

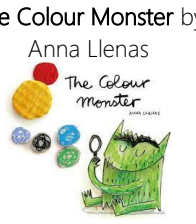
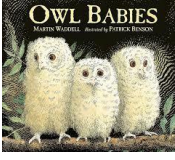
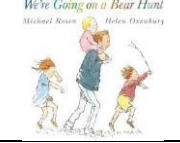


Leigh St Mary's CE Primary School

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

English High Quality Texts and Writing Skills Map – Early Years

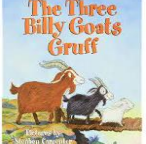
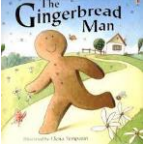
'Drawing Club' strategies used alongside the LSM Writing Pathway to enhance ideas and discussions, promoting vocabulary and extended sentences in speech. Children produce a drawn idea which they then write alongside as a 'narration' of what they have produced. This is a new 2023-24 initiative.

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 	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 knowledge and to read for pleasure.
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				
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 skills, develop core muscle strength for good posture, begin to hold a pencil effectively. Print letter formation. Name writing.							



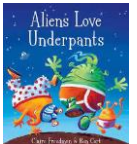

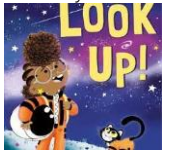
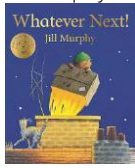

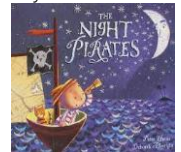
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English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes

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

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

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 skills, develop core muscle strength for good posture, begin to hold a pencil effectively. Print letter formation. Name writing. Write recognisable letters. Begin to use finger spaces.							
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 reads
Space	Aliens Love Underpants by Claire Freedman 	Aliens Love Underpants by Claire Freedman 	Look Up by Nathan Bryon 	Whatever Next? by Jill Murphy 	The Great Race – Chinese New Year by Dawn Casey 	The Night Pirates by Peter Harris 		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.	Sounds Write Initial Code Segment and blend CVC words. Write simple phrases that can be read by others.		



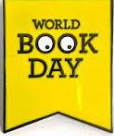
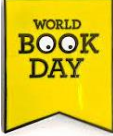
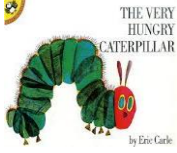
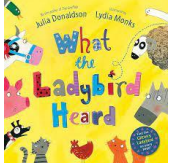
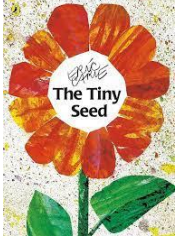
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English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes

	Common exception words: me, my	Common exception words: me, my	Common exception words: me, my, they	Common exception words: me, my, they	Common exception words: me, my, they	Common exception words: me, my, they, you		
Composition	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.	Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Discuss the feelings of the character throughout the story	Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.	Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.	Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas.		
Handwriting	Develop fine motor skills, develop core muscle strength for good posture, hold a pencil effectively. Promote/use a tripod grip. Print letter formation. Name writing. Write recognisable letters. Begin to use finger spaces.							
Writing Outcome Genre	Character Description	Caption writing using star word, The.	Non-fiction; List Writing	Caption writing using star word, The, she or I.	Caption writing- I can see___.	Non-fiction; map making Labelling		
Spring 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus			Suggested class reads




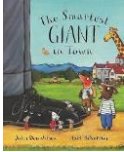

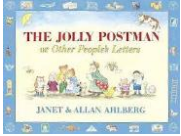
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English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes

<p align="center">Growing and Changing</p>	<p align="center">Whole-school World Book Day text</p> 	<p align="center">Whole-school World Book Day text</p> 	<p align="center">The Very Hungry Caterpillar by Eric Carle</p> 	<p align="center">What the Ladybird Heard by Julia Donaldson</p> 	<p align="center">The Tiny Seed by Eric Carle</p> 			<p>A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.</p>
<p align="center">Grammar Punctuation Spelling</p>	<p>Sounds Write Initial Code Segment and blend CVC, VCC, CVCC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you Begin to use capital letters and full stops.</p>	<p>Sounds Write Initial Code Segment and blend CVC, VCC, CVCC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, Begin to use capital letters and full stops.</p>	<p>Sounds Write Initial Code Segment and blend CVC, VCC, CVCC, CCVC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was Begin to use capital letters and full stops.</p>	<p>Sounds Write Initial Code Segment and blend CVC, VCC, CVCC, CCVC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was Begin to use capital letters and full stops.</p>	<p>Sounds Write Initial Code Segment and blend CVC, VCC, CVCC, CCVC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was Begin to use capital letters and full stops.</p>			
<p align="center">Composition</p>	<p>Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives.</p>	<p>Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives.</p>	<p>Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives.</p>	<p>Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives.</p>	<p>Orally re-tell story. Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives.</p>			

