Writing Progression Map — THE BLUE SCHOOL CHURCH OF ENGLAND

EYFS					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe

Grammar: Word		
•Recognised spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come

Grammar: Sentence		
Orally rehearse sentences and Word Count the number of words spoken prior to writing Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog	Orally rehearse sentences and Word Count the number of words spoken prior to writing Orally connect one idea or action using a range of connectives	Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Re-read what they have written to check that it makes sense

Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) Orally rehearse sentences and Word Count the number of words spoken prior to writing Focus on a simple sentence - Subject, verb object. e.g. I got a gem Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using 'and' Orally rehearse and recall sentence prior to writing Orally connect one idea or action using a range of connectives Write short sentences with words with known sound letter correspondences using a capital letter and full stop Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using 'and'	Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using connectives (e.g. but, because, and) Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others Combining words to make labels, captions, lists, phrases and short sentences Joining words using and, joining words and clauses using connectives (e.g. but, because, and)

<table>
<tr><th colspan="3" style="background:green">Grammar: Text</th></tr>
<tr>
<td>Listen to and talk about stories to build familiarity and understanding

Learn new vocabulary from texts

Support recognition of the four parts of a simple narrative - opening, build up, problem and ending

Begin to retell familiar stories and texts in their words (start to use own words - Once upon a time, So, First, Next, Finally)

Sequence sentences to form short narratives</td>
<td>Listen to and talk about stories to build familiarity and understanding

Learn new vocabulary from texts

Recognise four parts of a simple narrative - opening, build up, problem and ending

Retell the story - some as exact repetition and some in own words including Once upon a time, So, and Suddenly

Sequence sentences to form short narratives</td>
<td>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems

Learn new vocabulary from texts

Recognise four parts of a simple narrative - opening, build up, problem and ending

Retell the story - some as exact repetition and some in own words including Once upon a time, Then one night, The very next morning and Then

Sequence sentences to form short written narratives</td>
</tr>
<tr><th colspan="3" style="background:yellow">Grammar: Punctuation</th></tr>
<tr>
<td>Letter formation Separation of words with spaces Personal pronoun - I, he</td>
<td>Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops</td>
<td>Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names</td>
</tr>
<tr><th colspan="3" style="background:orange">Terminology for Pupils</th></tr>
<tr><td colspan="3">letter, capital letter, word, sentence, full stop, question mark</td></tr>
</table>

Year 1					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Diary entry Purpose: To record events	Instructions: Recipes Purpose: To instruct
Grammar: Word					
Regular plural noun suffix -s or -es	Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix un- changes the meaning of verbs and adjectives	Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives
Grammar: Sentence					
Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'	Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text					
Sequencing sentences to form short narratives					
Grammar: Punctuation					
Separation of words with spaces Capital letters Full Stops		Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Separation of words with spaces Capital letters Full Stops Question marks Exclamation marks Capital Letters for names and personal pronoun - I		Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I Separation of words with spaces Capital letters Full Stops Question marks Exclamation marks	
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Year 2					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
The Bog Baby	The Night Gardener	A River	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Circular Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Instructions: How to build a habitat Purpose: To instruct	Recount: Diary Purpose: To recount	Narrative: Circular Narrative Purpose: To narrate	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain

Grammar: Word		
Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Formation of nouns by compounding Use of the suffix –ly to turn adjectives into adverbs

Grammar: Sentence

Subordination (using when, if, that, because)
Co-ordination (or, and, but,so)
Expanded noun phrases for description and specification
How the grammatical patterns in a sentence indicates its function as a question and command

Grammar: Text

Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs

Grammar: Punctuation

Use of capital letters, full stops and question marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling (contractions)
Apostrophes to mark singular possession in nouns
Commas to separate items in a list

