



St Anne Line Writing Curriculum Long Term Map

Love

Learn

Pray

In Nursery, we nurture children's earliest experiences of writing by creating a language-rich environment where mark-making, talk and storytelling are valued and celebrated. Through play, exploration and meaningful interactions, children develop the fine and gross motor skills needed for writing, alongside the confidence to communicate their ideas, feelings and experiences.

Writing opportunities are woven throughout the provision, both indoors and outdoors, enabling children to experiment with a range of tools and materials. Children are encouraged to make marks with purpose, from creating maps and signs in role play to drawing pictures, making lists and adding meaning to their creations. High-quality stories (please see our reading spine on our website), rhymes, songs and conversations help children to build a rich vocabulary and develop their understanding of how language can be used to communicate.

Highly skilled adults model mark-making and early writing behaviours, demonstrating how marks and symbols carry meaning and encouraging children to talk about what they have created. Through shared experiences and purposeful interactions, children begin to develop pencil control, hand strength and the confidence to express themselves in increasingly sophisticated ways.

As a result, children develop positive attitudes towards writing, seeing themselves as communicators and creators. They become confident mark-makers who are eager to share their ideas and are well prepared for the writing experiences and expectations of Reception and beyond.

Nursery Literacy Skills Progression – Cygnets (2-3 year olds)					
Autumn		Spring		Summer	
Children enjoy songs and rhymes 1:1 and in small groups.	Children say some of the words from songs, rhymes and familiar stories.	Children enjoy free mark making.	Children sing songs and favourite nursery rhymes independently.	Children notice print in the environment that is important to them: the first letter of their name or the numeral for their age.	Children ascribe meaning to the marks they make.
Children copy actions to some songs	Children join in with songs and rhymes, copying the rhythm and tempo.	Children can choose a favourite book.	Children independently explore books, flicking through the pages and looking at the pictures.	Children make marks in sand and other sensory materials with their fingers or tools	
Children make marks with chalks and water pots/brushes etc on the ground.		Children make marks on vertical surfaces such as the easel.			
<u>Fine Motor</u> Children eat independently using a spoon and fork.	<u>Fine Motor</u> Children hold an open top cup and drink from it confidently.	<u>Fine Motor</u> Children use playdough tools independently to roll, shape and cut.	<u>Fine Motor</u> Children use musical instruments with increasing control to make quiet/loud sounds.	<u>Fine Motor</u> Children independently wash and dry their hands.	<u>Fine Motor</u> Children hold mark making tools with thumb and all fingers
Children turn pages in a book, sometimes several at once.	Children hold a pencil to make marks	Children manipulate and insert puzzle pieces.	Children put on aprons, hats, bags and glasses from the dressing up box.	Children show preference for a dominant hand.	Children use small craft material such as pompoms & sequins to collage.
Children hold a pen and crayon to make marks.	Children use a paintbrush with increasing control.			Children build more complex structures with construction: e.g a car from duplo or a house from wooden blocks.	Children attempt to manipulate fastening such as buttons and zips on their own clothing or when dressing dolls in the home corner.

Nursery Literacy Skills Progression - Wagtails & Ducklings (3 - 4 year olds)

Autumn		Spring		Summer	
<u>Writing</u> Children will ascribe meaning to their marks. Children will know how to draw horizontal lines, vertical lines and circles	<u>Writing</u> Children will know how to draw diagonal lines, and circles.	<u>Writing</u> Children will make pre-writing patterns in sensory materials e.g. sand, rice, water pots, frost etc.	<u>Writing</u> Children will make pre-writing patterns with a range of writing tools: pens, pencils, chalks, whiteboards, paint sticks etc	<u>Writing</u> Children will write the initial letter in their name. Children will make shapes that resemble letters.	<u>Writing</u> Children will make consistent and repetitive marks that resemble their name.
<u>Fine Motor</u> Children can copy and draw lines on paper Children can put on their coat independently Children will know how to squeeze, push and pull playdough. Children will know how to use loop scissors to make snips in card.	<u>Fine Motor</u> Children will know how to zip up their coat. Children can use small blocks to build and balance. Children can use a variety of tools to scoop & pour sand & water	<u>Fine Motor</u> Children can copy and draw circles. Children will be able to thread large buttons and beads onto string. Children can manipulate pieces to complete 3-6 piece puzzles. Children can balance non-connecting blocks to build a tall tower Children will know how to use loop scissors to make snips in paper.	<u>Fine Motor</u> Children will use a comfortable grip of their preference when holding a pencil. Children can copy and draw squares. Children can use pattern scissors to cut lines in paper.	<u>Fine Motor</u> Children can copy and draw triangles. Children can use pipettes to move water. Children can use large tweezers to move objects. Children can use scissors to cut lines in card.	<u>Fine Motor</u> Children can copy and draw crosses. Children have confident pencil grip and control over their intended marks. Children can use scissors to cut lines in paper.

