



**Progression in Writing**

**Foundation Stage**

**Taught through Story Dough, Scribble Club and Drawing Club**

Area of Learning	Nursery (Early Progression)	Reception (Later Progression)	Links to Approach
Communication & Language	<ul style="list-style-type: none"> <li>- Builds vocabulary through sensory storytelling (e.g., story dough shapes)</li> <li>- Listens to familiar stories and joins in with repeated refrains</li> <li>- Begins to answer simple who/what/where questions</li> </ul>	<ul style="list-style-type: none"> <li>- Uses more complex sentences to retell story events</li> <li>- Explores character voice and dialogue in small-world or drawing scenarios</li> <li>- Asks and answers questions about plot and feelings</li> </ul>	Story Dough: vocabulary through sensory play Drawing Club: oral storytelling with imaginative vocabulary
Speaking	<ul style="list-style-type: none"> <li>- Repeats familiar phrases</li> <li>- Begins to use story language during play (e.g., “Once upon a time...”)</li> </ul>	<ul style="list-style-type: none"> <li>- Recounts events using time-related words</li> <li>- Uses new vocabulary from Drawing Club stories in meaningful contexts</li> </ul>	Scribble Club: scaffolds early storytelling Drawing Club: promotes confident retelling
Physical Development (Fine Motor for Writing)	<ul style="list-style-type: none"> <li>- Manipulates dough to develop finger strength</li> <li>- Makes marks with meaning and explains them</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a comfortable grip and begins to form some letters</li> <li>- Writes labels, captions and short phrases linked to drawings</li> </ul>	Story Dough: fine motor for pre-writing Scribble Club: links mark-making with meaning
Literacy – Reading	<ul style="list-style-type: none"> <li>- Shows awareness of print in environment</li> <li>- Listens to stories and joins in</li> <li>- Begins to recognise familiar words (e.g., name)</li> </ul>	<ul style="list-style-type: none"> <li>- Reads simple phrases and sentences</li> <li>- Talks about story structure: beginning, middle, end</li> <li>- Predicts and infers using story language</li> </ul>	Drawing Club: deepens comprehension through repeated texts Story Dough: supports recall with tactile props
Literacy – Writing	<ul style="list-style-type: none"> <li>- Marks represent meaning (e.g., squiggles for a monster)</li> <li>- Begins to copy letters from name</li> </ul>	<ul style="list-style-type: none"> <li>- Writes labels, lists, captions</li> <li>- Uses phonics to write simple sentences with growing independence</li> </ul>	Scribble Club: narrative play through marks Drawing Club: models composition with visuals and key vocabulary
Expressive Arts & Design (Storytelling and Imagination)	<ul style="list-style-type: none"> <li>- Uses props and materials to create characters</li> <li>- Tells simple stories during role-play</li> </ul>	<ul style="list-style-type: none"> <li>- Combines drawing and writing to create story scenes</li> <li>- Expresses ideas through invented characters/settings</li> </ul>	Drawing Club: story creation through images Story Dough: supports imaginative story worlds



**Key Stage 1 and Key Stage 2  
Taught through Pathways to Write**

	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Transcription: spelling</b>	<p>Using the spelling rule for adding -s or -es as the plural marker for nouns</p> <p>Use the prefix un-</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words See English Appendix 1 pages 40 – 44 (Y1 section)</p>	<p>Add suffixes to spell longer words including -ment, -ness, -ful, -less and -ly</p> <p>Spell words using suffixes found on page 46 English Appendix 1 (Y2 spelling section)</p> <p><i>See English Appendix 1 pages 45 – 48 (Y2 section)</i></p>	<p>Use a range of prefixes found on page 49 English Appendix 1 (Year 3 and 4 section)</p> <p>See English Appendix 1 pages 49 – 54 (Y3 and Y4 section)</p>	<p>Place the possessive apostrophe accurately in words with regular plurals for example girls’ boys’ and in words with irregular plurals for example children’s.</p> <p>See English Appendix 1 pages 49 – 54 (Y3 and Y4 section)</p>	<p>See English Appendix 1 pages 56- 62 (Y5 and Y6 section)</p> <p>Use further prefixes [<i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>] as outlined in English Appendix 1</p>	<p>See English Appendix 1 pages 56- 62 (Y5 and Y6 section)</p>
<b>Composition</b>	<p>Say out loud what they are going to be writing about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Develop writing stamina.</p> <p>Plan for writing by saying out loud what they are going to write about, writing down ideas, key words and vocabulary and</p>	<p>Discuss writing similar to which they are planning to learn from its structure. Begin to consider vocabulary and grammar.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and recording ideas</p>	<p>Use similar writing as models for their own.</p> <p>Note and develop initial ideas.</p> <p>In narratives, describe settings and characters.</p>	<p>Select the appropriate form for audience and purpose and use similar writing as models for their own.</p> <p>Note and develop initial ideas drawing on research where necessary.</p>



