Kindness Teamwork Curiosity

Writing Progression Document & Curriculum – February 2026

Our mission is to give every child, starting in Nursery, the strongest possible foundations for becoming a confident, capable writer. We prioritise early writing foundations through good relationships, behaviours for learning, rich mark making, spoken language, and fine and gross motor development.
In Reception children first secure core transcription skills—accurate letter formation, phonics based spelling, and handwriting fluency. These foundations are taught explicitly, practised regularly, and revisited so they become increasingly automatic. Once these skills are more unconsciously embedded in Key Stage One, we extend children's writing into composition.
We teach the full set of skills needed to be a writer, including generating ideas, structuring sentences, choosing vocabulary, and simple editing. Oral rehearsal underpins composition so that children plan and speak sentences before writing them.
We align all writing with our phonics progression, asking children to write only with grapheme–phoneme correspondences that have been taught. As new code is taught in phonics, we provide immediate, purposeful opportunities to apply it in writing.
Our curriculum is carefully sequenced so every child progresses step by step with growing fluency and confidence. We strive for every child, regardless of starting point, to meet age-related expectations in writing. Adaptive teaching is central to our approach, with scaffolds, pacing, and resources adjusted to meet individual need. Targeted support is provided swiftly so that children keep up rather than catch up later.
Through high-quality modelling and meaningful, decodable writing experiences, we nurture enthusiastic, resilient writers who communicate clearly, creatively, and confidently.

Core Principles and Drivers for Writing

1. Early Years Foundations for Writing
In the Early Years, children are given rich opportunities to develop the prewriting skills essential for later success. Through talk rich experiences, purposeful continuous provision, and activities designed to strengthen both fine and gross motor development, children build the physical readiness and conceptual understanding needed for mark making and early writing. A strong emphasis on vocabulary ensures children develop a broad, varied lexicon to support meaning making as they progress.

2. Prioritising Strong Foundations
Strong foundations are deliberately secured early so that pupils can free up cognitive capacity for higher-level composition later. This includes the systematic prioritisation of transcription skills—handwriting, spelling, and sentence construction—in the early stages of learning to write.

3. Writing Fluency
Sentence-level mastery is recognised as foundational. Pupils are not rushed into extended writing until they can reliably construct accurate, meaningful sentences. High-quality, extensive practice is prioritised to ensure fluency, confidence, and the sense of success that drives engagement. Cognitive overload is carefully avoided by ensuring pupils are not required to write words they have not yet been taught to encode, or that they cannot recall securely as taught tricky words.

4. Grammar Taught in Meaningful Context
Grammar is taught purposefully within the context of writing. Rather than learning rules in isolation, pupils are shown how grammatical choices create meaning, shape style, and improve clarity in their own writing.

5. Emphasising Process over Product
Writing is approached as a craft developed through planning, oral rehearsal, modelling, drafting, revising, and editing. The focus is on the writing process rather than expecting polished outcomes to appear fully formed.

6. Talk-Rich Classrooms and a School-Wide Writing Culture
Talk, discussion, and storytelling are used to rehearse ideas, strengthen vocabulary, and support the cognitive processes behind writing. A strong schoolwide culture of writing is built through consistent approaches, high-quality modelling, and ongoing professional development for teachers.

Wider Impact

The development of writing has a significant and far-reaching impact on pupils' academic achievement. Secure writing skills strengthen cognitive processes such as reasoning, organisation of ideas, and knowledge retention. As pupils learn to write with clarity and precision, they can explain, justify, and communicate their understanding more effectively across all curriculum areas. Writing also enhances subject learning by enabling pupils to record scientific observations, articulate historical interpretations, and describe mathematical reasoning. Because writing is closely connected to reading and spoken language, improvements in writing lead to richer vocabulary and greater

linguistic accuracy. High-quality writing instruction promotes pupils' confidence, independence, and self-regulation as learners. A systematic and well-structured approach ensures equity by reducing barriers for disadvantaged pupils and those with additional needs. Collectively, these outcomes contribute to raised attainment and a coherent, high-quality literacy culture across the school