English Lessons

	Reception	Year 1	Year 2
English lessons	Literacy - Writing club Writing club is a time for children to choose to come and be creative with their	In Year 1, we build on the strong foundations established in the Early Years by immersing children in language-rich lessons that develop confident, enthusiastic writers. High-quality texts, talk, drama and	In Year 2, we build on the confidence and independence developed in Year 1 by continuing to immerse children in language-rich lessons that inspire them to write with purpose, creativity and precision. High-quality texts, purposeful talk,

	imagination. In the Early Years, we lay strong foundations for children to become confident, motivated writers. Through a language-rich environment, children develop the fine motor skills, vocabulary, and understanding needed to express their ideas. Writing opportunities are woven throughout play and meaningful experiences — from mark-making in the outdoor area to writing labels, lists, and simple sentences linked to stories and interests. Skilled adults model writing, support correct letter formation, and encourage children to hear and record sounds in words. As a result, children see themselves as writers, develop stamina and fluency, and are well prepared for the writing expectations of Key Stage 1.	purposeful vocabulary exploration sit at the heart of our curriculum, enabling children to rehearse ideas orally before writing. Through the think, say, write, check approach, children learn to compose sentences, develop fluency and begin to write with increasing independence. Writing opportunities are carefully planned across the curriculum (using ideas adopted from the Jonathan Bond scheme and our own bespoke curriculum) and linked to meaningful experiences, allowing children to apply their phonics knowledge, experiment with new vocabulary and communicate for a range of purposes. Teachers model the writing process explicitly, demonstrating how to select vocabulary, construct sentences and edit work to improve meaning. Rich discussion and oral rehearsal help children to broaden their vocabulary, articulate their ideas clearly and make deliberate language choices. As a result, children develop stamina, accuracy and confidence as writers. They learn to see writing as a powerful tool for communication and are well prepared for the increasing demands of writing in Year 2 and beyond.	drama and explicit vocabulary instruction remain at the heart of our curriculum, enabling children to deepen their understanding of language and make increasingly deliberate choices as writers. Through our think, say, write, check approach, pupils learn to plan, compose, edit and improve their writing with growing independence and stamina. Writing opportunities are carefully planned across the curriculum, using ideas adopted from the Jonathan Bond scheme alongside our own bespoke curriculum, and are linked to meaningful experiences that motivate and engage learners. Children explore a wide range of genres and purposes for writing, applying their knowledge of grammar, punctuation and spelling while experimenting with vocabulary and language structures to create different effects. Teachers continue to model the writing process explicitly, demonstrating how to develop ideas over several sentences, select precise vocabulary and edit work to improve clarity and impact. Rich discussion and oral rehearsal remain central to lessons, helping children to broaden their vocabulary, articulate their ideas confidently and refine their language choices. As children progress through Year 2, they become increasingly fluent writers who can sustain their ideas, adapt their writing for different audiences and purposes, and make thoughtful choices about the language they use. As a result, children develop resilience, accuracy and pride in their writing. They see themselves as capable authors who can communicate effectively and creatively, and they are well prepared for the greater independence and complexity of writing in Key Stage 2.
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Reception					
Autumn Term		Spring Term		Summer Term	
