentence structure</i> <i>Information text</i>	
		5	<i>Letters and diary</i>	

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		6	Story	
Year 2	Autumn 1	Ongoing	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: 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 (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear 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)</p>	<p>Noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense, apostrophe, comma, conjunction, vowel</p>

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			<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology when discussing their writing</p>	
		1	<p>Baseline Assessment - Recount of their own experiences</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</p> <p>To plan or say out loud what they are going to write about</p>	
		2	<p>Sentence types</p> <p>Noun phrases</p> <p>Character descriptions</p>	
		3	<p>Sentence types</p> <p>Conjunctions</p> <p>Noun phrases</p> <p>Story structure and retell</p> <p>Descriptive writing</p>	
		4	<p>Sentence types</p> <p>Conjunctions</p>	



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			<p>Noun phrases Story structure and retell Descriptive writing</p>	
		5	<p>Sentence types Conjunctions Noun phrases Story structure and retell Descriptive writing</p>	
		6	<p>Sentence types Conjunctions Noun phrases Story structure and retell Descriptive writing</p>	
Reception	Autumn 2	Ongoing	<p>Write initial sounds in words. Hears phonemes and write in simple words.</p> <p>Write labels of personal experiences and and people. To write some identifiable letters to communicate meaning. Label a picture of Santa</p> <p>Phase 2 Bug Club Phonics</p> <p>Understand why questions Anticipate where appropriate key events in stories. Listen to and talk about stories to build up a familiarity and understanding. Use and understand recently introduced vocabulary during discussions about stories , non- fiction, rhymes and poems and during role play. Take part in simple</p>	

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			<p>pretend play using an object to represent something else even though they are not similar. Engage in story times.</p> <p>Enjoy listening to longer stories and remember much of what happens. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Begin to develop complex stories using small world equipment like animal sets, dolls, doll houses. Make use of props, when role playing characters</p>	
Year 1	Autumn 2	Ongoing	<p>To name the letters of the alphabet in order</p> <p>To spell words containing each of the 40+ phonemes already taught (ongoing *)</p> <p>Introduce spelling the days of the weeks</p> <p>Spell common exception words</p> <p>Develop correct direction and formation of all letters</p> <p>Apply simple spelling rules and guidance</p> <p>Say out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Leave spaces between words</p> <p>Join words and joining clauses using 'and'</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	

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			<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1</p> <p>Use the grammatical terminology in English when discussing their writing</p>	
		1	<p>Instructions</p> <p>Poetry - shape, acrostic</p>	
		2	<p>Instructions</p> <p>Poetry - shape, acrostic</p>	
		3	<p>Instructions</p> <p>Poetry - shape, acrostic</p>	
		4	<p>Instructions</p> <p>Poetry - shape, acrostic</p>	
		5	<p>Progress assessment - instructions</p>	
		6	<p>Instructions</p> <p>Poetry - shape, acrostic</p>	
Year 2	Autumn 2	Ongoing	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about</p>	

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Write down ideas and/or key words, including new vocabulary
Encapsulate what they want to say, sentence by sentence
Make simple additions, revisions and corrections to their own writing by:
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 (for example, ends of sentences punctuated correctly)
Read aloud what they have written with appropriate intonation to make the meaning clear
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)
Expanded noun phrases to describe and specify [for example, the blue butterfly]
The present and past tenses correctly and consistently, including the progressive form
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Some features of written Standard English
Use and understand the grammatical terminology when discussing their writing
Baseline Assessment - Recount of their own experiences
To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)

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			<p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</p> <p>To plan or say out loud what they are going to write about</p> <p>Sentences with different forms, statement, question, exclamation and command</p>	
		1	<p>Instructions</p> <p>Poetry - Calligrams, acrostic</p>	
		2	<p>Letters/Postcards</p> <p>Poetry - Calligrams, acrostic</p>	
		3	<p>Letters/Postcards</p> <p>Poetry - Calligrams, acrostic</p>	
		4	<p>Letters Postcards</p> <p>Poetry - Calligrams, acrostic</p>	
		5	<p>Retell</p> <p>Poetry - shape, acrostic, calligrams</p>	
		6	<p>Own story</p> <p>Poetry - Calligrams, acrostic, shape</p>	
Reception	<p>Spring 1</p> <p>Word recognition</p> <p>Writing</p> <p>Word reading</p> <p>Comprehension</p>	Ongoing	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating alternate aspect eg character, settings, object.</p> <p>Hears and write phonemes in simple words.</p> <p>Lists and list poetry.</p> <p>Phase 3 Bug Club</p> <p>Read words consistent with phonic knowledge</p>	