Quality Texts

Why We Have Quality Texts:
We use high-quality texts because they provide strong models of vocabulary, sentence structure, and genre that pupils can learn from and imitate. They create meaningful contexts for teaching reading, grammar, and writing, helping children understand how authors make choices to shape meaning. Quality texts also engage pupils, build cultural capital, and inspire richer, more confident writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery			Whatever Next Peace at Last Owl Babies How to Catch a Star The Gruffaol's Child	Dinosaur Safari Dinosaur Roar Dinosaur Facts Cave Baby Daisy's Dragons		
Reception (EYFS)			Cinderella Prices Power- Princess Stories			
Year 1			The King's Pants Sushh! Don't Wake the Royal Baby The King and the Cook	The Queen's Hat Katie in London	My Grany's a Pirate Lighthouse Keeps Lunch The Night Pirates Douglas' Deepsea Diary	No Nancy No- Seaside Adventur At the beach Tidler
Year 2						

Coverage Progression

Foundation 1
Our EYFS writing curriculum begins in Nursery with attention and listening, talk, movement and mark-making, and progresses deliberately into explicit writing instruction in Reception. Informed by Development Matters and strengthened by the Writing Framework 2025, it ensures writing development is inclusive, developmentally appropriate and sustainable. Writing outcomes reflect children's developing transcription, sentence awareness and compositional understanding: in Nursery, outcomes are emergent and oral-led, while in Reception children produce short, meaningful pieces of writing supported by explicit instruction and adult scaffolding.

	Transcription	Foundations for Phonics	Component Knowledge – Grammar, Punctation, Sentence Level	Compositional Knowledge	Writing Outcomes
Term 1	**Physical Development for Transcription** ● Gross motor movements using arms, shoulders and upper body ● Large-scale mark making using whole-body movements ● Exploration of a range of tools (paint, chalk, crayons, fingers) ● Early pencil grip development (palmar grasp, with exposure to tripod grip through modelling)	1- Daily **Little Wandle Rhyme Time** be gins immediately—3–4 minute sessions covering rhyme, alliteration, syllables, rhythm and sound awareness. Children will begin to build a bank of rhymes both familiar and unfamiliar. The foundations for phonics are interwoven in all activities in nursery both adult and child directed. Autumn 2- Introduce **Tuning into Sounds** at least 3 times/week (daily if possible), in small groups for 5–6 minutes each session. These focus on listening, sound discrimination, initial sound games ("What's in the box?"), and oral blending games.	**Pupils know that:** ● People use words to talk to each other ● We can talk about what we are doing and seeing ● Stories, songs a nd rhymes use familiar words and patterns **Pupils know how to:** ● Use single words and short phrases to communicate ● Listen to familiar stories, songs and rhymes ● Join in with repeated words and actions ● Respond to simple questions using spoken language		**What writing outcomes may look like:** ● Random marks, dots, lines and circles ● Large-scale marks using arms and whole body ● Drawings with marks added ● Children explaining what their marks "say" **What this shows:** ● Early transcription through gross motor control ● Compositiona l intent expressed orally ● No sentence knowledge in written form ● Strong link between talk and mark-making
Term 2	Physical Development for Transcription Children begin to show greater control and	Continuation and consolidation of Rhyme Time and Tuning into Sounds: Reinforce all aspects of phonological awareness—rhyme awareness, syllable counting,	• **Pupils know that**: ● We can use words to talk about what has happened	**Pupils know that:** ● Pictures, marks a nd talk can show ideas	**What writing outcomes may look like:** ● More controlled marks (lines, curves, shapes)