<u>Class Texts (Autumn 1):</u> Ruby's Worry, Goldilocks and the Three Bears, Gingerbread Man, Little Red Hen, Rosie's Walk <u>Class Texts (Autumn 2):</u> The Quiet Little Firework, Leaf Man, Little Acorn, The Christmas Pine, Stick Man, the Christmasaurus, The Nativity Story		<u>Class Texts (Spring 1):</u> Jack Frost, Superpotato, Superworm, Super Daisy, Zog, Mr Wolf's Pancakes and a collection of non-fiction 'People who help us' <u>Class Texts (Spring 2):</u> Tiger Who Came to Tea, We Are Going on a Bear Hunt, Whatever Next, Elmer, A Very Happy Easter		<u>Class Texts (Summer 1):</u> Jack and the Beanstalk, Twitch, The Very Hungry caterpillar, Oliver's Vegetables, The Tiny Seed, Omar the Bees and Me <u>Class Texts (Summer 2):</u> What the Ladybird Heard, The Lion on the Bus, Farmyard Hullabaloo, Handa's Surprise, Animal Boogie, Sharing a Shell, Somebody Swallowed Stanley	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus <i>Mark-making and early fine motor control</i> Handwriting Progression • Develop fine and gross motor strength through play (threading, cutting, climbing, dough disco). • Begin to use a tripod grip. • Experiment with mark-making using a range of tools (chalks, crayons, pencils, paintbrushes). Writing Progression • Explore making marks for meaning (e.g. pretending to write lists, cards, names). • Begin to hear initial sounds in words. • Begin to understand that writing carries meaning. • Oral Language and talk building	Focus <i>Letter formation and early sound-symbol correspondence. Oral composition.</i> Handwriting Progression • Learn correct letter formation for lowercase letters using RWI formation phrases. • Practise writing letters in sand, paint, and on whiteboards (in provision). • Reinforce correct pencil grip and posture. • Show preference for a dominant hand. Writing Progression • Use transcription skills to write dictated CVC words. • Use collections of GPC's to represent 'writing'. • Orally compose short sentences or phrases. • Develop confidence in hearing and recording sounds. • Develop confidence in transcription skills.	Focus <i>Developing control and stamina. Simple sentences. Red words</i> Handwriting Progression • Continue practising letter formation, ensuring size consistency and orientation. • Begin to use lines to guide writing. • Write their own name with correct letter formation. Writing Progression • Secure CVC spellings using phonics knowledge. • Write dictated short sentences using known phonemes. • Use colourful semantics as a support tool for sentence composition. • Begin to use finger spaces and full stops. • Write for different purposes (cards, lists, instructions) in provision.	Focus <i>Building confidence and fluency. Transferring oral composition to written form. Red words</i> Handwriting Progression • Refine letter size and spacing between words. • Practise writing letters on lines and maintaining consistent sizing. • Secure formation of most lowercase letters. Writing Progression • Use taught red words to support sentence structure. • Begin to expand their oral composition with tier 2 vocabulary. • Develop speed and fluency in writing dictated short sentences.	Focus <i>Applying skills across the curriculum. Building independence. Red words</i> Handwriting Progression • Secure lower-case letter formation. • Develop smooth, efficient movements when writing.. • Introduce capital letters and correct orientation. Writing Progression • Attempt to write simple sentences orally rehearsed first. • Write for a range of real purposes (stories, recounts, invitations). • Develop their confidence with independently writing short sentences	Focus <i>Fluency, stamina, and readiness for Year 1</i> <i>Red words</i> Handwriting Progression • Form all lowercase and most capital letters correctly. • Write on the line with consistent spacing. • Show increased speed and fluency. Children form numerals 0 to 9 with developing confidence Writing Progression • Independently write short sentences and phrases. • Use full stops, finger spaces, and capital letters consistently. • Compose and edit simple sentences. • Show pride and ownership of written work. • Re-read writing to check it makes sense. • Use simple conjunctions (and). Use story vocabulary in their writing (senses to describe and simple adjectives)