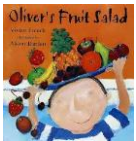
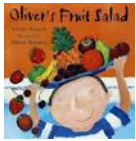
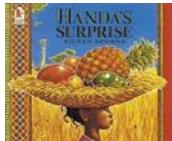
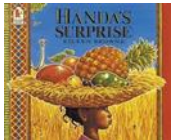

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English Writing Progression Map – Early Years – core texts, GPS skills, composition objectives and writing outcomes

Handwriting	Practise fine motor skills, develop core muscle strength for good posture, hold a pencil effectively. Promote/use a tripod grip. Print letter formation. Name writing. Write recognisable letters, most of which are correctly formed. Use finger spaces with reminders from adults.							
Writing Outcome Genre	To write a variety of different captions to describe a jungle setting.	To write a letter to the Panther	Draw and write a short caption using a star word. (He)	Draw and write a short caption or sentence using a tricky star word.	Draw and write a short sentence using a tricky star word.			
Summer 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
Superheroes	Supertato by Sue Hendry 	Supertato by Sue Hendry 	The Smartest Giant in Town by Julia Donaldson 	The Smartest Giant in Town by Julia Donaldson 	What Will I Be? by Frances Stickley 	The Jolly Postman by Janet and Allan Ahlberg 		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code Segment and blend CVC, VCC, CVCC, CCVC, CCVCC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was, said Begin to use capital letters and full stops.	Sounds Write Initial Code Segment and blend CVC, VCC, CVCC, CCVC, CCVCC words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was, said Begin to use capital letters and full stops.	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was, said, there Use capital letters and full stops.	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was, said, there, these. Use capital letters and full stops.	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences that can be read by others. Common exception words: me, my, they, you, was, said, there, these, what, where, who. Use capital letters and full stops.	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences that can be read by others. Revise common exception words. 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.		

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

	Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Use recently introduced vocabulary. Offer explanations and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.		
Handwriting	Practise fine motor skills, hold a pencil effectively. Use a tripod grip. Print letter formation. Write recognisable letters, most of which are correctly formed. Use finger spaces.							
Writing Outcome Genre	To write a character description of the Supertato.	To make a wanted poster to find the Evil Pea	Sentence Structure	Making a fictional map for the Giant	Draw and write a sentence using the structure, 'I will be a _____'.	Letter Writing		
Summer 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus		Suggested class reads
Travel and Holidays	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 	Whole-school transition text. July and September Y1		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and sentences	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and	Sounds Write Initial Code Segment and blend Unit 11 digraphs. words. Write simple phrases and		



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

	sentences that can be read by others. Revise common exception words. Use capital letters and full stops.	that can be read by others. Revise common exception words. Use capital letters and full stops.	sentences that can be read by others. Revise common exception words. Use capital letters and full stops.	that can be read by others. Revise common exception words. Use capital letters and full stops.	sentences that can be read by others. Revise common exception words. Use capital letters and full stops.			
Composition	Orally re-tell story. Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Orally re-tell story. Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Orally re-tell story. Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Orally re-tell story. Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.	Orally re-tell story. Use recently introduced vocabulary. Explain and express their own ideas. Invent, adapt and recount narratives. Use past, present, future tenses. Link two ideas.			
Handwriting	Practise fine motor skills, hold a pencil effectively. Use a tripod grip. Print letter formation. Write recognisable letters, most of which are correctly formed. Use finger spaces.							
Writing Outcome Genre	Information Poster	Instructions	Descriptive Writing- Sentence Structure	Story Writing- Sentence Structure	Postcards			
Poetry Spine	<p>Rhyme/poem of the week from: Traditional nursery rhymes, verses and action songs. A Treasury of Songs by Julia Donaldson, This Little Puffin; A Treasury of Nursery Rhymes, My Many Coloured Days by Dr Seuss</p>							

	Narrative / Fiction writing
	Non-fiction writing



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	Poetry
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