Terminology for Pupils

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma

Year 3					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
The Iron Man	Fox	Rhythm of the Rain	Jemmy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose					
Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate
Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Grammar: Word					
Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis -mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Use of the forms a or an when next word starts with a consonant or a vowel	Word families based on common words showing how words are related in form and meaning	Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)
Grammar: Sentence					
Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification		Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Expressing time, place and cause using prepositions e.g. before, after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although		Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	
Grammar: Text					
Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past		Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past		Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	
Grammar: Punctuation					

Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Inverted commas to punctuate direct speech
Terminology for Pupils			
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas			

Year 4					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
Window Escape from Pompeii The Roman Record	The Great Kapok Tree Mufaro's Beautiful Daughters	Leaf	The Journey The Works	Manfish	Harry Potter
Writing Outcome & Writing Purpose					
Image poetry Purpose: To entertain	Persuasive letter Purpose: To persuade	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate	Information: Information report Purpose: To inform
Recount: Diary Purpose: To recount Recount: Newspaper report Purpose: To inform	Narrative: Myth Narrative Purpose: To entertain	Information: Information Report Purpose: To inform	Poetry: To entertain and perform	Recount: Jacques Cousteau Biography Purpose: To recount	Information: Pupil's school report School Prospectus Purpose: To inform
Grammar: Word					
Using vivid vocabulary including expanded noun phrases and figurative language such as similes and metaphors to enhance description Use of past tense verbs and temporal adverbials		Grammatical difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)		Verb inflections (we were instead of we was) Use of subject-specific vocabulary related to marine life and exploration	

Descriptive language choices to evoke atmosphere (e.g. "smouldering", "crumbling") Grammatical difference between plural and possessive –s Indicating possession by using the possessive apostrophe with plural nouns Develop understanding of Standard English forms for verb inflections instead of local spoken forms Use of precise nouns and powerful verbs to convey mythical tone	Use of emotive language to reflect character experiences Expanded noun phrases to build imagery and mood (e.g. "a crumpled photograph of home") Build on the previous poetry unit, and focus on: understanding of poetic form and structure and pupils' confidence to perform poetry aloud using tone and expression	Precise nouns and powerful verbs to convey events clearly Maintain consistency of verb tense in recount (past tense) Use of formal language and subject-specific vocabulary Distinguish between facts and opinions

Grammar: Sentence

Expanding noun phrases and incorporating similes/metaphors, modifying adjectives, nouns and preposition phrases Use of prepositional phrases to indicate setting and mood (e.g. "beyond the hills", "under the red sky") Use of time conjunctions to link events Fronted adverbials for time/place to sequence diary entries and reports Embedded clauses to add detail	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials to describe time, place and manner (e.g. "Without warning," "Across the dusty road,") Using complex sentences with subordinate clauses to show cause and effect Consolidate grammar in context (e.g., commas for clarity, verb choice, and prepositions)	Use of fronted adverbials to sequence and organise events (e.g. "At the age of seven…", "After the expedition…") Use of compound and complex sentences to extend ideas Use of formal structures Passive voice where appropriate (e.g. "students are selected by…") Conjunctions to show cause and effect

Grammar: Text

Grouping ideas into stanzas or sections Maintaining cohesion through repeated imagery or descriptive themes Chronological structure; use of paragraphs to group related ideas (e.g. introduction, event, response, consequence)	Appropriate choice of noun / pronoun within and across sentences to aid cohesion and avoid repetition Maintaining narrative cohesion across paragraphs Appropriate use of pronouns and conjunctions for cohesion and avoiding repetition	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Nouns or pronouns to aid cohesion and avoid repetition Structuring narrative into clear beginning, build-up, problem, and resolution Paragraphs used to reflect shifts in time, place, or emotion Use of cohesive devices to maintain	Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Paragraphs organised chronologically to show stages of Cousteau's life and achievements Use of time connectives and cohesive devices to guide the	Organising ideas into logical sections with subheadings Use of paragraphs to separate and develop points clearly

			narrative flow (e.g. pronouns, conjunctions)	reader through the recount	

Grammar: Punctuation					
Use of commas in lists of descriptive phrases, commas to separate clauses and phrases

