

Parc Eglos Primary School Progression Map in Writing

Parc Eglos is Aspirational, Resilient and Challenge Seeking, Caring and Collaborative, Creative and Curious

At Parc Eglos we aim for our children to become writers who are alive to the power of words. In striving to communicate through writing we aim to develop children's understanding of how to engage the reader when writing for a range of purposes. We aspire for our children to be curious, creative and imaginative writers, who draw on first-hand experiences and the world of their reading, when crafting pieces of writing. In developing resilience as writers, we feel strongly that children need to understand that writing is a process, in which writers journey over time. From playing with and exploring language, to refining their work using their knowledge of language features, grammar and punctuation, they strive to communicate clearly and in an increasingly engaging way. We want children to aspire to be the best writers they can be, drawing on all the Parc Eglos Virtues in the process of their writing so that they can feel proud not only of their published piece but also the journey they have been on to achieve it.

	EYFS		Key Stage 1		Key Stage 2			
	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1								
Knowledge (Genres taught)	<p><u>My Family and Me</u> Join in with nursery rhymes and listen to stories.</p> <p>Use chunky chalks and paintbrushes to make marks.</p> <p>Draw freely with a range of mark making materials.</p> <p>Explore making</p>	<p><u>My Family and Me</u> Listen Carefully to rhymes and songs, paying attention to how they sound.</p> <ul style="list-style-type: none"> ●Name writing-letter formation. ●Labelling pictures-identifying sounds in words. 	<p>Captions and labels and simple sentence based fact files linked to Science unit,</p> <p>Jane Considine EYFS unit 'Penguins' (linked to Science unit on 'Animals and their habitats' – moving from captions and labels to using simple sentences to develop fact files.</p>	<p>Introductory unit recapping on key Year 1 grammar for writing knowledge and introducing key Year 2 knowledge</p> <p>Descriptive writing Non-fiction factual writing through riddles</p>	<p>Stories with a historical setting linked to - Stone Age Boy</p> <p>Performance Poetry Unit linked to 'The Sound Collector' by Roger McGough</p>	<p>Narrative - stories which raise issues</p> <p>Persuasive text Sequel Story - unit based on stories 'The Great Kapok Tree' and 'The Shaman's Apprentice' Linking in with Geography topic on sustainability projects in Nepal and the rainforests. Other cultures Traditional tales</p>	<p>Independent write = Guide to Planets</p> <p>Mission Earth Job Application Letters – persuasive letter writing</p>	<p>T4W writing style unit Poetry Unit – Song of the tree spirit- based on the poem 'Song of the Tyrannosaurus Rex'</p> <p>Grammar and punctuation focus sessions - recapping on key elements from Year 5.</p> <p>Independent Writing – Tea Party Letter – persuasive letter linking back to</p>

	different lines and shapes using a range of different mark making materials.							persuasive letters in Year 5.
Skills (composition)	Use chunky chinks and paintbrushes to make marks.		<p>Captions Labels Sentence writing Report writing Fact files Phoneme/Grapheme correspondence Chotting Imitating from a model</p>	<p>Sentences Questions Exclamations Statements Commands</p>	<p>Story structure - opening - suspense - build-up - problem - resolution - ending</p> <p>Rhyming structure Stanzas/verses Onomatopoeia Performing poetry with awareness of tone/volume/pace etc</p>	<p>Story structure Paragraphing When to start a new paragraph Sequencing paragraphs Writing process Plan, purple polish, edit. Techniques to create character and setting</p>	<p>Persuasive techniques - emotive language - rhetorical questions - dare to disagree statements - targeting your audience - giving reasons to support - job descriptions - Paragraph structure and cohesion (paraburgers)</p>	<p>Poetic Features. Figurative language. Poetry vocabulary. Drawing on the senses as a medium through which to develop ideas. First-hand experience. Strengthening imagination. Writing process Drafting, redrafting and editing.</p>
Skills (Vocabulary, grammar and punctuation)			<p>Collecting vocabulary (key science vocabulary, danger words, quality verbs and adjectives) to use in own sentences.</p> <p>Sentence punctuation</p>	<p>Noun Verb Adjective Adverb Past Present Expanded noun phrase conjunctions – subordinating and coordinating</p>	<p>Adverbs and adverbials Expanded noun phrases Coordinating and subordinating conjunctions a/an Time sentence openers</p>	<p>Simple, compound and complex sentences Conjunctions, Adverbs Direct speech, Clauses Adverbial phrases</p>	<p>Recap basic sentence level punctuation Commas for fronted adverbs Adverbials and pronouns to make links/cohesion Expanded noun phrases and verbs chosen for specific effect on reader</p>	<p>Appropriately use: - alliteration - juxtaposition - assonance - similes - metaphors - personification - high quality vocabulary - use of thesaurus - synonyms</p>