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Year 1					
Autumn 1 Class Text: The Magic Finger	Autumn 2 Class Text: Gorilla	Spring 1 Class text: The Lighthouse Keepers Lunch	Spring 2 Class Text: The BFG	Summer 1 Class Text: James and the Giant Peach	Summer 2 Class Text: Selection of Fairytales
Autumn Term		Spring Term		Summer Term	
<u>Autumn Term focus objectives</u> Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences Use conjunctions such as 'and' Spell words with the GPCs taught so far Spell simple words with adjacent consonants Leave spaces between words Improve their writing by using some new vocabulary		<u>Spring Term focus objectives</u> <u>Building on from Autumn Term</u> Use the sentence-by-sentence process of think, say, write, check independently. Write a sequence of sentences that are linked together. Use a range of verbs in sentences and develop accuracy in verb tense. Consistently leave spaces between words. Use capital letters and full stops with increasing accuracy throughout a piece of writing. Spell words using the GPCs taught so far with increasing accuracy. Spell a wider range of words with adjacent consonants. Use 'and' confidently to join clauses and extend sentences. Re-read their writing independently to check that it makes sense and make simple improvements. Improve their writing by selecting and using new vocabulary independently.		<u>Summer term focus objectives</u> <u>Building on from Spring Term</u> Confidently say out loud what they are going to write, including ideas and vocabulary choices. Independently use the sentence-by-sentence process of think, say, write, check. Re-read what they have written to check that it makes sense and make simple corrections or improvements. Consistently use capital letters and full stops accurately throughout a piece of writing. Write a sequence of connected sentences about a familiar topic or experience. Use a wider range of verbs in sentences and ensure their tenses are accurate Spell words using the GPCs taught so far with increasing accuracy and independence. Spell simple words with adjacent consonants accurately in their writing. Consistently leave spaces between words to support readability. Improve their writing by choosing and using a wider range of vocabulary, including words learned through reading and class discussion. Use question marks for question sentences. Use exclamation marks for exclamation sentences.	

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
4 Picture Story Writing weekly Focusing on: *Building fluency 4 Weeks - 20 Sessions	Unit 3: Four part solving a problem story (6 sessions)	Unit 8: Longer solving a problem story (5 sessions)	Unit 13: Longer solving a problem story (5 sessions)	Unit 18: How to write a voyage and return story (7 sessions) Linked to geography	Unit 21: How to write a fact file (7 sessions) Linked to art
	Unit 4: Four part Recount (6 sessions) Linked to RE	Unit 9: Longer recount (5 sessions)	Unit 14: Longer solving a problem story (5 sessions)	Unit 19: How to write to an author (7 sessions)	Unit 23: How to write a fairy tale (9 sessions) Linked to history
	Unit 6: Four part non-chronological report (6 sessions) Linked to science	Unit 10: Longer diary story (5 sessions) Linked to science	Unit 15: Longer solving a problem story (5 sessions)	Unit 20: How to write a story - traditional tales (7 sessions)	Unit 22: How to write about an event (6 sessions) Linked to PE
Unit 1: Four part solving a problem story (6 sessions)	Unit 7: Longer solving a problem story (5 sessions)	Unit 11: Longer solving a problem story (5 sessions)	Unit 16: Longer Non-chronological report (5 sessions) Linked to history (Great Fire of London)		
Unit 2: Four part solving a problem story (6 sessions)		Unit 12: Longer Instructions (5 sessions) Linked to DT	Unit 17: How to write instructions (7 sessions)		

Year 2					
Autumn 1 Class Text: The Twits	Autumn 2 Class Text: George's Marvellous Medicine	Spring 1 Class text: The Owl who was afraid of the dark	Spring 2 Class Text: Sea Saw by Tom Percival	Summer 1 Class Text: Mae Jemison, The Fabulous Flyer by Terry Deary	Summer 2 Class Text: Peter Rabbit and Fantastic Mr Fox
<u>Autumn Term focus objectives</u> Independently use the think, say, write, check process. Build a bank of vocabulary linked to topics and texts. Use images and other stimuli to generate ideas for writing. Write accurately in the present tense. Use general nouns and pronouns appropriately. Write in the third person when appropriate. Use simple descriptive language to add detail. Use conjunctions to join ideas and extend sentences. Begin sentences with words other than and, but and so. Use statements, questions and exclamations. Use apostrophes for possession in singular nouns. Begin to use technical words and phrases linked to a topic. Explore alliteration in simple poems and phrases. Use the imperative form to give instructions.		<u>Spring Term focus objectives</u> Embed the think, say, write, check process when writing sentences and short texts. Make deliberate vocabulary choices to suit the purpose and audience. Use -ly adverbs to add detail and describe actions. Use adjectives and expanded noun phrases to add detail and precision. Use precise verbs to create clear meaning and impact. Use repetition deliberately to emphasise ideas and create effect. Use devices that link ideas and make writing flow, including a wider range of conjunctions. Develop an idea over several sentences, maintaining focus and coherence. Use present and past tense accurately and consistently within a piece of writing. Consistently write in the first person where appropriate. Use apostrophes to show omission in contractions accurately. Edit writing to improve vocabulary, grammar and punctuation. Proof-read work for spelling, punctuation and grammar errors. Build writing stamina by sustaining writing over longer pieces and across different genres.		<u>Summer Term focus objectives</u> Apply the think, say, write, check process independently across a range of writing tasks. Write sustained pieces with increasing stamina and independence. Use the past tense accurately and consistently when recounting events. Use the present tense accurately and consistently in non-fiction and instructional writing. Identify and use specific participants (e.g. names, places and characters) in narrative and recount writing. Use generic participants appropriately in information and instructional texts. Use conjunctions to support cohesion and extend sentences, including when, if, that and because. Link ideas across sentences to make writing flow using words and phrases such as last time, also, after, then, soon and at last. Develop ideas across several linked sentences with clear sequencing. Use expanded noun phrases to add detail and precision. Use adjectives, adverbs and precise verbs to create vivid descriptions. Make deliberate vocabulary choices to engage the reader and communicate meaning clearly. Select vivid vocabulary to create a strong image or effect. Use alliteration to create interest and impact in poetry and descriptive writing. Begin to use simple persuasive devices, including emotive language, to influence the reader. Create nouns using the suffixes -ness and -er. Use commas in a list accurately. Edit and improve writing by checking vocabulary, spelling, punctuation and grammar choices. Proof-read independently to identify and correct errors.	

