Writing Progression Document

Our Curriculum Goal: To become a **RICH WRITER** who can independently write sentences to communicate their ideas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Concepts	• Name writing • CVC words • Sequencing • Letter formation	• Sentence writing • Labelling • Letter formation	• Sentence writing • Punctuation • Description • Role play	• Punctuation • Sentence writing • Sequencing • Captions	• Letter size • Punctuation • Character description • Retelling a story • Speech bubbles	• Sentence writing • Editing • Story writing • Performance	Writing • Write recognisable letters, most of which are correctly formed;
Skills	Writing • Name writing • CVC words • Labelling • Sequencing pictures from the story • Writing a phrase • Letter formation	Writing • Build a sentence • Hold a sentence • Labelling • Write a list • Write an invitation • Letter formation	Writing • Writing a sentence • Capital letters • Describe a character • Story sequencing • Describing events • Role play/drama	Writing • Forming lowercase and capital letters • Capital letters, full stops, finger spaces • Think of and write own sentences • Sequencing and writing captions	Writing • Letter size • Capital letters, full stops, finger spaces • Using 'and' to extend sentences • Describing a character • Retell a story • Speech bubbles	Writing • Independent sentence writing • Re-reading work • Story maps • Write a story • Performance	• 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.
Knowledge	• Know how to recognise and write their name. • A CVC word is a word consisting of three sounds that follows the pattern of consonant,	• A sentence is a group of words put together for meaning. • Build a sentence to read different words and put them in order to form a sentence.	• Know how to segment the sounds in a word in order to write a simple sentence independently. • Segmenting means identifying the individual	• Know how to form both capital letters and lowercase letters correctly. • Capital letters are used at the beginning of a sentence and for a proper noun.	• Know how to form letters correctly so that they are all similar in size. • Know that capital letters should be formed larger than lowercase letters.	• Know how to write a simple sentence independently. • Know that sentences need capital letters, full stops and finger spaces. • Know how to segment each of the words in	

vowel, consonant. • Sequencing means ordering parts of a story to retell the events. • Letters from the alphabet should be formed correctly. • Know the letter formation catchphrases to help them remember how to form letters correctly.	• Know how to hold a sentence with support. • Know that we can write different types of lists e.g. shopping list, to do list, check list. • Invitations are used to ask people if they would like to come to an event and to give them information about the event.	phonemes in a word. • Capital letters are used at the beginning of a sentence and for a proper noun. • Know how to form capital letters correctly. • Sequencing means ordering parts of a story to retell the events. • Know how to write simple sentences to describe the events in a story. • Role play means acting or performing as a character.	• Full stops are used at the end of a sentence. • Finger spaces are used to separate different words from each other. • Know how to write a simple sentence using capital letters, full stops and finger spaces.	• A caption is an explanation of an illustration. • Characters can be key people, animals, creatures or living things in a story. • Retelling a story means recalling the events in the story in order. • Speech bubbles contain speech that a character is saying. • Know how to extend sentences using 'and' to join two parts together.	a sentence independently. • A story map includes illustrations of the events in a story in order. • When we perform, we need to be loud, clear and confident.	