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			<p><i>Ongoing</i></p> <p><i>Poems and Rhymes, listen attentively and respond to what they hear with relevant comments ,questions and actions when being read to and during whole class discussions and small group interactions. Engage in story times, use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. Sing a large repertoire of songs.</i></p> <p><i>Learn rhymes, poems and songs, to develop story lines in their pretend play, engage in extended conversations about stories learning new vocabulary and use throughout the day .</i></p>	
<p><i>Year 1</i></p>	<p><i>Spring 1</i></p>	<p><i>Ongoing</i></p>	<p><i>To name the letters of the alphabet in order</i></p> <p><i>To spell words containing each of the 40+ phonemes already taught (ongoing *)</i></p> <p><i>Introduce spelling the days of the weeks</i></p> <p><i>Spell common exception words</i></p> <p><i>Develop correct direction and formation of all letters</i></p> <p><i>Apply simple spelling rules and guidance</i></p> <p><i>Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far</i></p> <p><i>Say out loud what they are going to write about</i></p> <p><i>composing a sentence orally before writing it</i></p> <p><i>Sequence sentences to form short narratives</i></p> <p><i>Re-reading what they have written to check that it makes sense</i></p> <p><i>Discuss what they have written with the teacher or other pupils</i></p>	

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		<p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Leave spaces between words</p> <p>Join words and joining clauses using 'and'</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1</p> <p>Use the grammatical terminology in English when discussing their writing</p>	
	1	<p>Cultural stories -retell</p> <p>Labels, lists and captions</p> <p>Choral poems</p>	
	2	<p>Cultural stories -retell</p> <p>Labels, lists and captions</p> <p>Choral poems</p>	
	3	<p>Cultural stories -retell</p> <p>Labels, lists and captions</p> <p>Choral poems</p>	
	4	<p>Cultural stories -retell</p> <p>Labels, lists and captions</p> <p>Choral poems</p>	
	5	<p>Progress assessment - cultural story retell</p>	
	6	<p>Cultural stories -retell</p> <p>Labels, lists and captions</p> <p>Choral poems</p>	

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<p>Year 2</p>	<p>Spring 1</p>	<p>Ongoing</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: 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 (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>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)</p>	
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Curriculum Progression Map - English Writing 2025-2026

			<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology when discussing their writing</p> <p>Baseline Assessment - Recount of their own experiences</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</p> <p>To plan or say out loud what they are going to write about</p> <p>Sentences with different forms, statement, question, exclamation and command</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p>	
		1	<p>Cultural stories retell</p> <p>Information Text</p> <p>Choral Poems</p>	
		2	<p>Cultural stories retell</p> <p>Information Text</p> <p>Choral Poems</p>	



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		3	<p>Cultural stories retell</p> <p>Information Text</p> <p>Choral Poems</p>	
		4	<p>Cultural stories retell</p> <p>Information Text</p> <p>Choral Poems</p>	
		5	<p>Progress assessment</p>	
		6	<p>Cultural stories retell</p> <p>Information Text</p> <p>Choral Poems</p>	
Reception	<p>Spring 2</p> <p>Word recognition</p> <p>Writing</p> <p>Word reading</p> <p>Comprehension</p>	Ongoing	<p>To write captions</p> <p>Rhyming, Nursery Rhymes. Compose a sentence orally.</p> <p>Progress assessment- to describe a picture using a caption.</p> <p>Phase 3 Bug Club</p> <p>Ongoing</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to music. Nursery rhymes, know many rhymes , be able to talk about familiar books and be able to tell a long story, remember and sing entire songs , sing the melodic shape, moving melody such as up and down and down and up with familiar songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	
Year 1	Spring 2	Ongoing	<p>To name the letters of the alphabet in order</p> <p>To spell words containing each of the 40+ phonemes already taught (ongoing *)</p>	