First Week Back Recount of Summer Holidays (assessment) Four Part Stories (4 sessions)	How to use different sentences in my stories (10 sessions) The Tunnel – A Brown Link to Geography – Southend	How to make writing lively and interesting for the reader (10 sessions) Link to Panto Trip	How to choose the best vocabulary in a poem (5 sessions) Paired writing	How to write a diary (10 sessions) Link to flight Historical significant figure	Descriptive Writing How to write a setting and character description (10 sessions) Fantastic Mr Fox
How to write a poem (4 sessions) First signs of Autumn poem	How to write an Instruction booklet (10 sessions) Links to DT and class book	How to write a fear story (10 sessions) Class book The Owl Who was Afraid of the Dark	How to write a losing story (10 sessions) Class book – See Saw	How to persuade a reader (10 sessions) Poster persuading pupils to come to St Anne Line Infant School	How to add detail to poems (6 sessions) Spine Poems Link to PSHE/Transition poems
How to write a non-chronological report (10 sessions) Link to animals – science	How to write an acrostic (4 sessions) Link to Christmas/Winter	How to write shape poems (5 sessions) Titanic	How to write a diary story (10 sessions) Link to RE/Lent	How to write a setting and character description (10 sessions) Peter Rabbit	How to write a leaflet (11 sessions) Link to Geography – continents and oceans
How to write a recount (10 sessions) Link to Geography – Trip to Southend					

Writing

WTS Working towards **(Below)**

EXS At Age Related Expectations (Just At or Securely At)

GD Greater Depth

All objectives derived from the National Curriculum or the Statutory Framework for the Early Years Foundation Stage are typed in **black**. Additional objectives are typed in **purple**. Objectives which directly contribute towards the Early Learning Goals are in **green** or the statements in the Teacher Assessment Frameworks appear in **bold**. Be aware that the Teacher Assessment Frameworks refer to key stages not Y2 and Y6. Therefore these objectives will be found scattered across year groups. Key Objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

	EYFS	Year 1	Year 2
Planning	Say out loud what they are going to write Begin to use the process of think, say, write, check	Use ideas from their reading in their writing Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Plan a 4 sentence story Plan a simple story (beyond 4 sentences)	Plan a narrative text Plan non-narrative text types Include new vocabulary in planning Use underlying structures from reading (picture books or short stories) to aid planning <u>Use planning to give structure to their writing</u> Embed the sentence by sentence process of think, say, write, check
Composing	Begin to use the process of think, say, write, check Be confident and keen to write Write for a range of real and imagined purposes Compose a sentence orally before writing it Write a short sequence of sentences, sometimes for a real purpose and audience <u>Write simple phrases and sentences that can be read by others (ELG)</u> Use some new vocabulary in their sentences	Use the sentence by sentence process of think, say, write, check Use ideas from their reading in their writing Write a sequence of sentences <u>Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience</u> Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing Improve their writing style by adding new techniques to their repertoire Improve their writing by using some new vocabulary	Embed the sentence by sentence process of think, say, write, check <u>Write about personal experiences and real events (EXS KS1)</u> <u>Write a coherent story for an (often real) audience (EXS KS1)</u> Write non-narrative text types for a clear purpose and a specific (often real) audience Write a poem based on a given structure <u>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing (GD KS1)</u> Use the key narrative writing skills of telling and description Use the key non-narrative writing skills of informing, recounting, instructing and persuading <u>Ensure that there is a clear structure to their writing</u> <u>Develop an idea over several sentences</u> <u>Use adventurous vocabulary</u> <u>Add detail to writing when it is necessary</u> Make their writing lively and interesting for the reader Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing... Build writing stamina through writing longer pieces Re-read writing for sense Improve their writing style by adding new techniques to their repertoire Improve their writing by using new vocabulary