Use of punctuation for effect (e.g., ellipses for atmosphere)

Commas after fronted adverbials

Use of colons and dashes for emphasis in recount/report style

Punctuation within inverted commas for quoted eyewitness statements | Using commas after fronted adverbials

Use of a comma after the reporting clause and use of end punctuation within inverted commas

Apostrophes for possession (plural nouns)

Use of punctuation to build suspense or drama | Apostrophes for possession (plural nouns)
Use commas after fronted adverbials | Inverted commas and other punctuation to indicate direct speech

Apostrophes for possession (plural nouns)

Use commas after fronted adverbials

Introduce and apply hyphens to form compound adjectives (e.g. *sun-scorched hills*, *smoke-filled air*) | Inverted commas and other punctuation to indicate direct speech

Use commas after fronted adverbials | Colons to introduce lists; bullet points for clarity in prospectuses; consistent use of punctuation in formal writing |

Terminology for Pupils
simile, metaphor, stanza, prepositional phrase, expanded noun phase, fronted adverbial, chronological and non- chronological order, reporting clauses, biography, time connective/ temporal conjunctions, emotive language, verb inflection, determiner, pronoun, possessive pronoun and apostrophe, adverbial, embedded clause, formal language, subheading, bullet points, hyphens, passive voice.

Year 5					
A	**B**	**C**	**D**	**E**	**F**
Vehicle Texts					
FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	Assorted Poems	King Kong
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative

Purpose: To narrate | Narrative: Cliff hanger Narrative

Purpose: To narrate | Narrative: Character Narrative

Purpose: To narrate | Narrative: Survival Narrative

Purpose: To narrate | Poetry: Observational poetry

Purpose: To analyse and compose | Narrative: Dilemma Narrative

Purpose: To narrate |
| Recount: Letter

Purpose: To recount | Recount: Formal Report

Purpose: To inform | Persuasion: Bargain Letter

Purpose: To persuade | Explanation: Survival Guide

Purpose: To explain | | Discussion: Balanced Argument

Purpose: To discuss |

Grammar: Word		
The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Develop understanding and use of verb prefixes

Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes | Converting nouns or adjectives into verbs using suffixes |

Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes					

Grammar: Sentence		
Indicate degrees of possibility using modal verbs Develop understanding of using expanded noun phrases to convey complicated information concisely Use fronted adverbials Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Indicate degrees of possibility using modal verbs and adverbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Expanded noun phrases to convey complicated information concisely Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Grammar: Text		
Use of a range of sentence types for impact and cohesion Develop understanding in using devices to build cohesion within a paragraph	Develop understanding in using devices to build cohesion within a paragraph	Use of a range of sentence types for impact and cohesion

Grammar: Punctuation					
Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Commas for parenthesis	Indicate parenthesis using brackets Commas for clarity	Use commas to clarify meaning and avoid ambiguity	Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets

Terminology for Pupils
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Year 6					
A	B	C	D	E	F
Vehicle Texts					
War Horse Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Discussion: Balanced Argument	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade

			Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate		

Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Converting nouns into verbs using suffixes (reinforce from Y5)		Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing		Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	

The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence Using expanded noun phrases to convey complicated information concisely		The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech Develop understanding of the passive to affect the presentation of information in a sentence		Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use of the subjunctive form in some very formal speech and writing	

Using a wider range of cohesive devices - adverbials	Use headings, sub-headings, columns and captions to structure information	Use headings and sub-headings to structure information	Using cohesive devices, e.g. synonyms Accurate tense choices throughout the writing	Using headings and sub-headings to organise information	Linking ideas within and across paragraphs using a wider range of cohesive devices

Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to	Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between	Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list	Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity

indicate parenthesis	independent clauses		Use semi-colons within lists		
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					