	intentionality in mark making: ● More controlled movements when mark making ● Formation of vertical and horizontal lines and circular shapes ● Beginning to experiment with letter-like shapes	alliteration, environmental, instrumental, voice sounds, and oral blending & segmenting. Daily or frequent short sessions to embed listening skills and blending routines.	● Words can describe people, objects and actions ● Talking helps others understand our ideas **Pupils know how to**: ● Use simple sentences when talking about experiences ● Add some describing words to speech ● Comment on stories and events ● Take turns in conversations with adult support	● People make things and talk about them ● Stories and experiences can be shared **Pupils know how to:** ● Talk about what they are doing or have made ● Give meaning to drawings and marks ("This says my mummy") • Drawing and talking about ● Share experiences through simple talk ● Respond to adults who ask about their play	● Marks arranged across the page ● Drawings with deliberate marks added ● Occasional letter-like symbols ● Adults scribing children's spoken sentences alongside marks
Term 3	Physical Development for Transcription Children demonstrate increasing fine motor control and readiness for writing: ● Engagement with writing patterns (zigzags, swirls, waves) ● Beginning to copy some familiar letters ● Recognition and attempt of some letters (often from their own name)	● Confident oral blending embedded through daily routines and play ● More complex listening games requiring attention and recall ● Speaking in longer sentences and building story language Summer 2 – Consolidation & Preparation for Reception	**Pupils know that**: ● We can use talk to share more ideas ● Talking helps us organise what we want to say ● Adults can write down what we say **Pupils know how to**: ● Speak in more detailed sentences ● Join ideas orally using words such as "and"	**Pupils know that:** ● We can talk about things that have happened ● Pictures and marks can show ideas from stories or experiences ● Talking helps organise ideas **Pupils know how to:**	**What writing outcomes may look like**: ● Mixture of drawings, marks and some recognisable letters ● Letters from own name appearing in writing ● Initial sounds represented (e.g. "m" for mum)

	● Improved pencil control, with many children: holding a pencil between thumb and two fingers and using it with increasing control Children may: ● Write some letters recognisably or accurately ● Attempt to write letters from their own name (typically first name) Children begin to understand that: ● Print carries meaning ● Writing moves from left to right	● Consolidation of all phonological skills taught across the year ● Vocabulary expansion through books, rhymes, and topic knowledge ● Oral language preparation for Reception phonics routine	● Explain what they are doing or have made ● Tell an adult what they want written Focus: confidence, clarity and intent in spoken language.	● Talk about events in simple order (what happened) ● Draw pictures to represent experiences ● Add marks to drawings ● Explain their ideas to an adult	● Attempts at writing own name (often incomplete) ● Children telling an adult what they want written ● Copying / continuing writing patterns

Reception

Foundation 2 Focus – Transcription

	Transcription	Component Knowledge – Grammar, Punctation, Sentence Level	Text Level Compositional Knowledge	Writing Outcomes
Term 1	**Handwriting** ● Correct sitting posture and paper position ● Developing an efficient pencil grip ● Accurate letter formation, taught explicitly and modelled consistently ● Short, frequent handwriting sessions to support focus and motor control Where necessary, children are supported to return to earlier developmental stages, including: ● Pre-writing shapes and movement patterns **Spelling and Phonics** ● Letters are taught in line with the school's chosen phonics programme- Little Wandle ● Phonics teaching directly supports early spelling attempts ● Children begin to apply known grapheme–phoneme correspondences in writing	**Pupils know that:** ● We use words to share ideas ● A sentence is something we say that makes sense ● Spoken sentences can be written down by adults or children **Pupils know how to:** ● Listen to and repeat full spoken sentences ● Use simple sentences when talking about experiences ● Say a sentence aloud before attempting to write ● Notice when a sentence sounds right or wrong	**Pupils know that:** ● Writing is a way to share ideas and experiences ● Ideas for writing often come from stories, play and real experiences ● What we say can be written down ● Pupils know how to: ● Talk about experiences, stories and play ● Say a simple sentence aloud to share an idea ● Choose what they want to draw or write about ● Explain what their writing or drawing means ● Teaching focus ● Adults model turning spoken sentences into written ones ● Children are not expected to generate ideas independently in writing	**What writing outcomes may look like:** ● Some controlled letter formation developing; ● Alongside phonics to support with spelling ● Single words written using phonics (often CVC by end of Autumn 2) ● Emergent writing in provision a mixture of drawings, marks and some recognisable letters sometimes beginning to represent some sounds ● Letters from own name appearing in writing
Term 2	**Handwriting** Children develop greater fluency through: ● Consistent, daily handwriting practice	**Pupils know that:** ● Writing shows what we say ● Sentences have a beginning and an end	**Pupils know that:** ● Writing can record what has happened or what we know ● Ideas can be shared in a simple order	**What writing outcomes may look like:** ● Simple sentences written with adult support dictated