Evaluating	Begin to use the process of think, say, write, check Re-read what they have written to an adult	Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Talk about their writing Read aloud their writing clearly (link with Spoken Language)	Embed the sentence by sentence process of think, say, write, check Re-read writing for sense Ensure that there is a clear structure in their writing Check writing for consistent use of tense Evaluate their writing with others and by themselves Use expression when reading aloud their writing Edit their work by making simple additions and revisions (GD KS1) Proofread their work for spelling, grammar and punctuation errors (GD KS1)
Grammar	<u>Leave spaces between words (WTS KS1)</u>	Use correct grammatical terminology when discussing their writing <u>Leave spaces between words (WTS KS1)</u> Join words with 'and' within sentences <u>Join sentences with 'and' (EXS KS1)</u> Recognise and know the purpose of nouns Recognise and know the purpose of verbs Form singular and plural nouns (link with spelling) Change the meaning of words by adding un- (link with spelling) Form new nouns by compounding e.g. whiteboard (link with spelling)	Use correct grammatical terminology when discussing their writing Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions Draw on their reading to inform the grammar and vocabulary of their writing (GD KS1) Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands <u>Join sentences with 'or' and 'but' (EXS KS1)</u> <u>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u> Avoid using 'and', 'but' or 'so' after a full stop <u>Write and use expanded noun phrases</u> Form nouns by using suffixes such as -ness and -er. Use precise and appropriate verbs when writing <u>Write consistently in 'past' or 'present' tense (EXS KS1)</u> Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing Recognise and know the purpose of adjectives Form adjectives using -ful, -er, -est and -less (link with spelling) Recognise and know the purpose of -ly adverbs Form and use adverbs by adding -ly to adjectives Learn to use some features of written standard English
Punctuation	Use a capital letter to begin a sentence Use a full stop to end a sentence <u>Demarcate some sentences with capital letters and full stops (WTS KS1)</u>	Use correct grammatical terminology when discussing their writing <u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u> Use capital letters for people, places, days of the week and 'I' Use question marks (EXS KS1, WTS KS2) Understand the uses of exclamation marks Use exclamation marks (contributes to GD KS1)	Use correct grammatical terminology when discussing their writing Understand that an apostrophe is used for omission and possession Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2) Use apostrophes for singular possession (contributes to GD KS1) Avoid using conjunctions and full stops together Use commas for lists (contributes to GD KS1, WTS KS2)

Writing Style		Use repetition for effect Use senses Use adjectives to create a clearer picture Write in first and third person Use exclamation marks to grab the reader's attention Include feelings and emotions	Use alliteration Add pairs of adjectives Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere. Use short sentences for impact Use powerful verbs for noise Write first sentences that will hook the reader in Create appropriate character names
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Spoken Language			
	EYFS	Year 1	Year 2
Speaking	Communicate effectively showing awareness of listeners' needs Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop narratives or explanations by connecting ideas or events (often using conjunctions) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) 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 (ELG)	Tell a story or describe an incident clearly Retell a story or incident in which events are clearly ordered Read aloud clearly and use some intonation for effect	Add detail to their talk to keep the listener interested Use emphasis, story language and interesting vocabulary when telling stories Use gesture to support talk
Listening	Listen attentively in a range of situations. Give their attention to what others say and respond appropriately, while engaged in another activity. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)	Listen and respond appropriately to adults and peers, in a range of situations Listen and follow instructions accurately, asking for help or clarification if necessary Listen with sustained concentration	Follow up listening with relevant questions Comment constructively after listening Be able to extract key points when listening to an adult