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		<p><i>Introduce spelling the days of the weeks</i> <i>Spell common exception words</i> <i>Develop correct direction and formation of all letters</i> <i>Apply simple spelling rules and guidance</i> <i>Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far</i> <i>Say out loud what they are going to write about</i> <i>composing a sentence orally before writing it</i> <i>Sequence sentences to form short narratives</i> <i>Re-reading what they have written to check that it makes sense</i> <i>Discuss what they have written with the teacher or other pupils</i> <i>Read their writing aloud, clearly enough to be heard by their peers and the teacher</i> <i>Leave spaces between words</i> <i>Join words and joining clauses using 'and'</i> <i>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i> <i>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i> <i>Learn the grammar for year 1</i> <i>Use the grammatical terminology in English when discussing their writing</i></p>	
	1	<p><i>Cultural stories</i> <i>Information text</i> <i>Description</i></p>	
	2	<p><i>Cultural stories</i> <i>Information text</i> <i>Description</i></p>	

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		3	<p>Cultural stories</p> <p>Information text</p> <p>Description</p>	
		4	<p>Cultural stories</p> <p>Information text</p> <p>Description</p>	
		5	<p>Cultural stories</p> <p>Information text</p> <p>Description</p>	
		6	<p>Cultural stories</p> <p>Information text</p> <p>Description</p>	
Year 2	Spring 2	Ongoing	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by:</p> <p>Plan or saying out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluate their writing with the teacher and other pupils</p>	

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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 (for example, ends of sentences punctuated correctly)

Read aloud what they have written with appropriate intonation to make the meaning clear

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)

Expanded noun phrases to describe and specify [for example, the blue butterfly]

The present and past tenses correctly and consistently, including the progressive form

Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Some features of written Standard English

Use and understand the grammatical terminology when discussing their writing

Baseline Assessment - Recount of their own experiences

To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)

learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling

To plan or say out loud what they are going to write about

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			<p><i>Sentences with different forms, statement, question, exclamation and command</i></p> <p><i>Learn to spell more words with contracted forms</i></p> <p><i>Learn the possessive apostrophe (singular) [for example, the girl's book]</i></p> <p><i>Distinguish between homophones and near-homophones</i></p> <p><i>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</i></p>	
		1	<p><i>History link</i></p> <p><i>Diary</i></p> <p><i>Description</i></p>	
		2	<p><i>History link</i></p> <p><i>Descriptive writing</i></p> <p><i>Poetry</i></p>	
		3	<p><i>History link</i></p> <p><i>Non-chronological report</i></p> <p><i>Description</i></p>	
		4	<p><i>History Link</i></p> <p><i>Fact file</i></p> <p><i>Description</i></p>	
		5	<p><i>History link</i></p> <p><i>Story boards</i></p> <p><i>Description</i></p>	
		6	<p><i>History link</i></p> <p><i>Compare texts</i></p> <p><i>Description</i></p>	



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<p>Reception</p>	<p>Summer 1</p> <p>Word recognition Writing</p> <p>Word reading</p> <p>Comprehension</p>	<p>Ongoing</p>	<p>To check written work by reading and make changes where necessary. To use phonic knowledge to write their spoken words. To write a simple sentence and say it back. To write simple sentences and phrases that can be read by others. Progress assessment - Recount of trip</p> <p>Phase 3 revision and application</p> <p>Ongoing Engage in non-fiction books. Listen to and talk about selected non fiction , to develop a deep familiarity and new knowledge and vocabulary. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	
<p>Year 1</p>	<p>Summer 1</p>	<p>Ongoing</p>	<p>To name the letters of the alphabet in order To spell words containing each of the 40+ phonemes already taught (ongoing *) Introduce spelling the days of the weeks Spell common exception words Develop correct direction and formation of all letters Apply simple spelling rules and guidance Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far Say out loud what they are going to write about</p>	

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		<p>composing a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Leave spaces between words</p> <p>Join words and joining clauses using 'and'</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1</p> <p>Use the grammatical terminology in English when discussing their writing</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p>	
	1	Tales with a twist stories	
	2	Tales with a twist stories Instructions	
	3	Tales with a twist stories	
	4	Tales with a twist stories	
	5	Change part of story Progress writing	
	6	Change part of a story	