	● Increasing consistency in letter formation and size ● Improved grip and writing stamina Automaticity is prioritised so children can write letters **without conscious effort**, reducing cognitive load during composition. **Spelling and Phonics:** ● Phonics-linked spelling is taught explicitly ● Digraphs and trigraphs are introduced and practised in a structured sequence ● Children apply phonics to spell words in writing, with adult modelling and support **Pedagogical focus:** accuracy through phonics, not memorisation.	● Spaces help the reader see separate words **Pupils know how to:** ● Orally rehearse sentences using clear word order ● Attempt to write simple sentences with adult support ● Begin to notice capital letters and full stops in shared writing ● Re-read their writing with an adult to check meaning	● Writing can be read back to check it makes sense **Pupils know how to:** ● Orally rehearse a sentence before writing ● Talk through ideas using simple sequencing (e.g. what happened) ● Attempt to record ideas with adult support ● Re-read writing with an adult to check meaning **Focus:** Composition is **still supported and scaffolded** Oral rehearsal is explicit and routine	sentences inline with phonics ○ e.g. *I see a dog* ● Phonetically plausible spelling ● Some use of spaces between words ● Capital letters and full stops appearing inconsistently ● Short recounts or story sentences dictated then written ●
Term 3	**Handwriting:** ● Consistent, daily handwriting practice ● Sustaining handwriting across short writing tasks ● Maintaining legibility, spacing and letter formation within sentences ● Writing with increasing fluency and control Expectations remain flexible, recognising wide developmental variation. **Application of phonics and spelling:** Alongside phonics teaching, children:	**Pupils know that:** ● Writing can share ideas, stories and information ● Sentences can be linked when we have more to say ● Punctuation helps the reader understand writing **Pupils know how to:** ● Orally rehearse sentences using clear word order ● Write some simple sentences ● Use capital letters and full stops with increasing support ● Join ideas orally before writing	**Pupils know that:** ● Writing can be used for different purposes (stories, messages, information) ● We can have more than one idea to share ● Writing can be improved by talking about it **Pupils know how to:** ● Talk through more than one idea linked to the same experience ● Attempt to record ideas across a piece of writing, with support ● Add detail to drawings or writing through talk	**What writing outcomes may look like:** ● Children can write dictated sentence at appropriate level - independently ● One or more simple sentences about the same idea ● Some use of capital letters and full stops may be used ● Writing readable to others

	● Spell words within sentences with increasing accuracy ● Apply more complex phonics knowledge as it becomes secure ● Rely less on adult support when spelling familiar words **Pedagogical focus:** Application of phonics knowledge into accurate transcription.	● Talk about what they have written and what it says ● Begin to attempt to write more than one idea across a piece of writing ● Write simple phrases and sentences that can be read by others.	● Talk about what they like or might add to their writing	● Children talking about what they might add or change **ELG: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.**

Year One

Year 1 Focus – Transcription, Introducing Sentences

	Transcription	Sentence Level Compositional Knowledge – (Grammar and Punctuation)	Text and language compositional knowledge	Writing Outcomes
Term 1	**Handwriting** ● Form many letters with the correct starting and finishing point – size may vary ● sit correctly at a table, holding a pencil comfortably and correctly form digits 0-9 **Application of phonics and spelling:** ● All Phase 2–4 tricky words ● Phase 3 and Phase 4 graphemes ● Begin to apply some Phase 5 knowledge to spelling. ● Spell some Year 1 common exception words (25) ● Spell words containing each of the 40+ phonemes already taught	● Use some adjectives when prompted ● Begin to space words accurately ● write sentences by: saying out loud what they are going to write about ● Begin to show awareness of a full stop ● leave spaces between words ● use capitals for the personal pronoun 'I' and start to use them at the beginning of sentences	● write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ● Add own adjectives to describe nouns in the dictated sentences.	● write simple phrases and sentences linked to phonetic knowledge and Tricky Words. **Accurate sentences only.** This can include labels, captions and very short sequences. This should happen daily with increasing independence across the year.
Term 2	**Handwriting** ● Make plausible attempts at spelling words containing each of the 40+ phonemes already taught ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● Spell many year 1 common exception words	● naming the letters of the alphabet in order ● using the prefix un– ● Use some adjectives to describe nouns joining words and joining clauses using and ● Use capital letters for proper nouns ● Consistent finger spaces	● Begin to form simple compound sentences and sequence sentences to form short narratives and non-fiction ● Write sentences by: composing a sentence orally before writing it	**Narrative/descriptive:** ● Sequence short sentences to form a short narrative/recount. ● Use simple time connectives eg first, then, next, finally. **Non narrative:** ● Write captions and labels