	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)		
Discussion	Take turns in a pair Listen to other pupils during activities Contribute ideas to class discussions Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)	Take turns in a group Listen to other pupils during group work Explain their thoughts to a group	Keep on topic during discussion Reach agreement in a group Ensure all group members have a turn
Drama	Represent their own ideas, thoughts and feelings through role play Invent, adapt and recount narratives and stories with peers and their teacher (ELG)	Respond to other characters in role Pretend to be a character, showing feelings through words and action Take turns speaking their part in acting out familiar stories with words and actions	Make up plays from stories and other stimuli Show a character through movement Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects

Text Types Text types should only be introduced once pupils are confidently writing a sequence of sentences from Yr 1 onwards.			
	EYFS	Year 1	Year 2
Narrative	Text Types should not be introduced in Reception	Four part solving a problem story 1 Four part solving a problem story 2 Longer solving a problem story 1 Longer solving a problem story 2 Simple traditional/ fairy tales 1 Voyage and return story 1	Voyage and return story 2 Simple traditional/ fairy tales 2 Diary story Introduction to plays Losing story Fear story
Non-fiction	Text Types should not be introduced in Reception	Non-chronological reports 1 Recounts 1 Instructions 1 Non-chronological reports 2 Recounts 2 Instructions 2	Non-chronological reports 3 Recounts 3 Instructions 3 Persuasion 1 Non-chronological reports 4 Recounts 4 Instructions 4

Poetry	Text Types should not be introduced in Reception	No poetry units in Y1. Although teachers should still read and share poetry, children are not expected to write their own,	Free verse Poems based on the structure of the poem studied Poems on a given theme Acrostics Shape poems
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Vocabulary Progression			
	EYFS	Year 1	Year 2
Objects	Watch Coin Letter Rope Key	Sword Jacket Lamp Chain Rags	Shield Bookcase Cage Tomb Backpack
Buildings	Gate Cottage City Street Lane	Flat Barn Path Castle Cellar	Alley Avenue Factory Tower (block) Yard
Landscape	Woods Hill River Beach Lake	Forest Slope Tunnel Cave Bank	Valley Waterfall Bay Mountain Mouth
Size and condition	Slim Huge Tiny Neat Healthy	Plump Bony Ugly Worn Fragile	Vast Lean Ruined Rusty Damaged
Colour	Orange Purple Brown Green Pink	Mauve Silver Gold Blonde Grey	Scarlet Ivory Dull Cream Beige
Texture	Rough Smooth Sharp Soft Hard	Fluffy Firm Bumpy Spiky Springy	Lumpy Squashy Pointed Soggy Slippery
Materials	Wood Metal Plastic Fabric Glass	Leather Rubber Clay Stone Brick	Cotton Iron Wire Tin Oak
Personality	Clever Clumsy Kind Shy	Foolish Caring Thoughtful Wise Fussy	Timid Curious Comical Considerate

	Grumpy		Unruly
Actions	Watch Fetch Sob Place Close	Creep Grasp Leap Dash Rise	Damage Offer Guide Greet Yank
Feelings	Cross Glum Annoyed Poorly Keen	Irritated Eager Pleased Ashamed Miserable	Confused Enthusiastic Jolly Depressed Dizzy Anxious
Speech	Said Shouted Answered Screamed Laughed	Hissed Giggled Growled Boomed Cried	Grumbled Bellowed Sobbed Whispered Replied
Sound	Buzz Pop Boom Beep Ping	Thud Click Fizz Rattle Snap	Squawk Racket Screech Clang Squeak
Atmosphere	Mist Fog Dark Gloomy Silent	Frost Echo Dim Darkness Chilly	Sunlight (lit) Beams Glowed Sunset Clung
Taste and smell	Disgusting Delicious Tasty Stink Sweet Powerful	Spicy Mild Tasteless Stench Perfume (Un) Pleasant	Sharp Sour Plain Scent Faint Odour
Positives	Brilliant Fantastic Great Kind Enjoyable	Terrific Wonderful Thoughtful Lovely Perfect	Marvellous Dazzling Remarkable Gorgeous Fabulous
Negatives	Evil Poor Wicked Terrible Cheeky	Dreadful Awful Rotten Unwanted Unwelcome	Mischievous Horrific Frightful Hideous Alarming