

### Leigh St Mary's CE Primary School

## <u>English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes</u>

### English High Quality Texts and Writing Skills Map – Early Years

'Drawing Club' strategies used alongside the LSM Writing Pathway to enhance ideas and discussions, promoting vocabulary and extended sentences in speech. Children produce a drawn idea which they then write alongside as a 'narration' of what they have produced. This is a new 2023-24 initiative.

Autumn 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
Transition – starting school All About Me	Transition texts – starting school themes, familiar stories, familiar nursery rhymes.	The Colour Monster by Anna Llenas The Colour Monster	Owl Babies by Martin Waddell	We're Going on a Bear Hunt by Michael Rosen		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and
Grammar Punctuation Spelling		Sounds Write Initial Code	Sounds Write Initial Code Common exception words: is, a the, I	Sounds Write Initial Code Common exception words: the, I, go, to		knowledge and to read for pleasure.
Composition		Orally re-tell the story Learn new vocabulary Drawing / mark- making	Orally re-tell the story Learn new vocabulary Drawing / mark- making Initial sounds Recognisable letters	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words		
Handwriting	Develop fine motor ski	lls, develop core muscle str	ength for good postur	e, begin to hold a pencil ef	fectively. Print letter formation. Name writing.	



Writing Outcome Genre		Drawing / mark- making	Wanted poster	Sequencing the story				
Autumn 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Traditional Tales	Remembrance Project: Ava's Poppy by Marcus Pfister	Traditional Tale – The Three Billy Goats Gruff Billy Goats Gruff	Traditional Tale – Jack and the Beanstalk	Traditional Tale – The  Little Red Hen  O Little Red Little Red Little Red	Traditional Tale – Goldilocks and the Three Bears Goldilocks Three Bears	Traditional Tale – The Gingerbread Man Gingerbread Man	Christmas stories	A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary
Grammar Punctuation Spelling	Sounds Write Initial Code Begin to segment and blend CVC words. Common exception words: the, I, go, to for, of	Sounds Write Initial Code Begin to segment and blend CVC words. Common exception words: the, I, go, to for, of	Sounds Write Initial Code Begin to segment and blend CVC words. Common exception words: the, I, go, to for, of	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others. Common exception words: the, I, go, to for, of, He, he, She, she	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others. Common exception words: the, I, go, to for, of, He, he, She, she	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others. Common exception words: the, I, go, to for, of, He, he, She, she	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others. Common exception words: the, I, go, to for, of, He, he, She, she	acquisition and knowledge and to read for pleasure.



Composition	Learn new vocabulary Orally re-tell the story Discuss the feelings of the character throughout the story	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words Discuss the character and settings.	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words Discuss the character and settings.	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words Discuss the character and settings.	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words Discuss the character and settings.	Orally re-tell the story Learn new vocabulary Retell using some repetition and some own words Discuss the character and settings.	Organise a list on a page Re-read writing to check it Discuss the character and settings.	
Handwriting	Develop fine motor ski letters. Begin to use fir	ills, develop core muscle str	ength for good postur	e, begin to hold a pencil e	ffectively. Print letter fo	rmation. Name writing.	Write recognisable	
Writing Outcome Genre	Poem; Labelling a picture	CVC code. Adventure Time- How can we rescue the troll from the river?	CVC code. Adventure Time- Jack is spending his treasure- what he is buying?	CVC code. Adventure Time- What might the Little Red Hen put on her bread?	Narrative; Character description.	CVC code. Adventure Time- The old woman baked a new character, who will it be?	Non fiction; Christmas list	
Spring 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class
Spring 1 Space	Aliens Love Underpants by Claire Freedman Aliens Love Underpants	Aliens Love Underpants by Claire Freedman Aliens Love Underpants	Text/Stimulus  Look Up by Nathan Bryon LOOK UPI	Text/Stimulus  Whatever Next? by Jill  Murphy  Whatever Next!	Text/Stimulus  The Great Race — Chinese New Year by Dawn Casey  GREAT RACE  BRIGHT RACE  GREAT RACE  BRIGHT R	Text/Stimulus  The Night Pirates by Peter Harris		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary



Composition	Common exception words: me, my  Orally re-tell story. Use recently introduced vocabulary. Label a character. Re-read own work.	Orally re-tell story. Use recently introduced vocabulary. Write labels on a map. Re-read own work. Discuss the character and settings.	Common exception words: me, my, they  Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Discuss the feelings of the character throughout the story	Common exception words: me, my, they  Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.	Common exception words: me, my, they  Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.	Common exception words: me, my, they, you  Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.		
Handwriting Writing Outcome Genre Spring 2	· '	lls, develop core muscle str ers. Begin to use finger spa Caption writing using star word, The.		e, hold a pencil effectively.  Caption writing using star word, The, she or I.  Text/Stimulus	Promote/use a tripod  Caption writing- I can see  Text/Stimulus	grip. Print letter format Non-fiction; map making Labelling	ion. Name writing.	Suggested class
Spring 2	TONG Stirridias	TONG Stirridius	TEXT Stilliaids	TONG Samulas	TEXT Stillians			reads



	Whole-school World	Whole-school World	The Very Hungry	What the Ladybird	The Tiny Seed by	
	Book Day text	Book Day text	Caterpillar by Eric	Heard by Julia	Eric Carle	A wide variety
Growing	DOOK Day text	DOOK Day text	Caterplial by Life Carle	Donaldson	Life Carle	of texts (fiction
and	WORLD	WORLD		DOTTAIUSOTT		non-fiction and
Changing	BOOK	BOOK	THE VERY HUNGRY CATERPILLAR	, m	anke.	poetry) to
	22.2		AV V	Mat 20	The Tiny Seed	support
				Ladybird M	Seed	vocabulary
			by Eric Carle	reard		acquisition and
						knowledge and
						to read for
						pleasure.
Grammar	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	picusure.
Punctuation	Code	Code	Code	Code	Code	
Spelling	Segment and blend	Segment and blend	Segment and blend	Segment and blend	Segment and blend	
' 3	CVC, VCC, CVCC	CVC, VCC, CVCC	CVC, VCC, CVCC,	CVC, VCC, CVCC,	CVC, VCC, CVCC,	
	words. Write simple	words. Write simple	CCVC words. Write	CCVC words. Write	CCVC words. Write	
	phrases and	phrases and sentences	simple phrases and	simple phrases and	simple phrases and	
	sentences that can	that can be read by	sentences that can	sentences that can be	sentences that can	
	be read by others.	others.	be read by others.	read by others.	be read by others.	
	Common exception	Common exception	Common exception	Common exception	Common exception	
	words: me, my, they,	words: me, my, they,	words: me, my,	words: me, my, they,	words: me, my,	
	you	you,	they, you, was	you, was	they, you, was	
	Begin to use capital	Begin to use capital	Begin to use capital	Begin to use capital	Begin to use capital	
	letters and full stops.	letters and full stops.	letters and full	letters and full stops.	letters and full	
			stops.		stops.	
Composition	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	
'	Use recently	Use recently	Use recently	Use recently	Use recently	
	introduced	introduced vocabulary.	introduced	introduced vocabulary.	introduced	
	vocabulary.	Offer explanations and	vocabulary.	Offer explanations and	vocabulary.	
	Offer explanations	express their own	Offer explanations	express their own	Offer explanations	
	and express their	ideas. Invent, adapt	and express their	ideas. Invent, adapt	and express their	
	own ideas. Invent,	and recount narratives.	own ideas. Invent,	and recount narratives.	own ideas. Invent,	
	adapt and recount		adapt and recount		adapt and recount	
	narratives.		narratives.		narratives.	



