

Woodlands Infant School



Writing Progression Framework

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Writing Genre and Text Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	We're going on a bear hunt (Narrative)		Rosie's Walk (Narrative)		The Snail and the Whale (NF - postcard)	
Reception	Ruby's Worry (Narrative)	Penguins (NF- Report/ fact file)	Jack and the Jellybean Stalk (Narrative- traditional tale)	Handa's Surprise (Narrative)	Katie and the Sunflowers (Narrative)	Bugs (NF- Report/ Fact file)
Year One	Lost and Found (narrative) Grandpa's Island (narrative)	Firework Night (poetry) Toys from the past (non-fiction) *Polar Express & Christmas Story writing (not Jane Considine)	The Bear and the Piano (fiction) When I am by myself (poetry)	Bold women in black history. Last stop on Market Street (fiction)	Ice Planet (persuasive letter) Pinocchio (traditional tale)	The Way back Home (fiction) Song of the Sea (Fiction)
Year Two	Little Red Reading Hood (Narrative -Traditional Tale) The Great Fire of London (NF-Diary)	The Crow's Tale (Narrative - NF-Fable) Meerkat Christmas (NF- Postcard)	The Owl who was afraid of the dark (narrative) What Where on Earth? (non-chronological report)	The Day the Crayon's Quit (Persuasive writing) If I were in Charge of the World (poetry)	Stardust (jealousy narrative) Plants (non-fiction)	Big Cats (non-chronological report) 'Desk Diddler' (poetry)

Progression in Disciplinary Concepts

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	Nursery	Reception	Year 1	Year 2
Planning and Generating Ideas	Participate in shared storytelling. Retell events orally. Engage in extended conversations about stories, learning new vocabulary. Share meanings behind marks.	Say a sentence aloud before writing. Orally rehearse ideas. Use story language from shared reading. Talk about new words and use them.	Plan ideas orally before writing. Put grammatically correct sentences together orally. Discuss and jot key words with support. Think about what to include before beginning.	Plan writing by noting key words and ideas. Organise ideas before writing. Consider how structure supports purpose. Plan independently with increasing detail.
Purpose and Audience	Understand that marks and symbols can communicate meaning.	Recognise that writing can have different purposes (story, instructions, facts). Write simple sentences for a clear purpose. Begin to consider the reader.	Write for simple purposes (to entertain, inform, recount). Maintain focus on the main idea across a short text. Begin to consider how writing affects the reader.	Write with increasing awareness of audience and purpose. Make deliberate choices in tone and content to suit genre (e.g. diary, persuasive letter, report). Sustain purpose across a full text.
Composition Organisation and Sentence Construction	Orally sequence events from stories and experiences. Construct simple oral sentences. Begin to understand that sentences express complete ideas.	Sequence ideas in logical order. Retell stories with a beginning, middle and end. Talk about how stories are organised through shared reading. Write simple sentences that can be read by others. Use capital letters and full stops to demarcate sentences. Draw on sentence patterns heard in stories and talk when writing.	Sequence sentences to form a short narrative or information text. Link ideas clearly and include an ending. Join clauses using 'and' to extend meaning. Use present and past tense mostly accurately.	Organise ideas into structured sections. Group related ideas together. Maintain chronological or logical order consistently across a piece of writing. Develop a clear sequence of events leading to a structured ending. Write coherent narratives about personal experiences and those of others (real or fictional). Maintain tense consistency across a text. Use coordinating and subordinating conjunctions to extend and connect ideas.

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	Nursery	Reception	Year 1	Year 2
				Vary sentence types deliberately to engage the reader.
Language Choice and Reader Engagement	Use vocabulary from stories in oral retell. Experiment with descriptive language in speech.	Use adjectives and topic vocabulary from shared reading. Begin to extend noun phrases orally before writing. Share stories orally and develop detail as required.	Select adjectives deliberately. Use vocabulary drawn from reading to make writing interesting. Begin using simple expanded noun phrases.	Select a range of adjectives and adverbs. Choose vocabulary for precision and impact. Use expanded noun phrases confidently. Begin varying sentence openings to influence the reader. Read writing aloud and use expression and intonation.
Editing and Improving	Talk about what they have drawn or written.	Re-read writing to check it makes sense. Talk about word choices and which words are better and why. Make simple corrections with support.	Re-read writing to check punctuation and meaning. Talk about writing to the teacher or other pupils and suggest what is good and what could be better. Make improvements after feedback. Correct simple errors independently	Read writing aloud to evaluate impact on the listener. Edit writing for clarity, tense and punctuation. Improve vocabulary choices. Demonstrate increasing independence in refining work.

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Progression in Substantive Knowledge

	Nursery	Reception	Year 1	Year 2
Text Structure and Genre	Understand that print carries meaning. Know that marks, symbols and drawings can represent ideas. Know that stories have characters and events. Develop awareness that writing can be used for different purposes, such as lists, labels and messages.	Know that different texts have different purposes, including stories, instructions and information texts. Understand that stories have a beginning, middle and end. Know that instructions are written in order. Know that information texts present facts about a subject.	Know the key features of narrative texts, including character, setting and sequenced events. Know that non-fiction texts present factual information and may include headings. Know that poetry can include rhythm and patterned language. Understand that texts are organised to suit their purpose.	Know the structural features of narrative texts, including opening, build-up, problem and resolution. Know that diaries are written in the first person and usually in the past tense. Know that persuasive texts include an opinion supported by reasons. Know that reports organise information using headings and grouped content. Understand that structure and organisation support the intended purpose and audience.
Sentence Structure and Grammar	Understand that spoken sentences express complete ideas. Know that words can name people, objects and actions. Develop awareness that writing is organised into separate words.	Write simple phrases and sentences that can be read by others. Know that sentences begin with a capital letter and end with a full stop. Begin to use capital letters at the beginning of sentences and full stops at the end. Know describing words add detail. Develop awareness of present and past tense in speech and writing.	Know the grammatical terms noun, verb and adjective. Know that the conjunction “and” can join words and clauses. Know that sentences can be statements, questions, commands or exclamations. Understand that verbs indicate tense and that tense should be mostly consistent.	Know coordinating conjunctions (and, or, but) and subordinating conjunctions (because, when, if, that). Know that expanded noun phrases add detail and precision. Know that adverbs modify verbs. Understand the difference between first and third person. Maintain consistent tense across a piece of writing. Know that sentences can be written as statements, questions, commands or exclamations, and understand how punctuation reflects sentence type.

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	Nursery	Reception	Year 1	Year 2
Punctuation	Recognise capital letters and full stops in shared reading. Develop awareness that writing moves from left to right and top to bottom.	Know that we use capital letters at the beginning of sentences, and begin to use them. Know that we use full stops at the end of sentences and begin to use them. Know names begin with capital letter. Recognise question marks and exclamation marks. Leave spaces between words.	Use capital letters for names, days of the week and the pronoun “I”. Use full stops at the end of most sentences. Sometimes use question marks and exclamation marks to demarcate sentences. Begin to use commas to separate items in a list.	Use commas to separate items in a list consistently. Use apostrophes to mark contracted forms. Use apostrophes to mark singular possession. Apply sentence punctuation accurately and consistently. Use a capital letter for I, days of the week, months, names of people and places accurately.
Spelling and Word Knowledge	Know that words are made up of sounds. Develop phonological awareness through rhyme, rhythm and alliteration. Know that letters represent sounds. Use some recognisable letters in early writing. Write some letters from own name.	Know Phase 2–4 grapheme-phoneme correspondences. Segment spoken words into sounds and represent these with letters. Know that some common words cannot be sounded out and must be remembered. Write some common exception words accurately. Spell simple words by using phonic knowledge.	Know Phase 5 grapheme-phoneme correspondences. Know Year 1 common exception words. Know how to add -s and -es to form plurals. Begin to use suffixes -ing and -ed. Apply phonics knowledge when spelling unfamiliar words and words with digraphs, trigraphs, consonant blends, 2 syllables.	Know Year 2 common exception words (see phonics progression). Know spelling rules for suffixes including -ment, -ness, -ful, -less and -ly. Know when to double, drop or change letters when adding suffixes. Know common homophones and their correct usage (see phonics progression). Apply spelling rules and patterns accurately in independent writing. Spell some contractions correctly.
Transcription and Handwriting	Develop increasing control when holding mark-making tools. Form some recognisable letters in early writing. Write some or all of name.	Hold pencil with a tripod grip. Form lower-case letters correctly using taught Little Wandle formation. Form some capital letters correctly. Write recognisable letters, most of which are correctly formed.	Form lower-case and capital letters correctly (Little Wandle). Form digits 0–9 correctly. Use clear spacing between words.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use consistent spacing between words. Begin to use joined handwriting with increasing fluency.