



St. Catherine's
RC Primary School

Subject Progression: Writing

Be who God wants you to be and so set the world on fire

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Overview of Learning Topics

Subject	Autumn		Spring		Summer	
EYFS-Cycle 1	<p>Fairy Tales The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Writing labels</p>	<p>People Who Help Us Emergency Real Superheroes</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Writing a list</p>	<p>Cold Places Penguin Lost and Found Polar Animals</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Writing a story (recount)</p>	<p>Space Aliens Love Underpants Whatever Next! How to Catch a Star Man on the Moon</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Retell/re-write a story</p>	<p>Animals What the Ladybird Heard Farmer Duck How to Lose a Lemur</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Retell/re-write a story</p>	<p>Holidays & The Sea The Rainbow Fish A Hole in the Bottom of the Sea Ten Little Pirates Captain Yellowbelly</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome-Use description within their writing</p>
EYFS-Cycle 2	<p>All About Me It's Okay to be Different My Friends and Me 10 Little Fingers and 10 Little Toes</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Writing labels</p>	<p>Superheroes Supertato Elliot Midnight Superhero Superworm</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Writing a list</p>	<p>Dinosaurs How to Grow a Dinosaur Bumpus Jumpus Dinosaurumpus Let's Talk About Dinosaurs</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Writing a story (recount)</p>	<p>Food & Growth Jack & the Beanstalk Oliver's Vegetables</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Retell/re-write a story</p>	<p>Minibeasts Mad About Minibeasts The Very Hungry Caterpillar Christopher Nibble</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Retell/re-write a story</p>	<p>Journeys & Transport Blown Away The Naughty Bus The Magic Train Ride The Journey Home from Grandpa's</p> <p>Nursery outcome- Promoting and encouraging mark-making activities. Reception outcome- Use description within their writing</p>
Year 1	<p>Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text.</p>	<p>Nibbles by Emma Yarlett Outcome - Recount: diary entry</p>	<p>Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text.</p>	<p>The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text</p>	<p>Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text.</p>	<p>Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text</p>
Year 2	<p>Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters</p>	<p>The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report.</p>	<p>Dragon Machine by Helen Ward Outcome - Fiction: adventure story</p>	<p>Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry</p>	<p>The Last Wolf by Mini Grey Outcome - Letter: letter in role</p>	<p>Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus</p>
Year 3	<p>Seal Surfer by Michael Foreman Outcome - Recount: letter in role</p>	<p>Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy</p>	<p>Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative</p>	<p>Big Blue Whale by Nicola Davies Outcome - Information text</p>	<p>Journey by Aaron Becker Outcome - Fiction: adventure story</p>	<p>Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet</p>
Year 4	<p>Gorilla by Anthony Browne Outcome - Fiction: fantasy story</p>	<p>Leon and the Place Between by Graham Baker-Smith Outcome - Recount: diary</p>	<p>Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative</p>	<p>When the Giant Stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy</p>	<p>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green Outcome - Non-chronological report</p>	<p>Blue John by Berlie Doherty Outcome - Letters & Explanation</p>
Year 5	<p>Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries</p>	<p>The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth</p>	<p>The Darkest Dark by Chris Hadfield Outcome - Recount: biography</p>	<p>The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet</p>	<p>The Hunter by Paul Geraghty Outcome - Fiction: journey story</p>
Year 6	<p>Star of Fear, Star of Hope by Jo Hoestlandt Outcome – Fiction: flashback story</p>	<p>Can we save the tiger? by Martin Jenkins Outcome – Non-Chronological</p>	<p>Selfish Giant by Oscar Wilde and Ritva Voutila Outcome – Fiction: classic fiction & Explanation</p>	<p>Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome – Recount</p>	<p>Manfish by Jennifer Berne Outcome – Fiction: Narrative & Biography</p>	<p>Sky Chasers by Emma Carroll Outcome - Narrative</p>

