

WRITING PROGRESSION MAP

| | <u>Spelling</u> | <u>Vocabulary, Grammar, Punctuation</u> | <u>CEWs</u> | <u>Handwriting</u> | <u>Writing Composition</u> | <u>Writing Across the Curriculum</u> | <u>Parental Engagement</u> |
|------------------|---|---|--|---|---|---|--|
| EYFS | See separate information regarding teaching and learning of literacy skills | | | | | | |
| Y1 | Daily phonics. Sounds learnt are segmented for spelling | Grammar and punctuation taught within literacy lessons. Spring and summer term-independent tasks to consolidate learning. | Taught alongside the patterns each week. Autumn term - independent tasks to consolidate learning. | Handwriting explicitly taught in daily sessions. Children taught the correct 'kicks and flicks' in order to successfully join letters together. | Extended writing session once a term. Range of writing planned – fiction and non-fiction including, narrative, letter writing, reports, instructions. Narrative writing is linked to book hooks. | All children write in a single book covering all subjects except maths. Expectations of writing are therefore the same across all subjects. | Literacy/Maths homework alternated. |
| Y2 | 5x week. Patterns set out in NC used. Phase 3 and 5 revised for small groups needing extra support. | New words discussed in G.R shared and displayed in class. Children expected to incorporate these wherever possible. Grammar and punctuation taught within literacy lessons. | Taught alongside the patterns each week. Small group 3x week revise CEWs. | Year 2 children begin to join letters. | Extended writing sessions every 3 weeks to show progression through the year and across year groups. Range of writing planned – fiction and non-fiction including, narrative, letter writing, reports, instructions. Narrative writing is linked to book hooks. | | Weekly literacy homework set – reading comprehension or spelling based activity. |
| Y3 Y4 | 5X a week. Patterns set out by NC taught. 4x week during swimming term. | New vocab displayed on the wall and referred to. Grammar specifically taught in separate lessons. | Taught alongside the spelling patterns each week. | Handwriting linked with the weekly spellings. 4x week. Handwriting group for those who need further support. Joined writing expected. | Range of writing planned – fiction and non-fiction including, narrative, letter writing, persuasive writing, instructions. Narrative writing is linked to book hooks. Extended writing sessions every 3 weeks to show progression through the year and across year groups. | All children write in a single book covering all subjects except maths. Expectations of writing are therefore the same across all subjects. | Weekly spelling homework set. |
| Y5 Y6 | 5X a week. Patterns set out by NC taught. | New vocab displayed on the wall and referred to. Grammar specifically taught in separate lessons. | Taught alongside the patterns each week. The ¾ word lists are revised as analysis of SATs shows some of these words appear in the tests. | Handwriting linked with the weekly spellings. 5x week. Pen licenses awarded to children when they consistently use a joined style as set out by the school. | A fiction and non-fiction piece of writing for each half term. Literacy Shed videos and book hooks (sometimes linked to the topic eg. Goodnight Mr Tom/WW2) used. Extended writing sessions every 3 weeks to show progression through the year and across year groups. | All children write in a single book covering all subjects except maths. Expectations of writing are therefore the same across all subjects. | Spelling patterns sent home to revise. A literacy-based homework is set weekly – longer piece of writing, grammar exercise or reading comprehension. |