Handwriting	Practise fine motor skil	ls, develop core muscle stre	ength for good posture	e, hold a pencil effectively.	Promote/use a tripod o	grip. Print letter formation. Name w	riting.
3	Write recognisable lett	ers, most of which are corr	ectly formed. Use finge	er spaces with reminders fro	om adults.	•	
Writing	To write a variety of	To write a letter to the	Draw and write a	Draw and write a short	Draw and write a		
Outcome	different captions to	Panther	short caption using	caption or sentence	short sentence		
Genre	describe a jungle		a star word. (He)	using a tricky star	using a tricky star		
001110	setting.			word.	word.		
Summer 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class
	Cupartata by Cua	Cupartata by Cua	The Smartest Giant	The Smartest Giant in	What Will I Be? by	The Jolly Destroop	reads
Superheroes	Supertato by Sue	Supertato by Sue			,	The Jolly Postman	
	Hendry	Hendry	in Town by Julia	<b>Town</b> by Julia Donaldson	Frances Stickley	by Janet and Allan	Aidaariat .
	SIE HENDEN	SUE MENTERS OF O	Donaldson	Donaldson 13he Smartest	What S	Ahlberg	A wide variety
	5	5	GIANT A	GIANT	Will I Be?	THE JOLLY POSTMAN	of texts (fiction,
	Grand 10	GTOURNIO	CIVIIVI	to lown		ne Other Propint Letters	non-fiction and
	Shring	Suring				IANET & ALIAN AHLARRG	poetry) to
				And a Company of State of Stat	And Committee		support
			An exercising that Schering				vocabulary
							acquisition and
Grammar	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	Sounds Write Initial	knowledge and
Punctuation	Code	Code	Code	Code	Code	Code	to read for
Spelling	Segment and blend	Segment and blend	Segment and blend	Segment and blend	Segment and blend	Segment and blend	pleasure.
	CVC, VCC, CVCC,	CVC, VCC, CVCC,	Unit 11 digraphs.	Unit 11 digraphs.	Unit 11 digraphs.	Unit 11 digraphs.	
	CCVC, CCVCC	CCVC, CCVCC words.	words. Write simple	words. Write simple	words. Write simple	words. Write simple	
	words. Write simple	Write simple phrases	phrases and	phrases and sentences	phrases and	phrases and	
	phrases and	and sentences that can	sentences that can	that can be read by	sentences that can	sentences that can	
	sentences that can	be read by others.	be read by others.	others.	be read by others.	be read by others.	
	be read by others.	Common exception	Common exception	Common exception	Common exception	Revise common	
	Common exception	words: me, my, they,	words: me, my,	words: me, my, they,	words: me, my,	exception words.	
	words: me, my, they,	you, was, said	they, you, was,	you, was, said, there,	they, you, was,	Use capital letters	
	you, was, said	Begin to use capital	said, there	these.	said, there, these ,	and full stops.	
	Begin to use capital	letters and full stops.	Use capital letters	Use capital letters and	what, where, who.		
	letters and full stops.		and full stops.	full stops.	Use capital letters		
					and full stops.		
Composition	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	



	Use recently	Use recently	Use recently	Use recently	Use recently	Use recently		
	introduced	introduced vocabulary.	introduced	introduced vocabulary.	introduced	introduced		
	vocabulary.	Offer explanations and	vocabulary.	Offer explanations and	vocabulary.	vocabulary.		
	Offer explanations	express their own	Offer explanations	express their own	Explain and express	Explain and express		
	and express their	ideas. Invent, adapt	and express their	ideas. Invent, adapt	their own ideas.	their own ideas.		
	own ideas. Invent,	and recount narratives.	own ideas. Invent,	and recount narratives.	Invent, adapt and	Invent, adapt and		
	adapt and recount	Use past, present,	adapt and recount	Use past, present,	recount narratives.	recount narratives.		
	narratives.	future tenses. Link two	narratives.	future tenses. Link two	Use past, present,	Use past, present,		
	Use past, present,	ideas.	Use past, present,	ideas.	future tenses. Link	future tenses. Link		
	future tenses. Link		future tenses. Link		two ideas.	two ideas.		
	two ideas.		two ideas.					
Handwriting	Practise fine motor skil	lls, hold a pencil effectively.	Use a tripod grip. Print	t letter formation. Write red	cognisable letters, most	of which are correctly	formed. Use finger	
	spaces.		1		1			
Writing	To write a	To make a wanted	Sentence	Making a fictional	Draw and write a	Letter Writing		
Outcome	character	poster to find the	Structure	map for the Giant	sentence using			
Genre	description of the	Evil Pea		·	the structure, 'I			
	· ·							
	Supertato.				will be a′.			
Summer 2		Text/Stimulus	Text/Stimulus	Text/Stimulus		Text/Stimulus		Suggested
Summer 2	Supertato.  Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	will be a'.  Text/Stimulus	Text/Stimulus		Suggested
	Text/Stimulus		,		Text/Stimulus	-		Suggested class reads
Travel and	Text/Stimulus  Oliver's Fruit Salad	Oliver's Fruit Salad by	Handa's Surprise	Handa's Surprise by	Text/Stimulus Paddington's Post	Whole-school		class reads
	Text/Stimulus		,		Text/Stimulus	Whole-school transition text. July		class reads  A wide variety
Travel and	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school		class reads  A wide variety of texts (fiction,
Travel and	Text/Stimulus  Oliver's Fruit Salad	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and
Travel and	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to
Travel and	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support
Travel and	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary
Travel and	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and
Travel and Holidays	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise by Eileen Brown	Handa's Surprise by Eileen Brown	Paddington's Post by Michael Bond  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and
Travel and Holidays	Text/Stimulus  Oliver's Fruit Salad by Vivian French	Oliver's Fruit Salad by Vivian French	Handa's Surprise	Handa's Surprise by	Text/Stimulus  Paddington's Post by Michael Bond	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for
Travel and Holidays  Grammar Punctuation	Text/Stimulus  Oliver's Fruit Salad by Vivian French  Sounds Write Initial	Oliver's Fruit Salad by Vivian French Oliver's Fruit Salad Sounds Write Initial	Handa's Surprise by Eileen Brown  HANDAS SERVISION Sounds Write Initial	Handa's Surprise by Eileen Brown  Sounds Write Initial	Paddington's Post by Michael Bond  Paddington's Post by Michael Bond  Post Post Post Post Post Post Post Post	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and
Travel and Holidays	Text/Stimulus  Oliver's Fruit Salad by Vivian French  Sounds Write Initial Code	Oliver's Fruit Salad by Vivian French  Sounds Write Initial Code	Handa's Surprise by Eileen Brown  Sounds Write Initial Code	Handa's Surprise by Eileen Brown  Surprise  Sounds Write Initial Code	Paddington's Post by Michael Bond  Paddington's Post by Michael Bond  Sounds Write Initial Code	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for
Travel and Holidays  Grammar Punctuation	Text/Stimulus  Oliver's Fruit Salad by Vivian French  Sounds Write Initial Code Segment and blend	Oliver's Fruit Salad by Vivian French  Oliver's Fruit Salad by Vivian French  Sounds Write Initial Code Segment and blend	Handa's Surprise by Eileen Brown  Sounds Write Initial Code Segment and blend	Handa's Surprise by Eileen Brown  Sounds Write Initial Code Segment and blend	Paddington's Post by Michael Bond  Paddington's Post by Michael Bond  Sounds Write Initial Code Segment and blend	Whole-school transition text. July		class reads  A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for