	Application of phonics and spelling: ● Continue Phase 5 and learn a wider range of alternative graphemes and phoneme correspondences, building on what was introduced in Autumn 1, and apply this knowledge in writing.	● use capital letters, full stops and finger spaces to demarcate some sentences accurately		● Write simple instructions in chronological order. ● discuss what they have written with the teacher or other pupils ● read aloud their writing clearly enough to be heard by their peers and the teacher.
Term 3	**Handwriting** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Form ascenders and descenders accurately ● Spell the days of the week ● using letter names to distinguish between alternative spellings of the same sound ● Spell most Y1 common exception words correctly **Application of phonics and spelling**: Year 1 Summer 1 continues to teach and reinforce Phase 5 content, including: ● Alternative graphemes for known phonemes	● using –ing, –ed, –er and –est where no change is needed in the spelling of root words ● using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ● Begin to use question marks and exclamation marks appropriately	● Write sentences by: re-reading what they have written to check that it makes sense ● Confidently start sentences in different ways ● Begin to use interesting and ambitious word choices	Dictation sentences to increase with intensity of showing fidelity to Little Wandle GPC and tricky word coverage. Sentences to become longer and to include simple conjunctions. Once ready children to move onto composing their own sentences. ● Sequence stories. ● Write simple senses poem. ● Write instructions.

	• Spelling choices & patterns • Longer and more complex words			

Year 2

Year 2 Focus – Transcription, Mastering Sentences				
	Transcription	**Sentence Level Compositional Knowledge – (Grammar and Punctuation)**	**Text and language Compositional Knowledge**	**Writing Outcomes**
Term 1	**Handwriting** • form lower-case letters of the correct size relative to one another • use spacing between words that reflects the size of the letters **Application of phonics and spelling:** • spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning to spell common exception words (26 cew) • apply spelling rules and guidance, as listed in English appendix 1 (see spelling shed sequence)	• learn how to use: sentences with different forms: statement, question, exclamation, command • Learn how to use: co-ordination (using and) • develop their understanding of the concepts set out in English appendix 2 by: learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks,	• develop positive attitudes towards and stamina for writing by: writing about real events • consider what they are going to write before beginning by: planning or saying out loud what they are going to write about • make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	**Focus of composition must be on writing grammatically accurate sentences.** **Writing for different genres:** Instructions Performance poetry and classic poetry Traditional tales/fairy tales Stories with patterns and repetitive phrases Letter

	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	• participate in discussions, presentations, performances, role play,	rereading to check that their writing makes sense	Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations.
Term 2	**Handwriting** write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters **Application of phonics and spelling**: • learning to spell common exception words (52 cew) • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones apply spelling rules and guidance, as listed in English appendix 1 (see spelling shed sequence)	• Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly] Learn how to use: co-ordination (using or, but, so) • develop their understanding of the concepts set out in English appendix 2 by: learning how to use both familiar and new punctuation correctly - see English appendix 2, including commas for lists • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	• develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) • develop positive attitudes towards and stamina for writing by: writing poetry • consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary • make simple additions, revisions and corrections to their own writing by: rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including	**Writing for different genres:** Performance poetry and modern poetry· Recount Stories with familiar settings Diary entry Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations.

			verbs in the continuous form • read aloud what they have written with appropriate intonation to make the meaning clear	
Term 3	**Handwriting** start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined **Application of phonics and spelling**: • learning to spell common exception words (all 64 cew) • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly	• Learn how to use: the present and past tenses correctly and consistently, including the progressive form Learn how to use: subordination (using when, if, that, or because) • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	• develop positive attitudes towards and stamina for writing by: writing for different purposes • consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	**Writing for different genres:** Performance poetry Information texts Author study Poems and stories from other cultures. Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations.