

The Three Schools EYFS and KS1 Writing Progression Overview

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Story telling	Retell and perform stories. T4W - Mr Wiggle and Mr Waggle. Focus – Join in words and actions.	Retell and perform stories. Helicopter Stories Focus - Join in with refrains and story phrases.	Retell, innovate and perform stories. Helicopter Stories Focus - Join in with and independently reuse refrains and story phrases.	Retell, innovate and perform stories. Helicopter Stories Focus – Add Descriptions and attributes.	Retell, innovate, invent and perform stories. Helicopter Stories Focus – Adjectives and verbs.	Retell, innovate, invent and perform stories. Helicopter Stories T4W – The Sleepy Bumble Bee Focus – Dialogue.
Drawing Club	Drawing Club Each child at the Cusp of Confidence.	Drawing Club Each child at the Cusp of Confidence.	Drawing Club Each child at the Cusp of Confidence.	Drawing Club Each child at the Cusp of Confidence.	Drawing Club Each child at the Cusp of Confidence.	Drawing Club Each child at the Cusp of Confidence.
Handwriting	Begin to learn formation of letters of the alphabet alongside phonics. Begin to write own name.		Practise forming letters correctly and writing own name. Learn to form digits 0-9 correctly.		Practise forming letters and numbers correctly.	
Spelling	Segment and spell cvc words using GPCs learned (single letters and consonant digraphs). Begin to spell from memory Tricky words learned so far.		Segment and spell cvc words using GPCs learned (vowel digraphs). Begin to spell from memory Tricky words learned so far.		Segment and spell words with adjacent consonants using GPCs learned. Begin to spell from memory Tricky words learned so far	
Composition	Articulate their ideas and structure them in speech.		Articulate their ideas and structure them in speech before writing a simple phrase or sentence.		Articulate their ideas and structure them in speech before writing a simple phrase or sentence that can be read by others.	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Model	Mr Postmouse (T4R) Autumn is here, Autumn Days, Autumn Time	Babymouse The Nativity Story	Billy Goats Gruff Where the Wild Things Are/Hiccups (T4R)	Trolls Nut Tree	Jack and the Beanstalk Jack and the Baked Beanstalk	The Boy Who Cried Wolf (T4R) Empty Pot The Frog Prince
Genre/Plot structure	Instructions Poetry	Journey story Captions	Defeat the monster story	Non-chronological report Poetry	Cautionary tale Instructions	Recount
Text type outcome	To write a sentence. To write a poem. To write instructions.	To write a journey story. To write a description.	To write a defeat the monster story.	To write a non-chronological report. To write a poem.	To write a cautionary tale.	To write a recount.
Key Skills Taught	Sentence structure Full stops Capital letters Finger spaces Adjectives Imperative verbs	Sentence structure Full stops Capital letters Finger spaces Adjectives Conjunctions Time conjunctions Question marks Past tense	Sentence structure Full stops Capital letters Finger spaces Adjectives Conjunctions Time conjunctions Using a dictionary Comparative language e.g. er/est	Sentence structure Full stops Capital letters Finger spaces Adjectives Conjunctions Headings Sub-headings Facts Captions Rhyming words Comparative language e.g. er/est	Sentence structure Full stops Capital letters Finger spaces Adjectives Conjunctions Time conjunctions Exclamation marks Irregular past tense Imperative verbs	Sentence structure Full stops Capital letters Finger spaces Adjectives Conjunctions Time conjunctions Using a dictionary Past tense Comparative language e.g. er/est
Flashwrites	To describe a scene. To describe a character and their actions. To write a speech bubble.	To write a caption. To write questions.	To write a caption. To write sentences comparing characters and objects. To write sentences justifying an opinion.	To write a character description. To write sentences justifying an opinion. To write facts. To write rhyming strings.	To write a diary. To write instructions.	To write a speech bubble. To create an emotion chart. To write a caption/statement. To write a letter.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text/Model	Wallace the Wombat letter Autumn is... On Sudden Hill (T4R)	Kalahari Desert ??? (T4)	Kassim and the Greedy Dragon Beegu (T4R)	Owl who was Afraid of the Dark	Storm Unicorn Mother's Day Poetry The Day the Crayons Quit (T4R)	The Papaya that Spoke
Genre/Plot structure	Recount Poetry	Setting description	Warning story	Newspaper report Poetry	Non-chronological report	Journey story
Text Type Outcome	To write a recount. To write a poem.	To write a setting description.	To write a warning story.	To write a newspaper report. To write a poem.	To write a non-chronological report.	To write a journey story.
Key Skills Taught	Full sentences Identify and write different types of sentences Conjunctions Nouns Adjectives Verbs Dictionary work Regular and irregular past tense Time conjunctions 1 st /2 nd /3 rd person	Full sentences Adjectives Dictionary work Present tense Adverbs Prepositions Present tense Similes	Full sentences Similes Dictionary work Subordinating conjunctions Build suspense Exclamation marks Time conjunctions	Full sentences Dictionary work Similes Alliteration Paragraphs Rhetorical questions Conjunctions Factual language Opening statement Closing statement Subordinating conjunctions Coordinating conjunctions	Full sentences 3 rd person Title Subheadings Paragraphs Factual language Conjunctions Dictionary work Rhetorical questions Compound and complex sentences Apostrophes for possession Generalisers	Full sentences Time conjunctions Adjectives Alternatives for said Speech marks Repetitive phrases Exclamation marks Dictionary work
Flashwrites	To write thought bubbles justifying feelings. To write predictions. To write a diary extract. To write a summary. To write a letter. To write a riddle. To write an acrostic poem.	To write descriptive sentences. To write a recount. (Verulamium visit)	To write a recount. (Christmas) To write similes. To write a letter. To write a setting description. To write a character description. To write a story opening.	To write a character description. To write facts and opinions.	To write facts. To write a letter. To write questions. To write a book review.	To write questions. To write a character description. To write a letter. To create a wanted poster. To write a diary extract. To write a memory.