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<p>Year 2</p>	<p>Summer 1</p>	<p>Ongoing</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: 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 (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>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)</p>	
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Curriculum Progression Map - English Writing 2025-2026

		<p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology when discussing their writing</p> <p>Baseline Assessment - Recount of their own experiences</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</p> <p>To plan or say out loud what they are going to write about</p> <p>Sentences with different forms, statement, question, exclamation and command</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p>	
	1	<p>Adventure stories</p> <p>Descriptive writing</p>	
	2	<p>Adventure stories</p> <p>Descriptive writing</p>	
	3	<p>Adventure stories</p> <p>Descriptive writing</p>	



Curriculum Progression Map - English Writing 2025-2026

		4	Adventure stories Descriptive writing	
		5	Adventure stories Descriptive writing	
		6	Adventure stories Descriptive writing	
Reception	Summer 2	Ongoing	<p>To check written work by reading and make changes where necessary. Some words are spelt correctly and others are phonetically plausible.</p> <p>To begin to sequence two sentences, sometimes using a capital letter and full stop .</p> <p>Progress assessment - To describe a picture</p> <p>Phase 4 Bug Club Phonics</p> <p>Ongoing</p> <p>Use new vocabulary in different contexts, listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	
	Word recognition Writing			
	Word reading			
	comprehension			
Year 1	Summer 2	Ongoing	To name the letters of the alphabet in order	

Curriculum Progression Map - English Writing 2025-2026

*To spell words containing each of the 40+ phonemes already taught (ongoing *)*

Introduce spelling the days of the weeks

Spell common exception words

Develop correct direction and formation of all letters

Apply simple spelling rules and guidance

Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far

Say out loud what they are going to write about

composing a sentence orally before writing it

Sequence sentences to form short narratives

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read their writing aloud, clearly enough to be heard by their peers and the teacher

Leave spaces between words

Join words and joining clauses using 'and'

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'

Learn the grammar for year 1

Use the grammatical terminology in English when discussing their writing

Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

Use the prefix un-

Curriculum Progression Map - English Writing 2025-2026

			<i>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</i>	
		<i>1</i>	<i>Recount</i>	
		<i>2</i>	<i>Information poster</i>	
		<i>3</i>	<i>Diary entries</i>	
		<i>4</i>	<i>Diary entries</i>	
		<i>5</i>	<i>Progress assessment - retell with a change of story</i>	
		<i>6</i>	<i>Letters to new class teacher</i>	

Curriculum Progression Map – English Writing 2025-2026

<p>Year 2</p>	<p>Summer 2</p>	<p>Ongoing</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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>Learn to spell common exception words</p> <p>Apply spelling rules and guidance, 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>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: 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 (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>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)</p>	
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Curriculum Progression Map - English Writing 2025-2026

			<p><i>Expanded noun phrases to describe and specify [for example, the blue butterfly]</i></p> <p><i>The present and past tenses correctly and consistently, including the progressive form</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>Some features of written Standard English</i></p> <p><i>Use and understand the grammatical terminology when discussing their writing</i></p> <p><i>Baseline Assessment - Recount of their own experiences</i></p> <p><i>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly (ongoing)</i></p> <p><i>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling</i></p> <p><i>To plan or say out loud what they are going to write about</i></p> <p><i>Sentences with different forms, statement, question, exclamation and command</i></p> <p><i>Learn to spell more words with contracted forms</i></p> <p><i>Learn the possessive apostrophe (singular) [for example, the girl's book]</i></p> <p><i>Distinguish between homophones and near-homophones</i></p> <p><i>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</i></p>	
		1	<p><i>Compare books by same author</i></p> <p><i>Descriptive writing</i></p>	



Curriculum Progression Map - English Writing 2025-2026

		2	<i>Own story - adventure Descriptive writing</i>	
		3	<i>Own story - adventure Descriptive writing</i>	
		4	<i>Explanation Descriptive writing</i>	
		5	<i>Letter to new teacher Descriptive writing</i>	
		6	<i>Information leaflets Descriptive writing</i>	

Explanation texts will be used throughout the year with cross curricular themes - Science, Geography, History.