Subject Progression Document: Writing

EYFS

Writing: Transcription Spelling

Phonics and Spelling Rules

Birth to Three	Literacy	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.
Three & Four- Year-Olds	Literacy	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; writing ‘m’ for mummy.
Children in Reception	Literacy	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Subject Progression Document: Writing

EYFS

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

Birth to Three	Physical Development		Develop manipulation and control. Explore different materials and tools.
	Literacy		Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.
Three & Four-Year- Olds	Physical Development		Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.
	Literacy		Write some letters accurately.
Children in Reception	Physical Development		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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy		Form lower case and capital letters correctly.
Early Learning Goals	Physical Development	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	Writing	Write recognisable letters, most of which are correctly formed.

Subject Progression Document: Writing

EYFS			
Writing: Composition			
Planning, Writing and Editing			
Birth to Three	Communication and Language		Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
	Literacy		Develop play around favourite stories using props. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.
	Expressive Arts and Design		Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Start to develop pretend play, pretending that one object represents another.
Three & Four- Year- Olds	Communication and Language		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy		Engage in extended conversations about stories, learning new vocabulary. 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.
	Expressive Arts and Design		Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Children in Reception	Communication and Language		Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy		Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.
	Expressive Arts and Design		Develop storylines in their pretend play.
Early Learning Goals	Literacy	Writing	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and teachers.

Subject Progression Document: Writing

EYFS

Awareness of Audience, Purpose and Structure

Birth to Three	Communication and Language		<p>Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>
Three & Four-Year- Olds	Communication and Language		<p>Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
Children in Reception	Communication and Language		<p>Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.</p>
Early Learning Goals	Communication and Language	Speaking	<p>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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

Subject Progression Document: Writing

EYFS

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

Birth to Three	Communication and Language		<p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</p>
Three & Four-Year- Olds	Communication and Language		<p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four to six words.</p>
Children in Reception	Communication and Language		<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>
Early Learning Goals	Communication and Language	Speaking	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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 modelling and support from the teacher.</p>

Subject Progression Document: Writing

EYFS

Use of Phrases and Clauses

Birth to Three	Communication and Language		Make themselves understood, and can become frustrated when they cannot.
Three & Four-Year- Olds	Communication and Language		Use longer sentences of four to six words.
Children in Reception	Communication and Language		Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.
Early Learning Goals	Communication and Language	Speaking	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 modelling and support from the teacher.

EYFS

Non- Fiction

Children in Reception	Communication and Language		Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Early Learning Goals	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Subject Progression Document: Writing

EYFS

Poetry and Performance

Birth to Three	Communication and Language		Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice.
	Expressive Arts and Design		Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds.
Three & Four- Year-Olds	Communication and Language		Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know
Children in Reception	Communication and Language		Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
Early Learning Goals	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Subject Progression Document: Writing - Grammar

Subject	Year 1	Year 2
Grammar - Word	<p>Use plural noun suffixes - s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un</p>	<p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs</p>
Grammar Sentence - Cohesion Detail		<p>Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>
Grammar sentence - Cohesion Varying sentence types	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using and sequence sentences to form short narratives</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>
Grammar Cohesion - Tenses	<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	
Grammar - Punctuation	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>

Subject Progression Document: Writing - Grammar

Subject	Year 3	Year 4	Year 5	Year 6
Word	Form nouns with a range of prefixes [for example super-, anti-, auto-] Use a or an according to whether the next word begins with a vowel or con-sonant	Recognise the grammatical difference between plural and possessive –s Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Sentence - Cohesion Detail		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
sentence - Cohesion Varying sentence types	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
Cohesion - Paragraphs	Group related ideas into paragraphs Use headings and subheadings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Cohesion - Within Paragraphs	Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
Cohesion – Between Paragraphs	Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.]	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

Subject Progression Document: Writing - Grammar

Subject	Year 3	Year 4	Year 5	Year 6
Cohesion - Tenses	Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Punctuation	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Subject Progression Document: Writing - Composition

Subject	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Composition	<p><u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>