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## English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes

					T	1		
	sentences that can	that can be read by	sentences that can	that can be read by	sentences that can			
	be read by others.	others.	be read by others.	others.	be read by others.			
	Revise common	Revise common	Revise common	Revise common	Revise common			
	exception words.	exception words.	exception words.	exception words.	exception words.			
	Use capital letters	Use capital letters and	Use capital letters	Use capital letters and	Use capital letters			
	and full stops.	full stops.	and full stops.	full stops.	and full stops.			
Composition	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.	Orally re-tell story.			
	Use recently	Use recently	Use recently	Use recently	Use recently			
	introduced	introduced vocabulary.	introduced	introduced vocabulary.	introduced			
	vocabulary.	Explain and express	vocabulary.	Explain and express	vocabulary.			
	Explain and express	their own ideas. Invent,	Explain and express	their own ideas. Invent,	Explain and express			
	their own ideas.	adapt and recount	their own ideas.	adapt and recount	their own ideas.			
	Invent, adapt and	narratives.	Invent, adapt and	narratives.	Invent, adapt and			
	recount narratives.	Use past, present,	recount narratives.	Use past, present,	recount narratives.			
	Use past, present,	future tenses. Link two	Use past, present,	future tenses. Link two	Use past, present,			
	future tenses. Link	ideas.	future tenses. Link	ideas.	future tenses. Link			
	two ideas.		two ideas.		two ideas.			
Handwriting	Practise fine motor skil	ls, hold a pencil effectively.	Use a tripod grip. Print	letter formation. Write red	cognisable letters, most	t of which are correctly	formed. Use finger	
3	spaces.							
Writing	Information Poster	Instructions	Descriptive	Story Writing-	Postcards			
Outcome			Writing- Sentence	Sentence Structure				
Genre			Structure					
Poetry	- Marie 1	Topogo, And Spanish Co.	This	Cobaylor 100 100 100 100 100 100 100 100 100 100				
_	Teathronian	Treasury # SMI	#Shall SL	iftle ffin				
Spine	NURSERY	Songs *			V			
	a vil	Ex.	A firm	range of COLURE				
	NOULLI FOR		Ladylard Hone	Dr. Seuss				
	Rhyme/poem of the	week from: Traditional r	nursery rhymes, verse	es and action songs. A T	reasury of Songs by	Julia Donaldson, Sha	aring a Shell by Julia D	Onaldson, This
		ury of Nursery Rhymes, N		~			<i>y a. c y . a.</i>	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	2.22.5 1 411111/11 11 10450	a., c. 11013619 1111911163, 1	,ariy coloalea b	a, a a, b, beass				

Narrative / Fiction writing
Non-fiction writing



D1 -
Poetry
3