	<p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with their teacher or other pupils.</p>	<p>encapsulate what they want to say sentence by sentence.</p> <p>Make simple additions and revisions to their own writing.</p>	<p>Plan for writing by discussing and recording ideas and building a varied and rich vocabulary from Y2.</p> <p>Group ideas into paragraphs and use some sub-headings and headings in non-narrative material.</p> <p>In narratives, create settings and characters.</p>	<p>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures from Y3.</p> <p>Organising paragraphs around a theme</p> <p>In narratives, create settings, characters and plot,</p> <p>In non-narrative material, use simple organisational devices: headings and subheadings.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use dialogue to advance the action.</p> <p>Use some devices to build cohesion within and across paragraphs.</p> <p>Use headings and subheadings with underlining.</p> <p>Edit writing to ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Consider character development based on narratives which have been read, listened to or seen.</p> <p>Understand how grammar and vocabulary can change and enhance meaning and use this knowledge to make appropriate selections.</p> <p>In narratives, describe settings, characters and atmospheres.</p> <p>Use dialogue to convey character and advance the action.</p> <p>Precis longer passages.</p> <p>Use devices to build cohesion within and across paragraphs.</p> <p>Use headings and subheadings with underlining and bullet points.</p>
--	---	---	---	---	---	--



						<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning.</p> <p>Edit writing to ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between language of speech and writing using the correct register.</p> <p>Proofread for spelling and punctuation errors.</p>
<b><u>Grammar:</u></b> <b><u>word level</u></b>			Use of the forms a or an according to whether the next word begins with a	Use standard English forms for verb inflections instead of local spoken forms		The difference between vocabulary typical of informal speech and



			consonant or a vowel			vocabulary appropriate for formal speech and writing
<b><u>Grammar:</u></b> <b><u>sentence</u></b> <b><u>level</u></b>	Combine words to make sentences  Joining words and joining clauses using and	Use subordination and coordination.  Write sentences as statements, questions, exclamations and commands.	Express time, place and cause using conjunctions, adverbs or prepositions.	Use a wider range of conjunctions.  Use Fronted adverbials.	Use relative clauses.	
<b><u>Grammar:</u></b> <b><u>cohesion</u></b>		Use expanded noun phrases for description and specification.	Introduce paragraphs to group related material into writing.  Use headings and subheadings to aid presentation.	Use paragraphs to organise ideas around a theme  Use expanded noun phrases by using modifying adjectives, nouns and preposition phrases.  Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use devices to build cohesion within a paragraph.	Use layout devices.  Link ideas across paragraphs using a wider range of cohesive devices.
<b><u>Grammar</u></b> <b><u>Tense</u></b>		Use present and past tenses correctly and consistently including the progressive form.	Use the present perfect form of verbs in contrast to the past tense.		Use modal verbs to indicate degrees of possibility.	Use passive verbs to affect the presentation of information in a sentence.  Use subjunctive forms.



<p><b><u>Punctuation</u></b></p>	<p>Separate words with spaces.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Use full stops, capital letters, full stops, exclamation marks and question marks to demarcate sentences.</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contracted forms and the possessive (singular).</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech.</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use the colon to introduce a list and use semi-colons within lists.</p> <p>Punctuate bullet points Consistently.</p> <p>Use hyphens to avoid ambiguity.</p>
----------------------------------	---	---	--	---	---	--