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	EYFS		Key Stage 1		Key Stage 2			
	EYFS1	EYFS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2								
Knowledge (Genres taught)	<u>Traditions around the world</u> Stories Nursery rhymes Information books Mark-make in the role play area. Recognise and write the first letter of your name.	<u>Winter Wonderland</u> ●Name writing- letter formation. ●Word writing with new sounds (GPC) ●CVC- independent spelling ●Labelling arctic animals- identifying the sounds and then writing the sound with letter/s Learn new vocabulary	Story Writing – T4W unit linked to ‘The Gingerbread Man’ Traditional tales Story structure Oral story telling Plot Character description Setting description	T4W - Recount to Willy Wonka’s Chocolate Factory Recount Unit Christmas Play – Year 2 take key roles both on stage and as narrators. Planning a piece of writing Features of a recount Sequencing sentences to form a clear and coherent text.	Informal Letter writing unit – linked to Christmas - letters to Santa Clause Informal versus formal tone – when would use and vocabulary choices to create Key features of an informal letter Planning a letter	Poetry that creates images based around the poem ‘Autumn’s Glow’. Diary Writing based on ‘The Diary of a Killer Cat’ Independent narrative write – ‘The Magical Door’ Descriptive Poetry Using the senses/first-hand experience to generate ideas Writing in verses.	Poetry Unit – juxtaposition Independent writing – Traditional tale - Gelert Identifying juxtaposition in narrative, art and poetry Using juxtaposition to capture the dual	Descriptive writing unit – setting and character description linked to ‘Goodnight Mr Tom’ Independent Writing based on the short animation ‘Alma’ Characters – interior versus exterior Character descriptions Setting descriptions
Skills (composition)	Learn new vocabulary through focus stories and	Learn new vocabulary						

	use vocabulary that reflects your previous experiences.	Engage in story time	Rehearsing Purple Polishing Planning Audience engagement	Purple polishing/editing work.	Intro to simple paragraphing	Features of a diary/first person recount First and third person Past, present and future tense formal/informal	nature of a subject Imagery Figurative language	
Skills (Vocabulary, grammar and punctuation)			Verbs Adjectives words spaces capital letters for names Full stops Conjunction 'and'	Names of people, places and things. Correct tenses. Using well-chosen adjectives to add detail. Fronted adverbs for time Noun phrases	Forma/informal vocabulary choices Use of questions to engage the reader Approach to spelling in the drafting/editing process	Similes Metaphors Alliteration Onomatopoeia Adjectives to create evocative descriptions Past, present and future tense Time conjunctions	Expanded noun phrases Selecting positive adjectives and verbs Creating negative and positive similes	Synonyms Antonyms Relative clauses Noun phrases

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Spring 1								
Knowledge (Genres taught)	<p><u>On the Farm</u> Stories Nursery rhymes Information books</p> <p>Listen to stories and gain an understanding of what is happening, with the help of the pictures</p>	<p>Explorers Listen to stories and recall the main events.</p> <p>●Labels and captions- spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>●Write short sentences with words with known letter-sound correspondences.</p>	<p>Story writing – Imaginary settings - linked to Science unit on ‘Everyday Materials’ and Traction man.</p>	<p>Unit based around Meerkat Mail focussing on two types of writing: - setting descriptions - diary writing</p>	<p>Jane Considine Unit – I asked the Boy Who Cannot See</p> <p>Begin Jane Considine – Star in the Jar unit (to continue in Spring 2 – see below)</p>	<p>Newspaper Reports linked to key events in school/wider community</p> <p>Performance Poetry unit</p>	<p>Jane Considine narrative unit – Jungle Explorer based on the book by Katherine Rundell</p> <p>Independent Writing – Space Craft Letter</p>	<p>Information writing – Looking after a Miptor</p> <p>Grammar and punctuation focus sessions.</p> <p>Talk 4 Writing Suspense story unit</p>
Skills (composition)	<p>Listen to stories and recall the main events.</p> <p>Develop fine motor skills to</p>		<p>Story map Narrative writing Sequencing sentences Suspense Imaginary Fantasy setting Character Opening Build up Problem</p>	<p>Setting descriptions – descriptive writing Diary writing Features of a diary</p> <p>Writing to a clear purpose and organising</p>	<p>Descriptive writing Poetry Considering poetry shape/structure</p>	<p>Features of a newspaper report The 5 Ws Fact v opinion</p> <p>Features/structure of performance poetry Free verse Writing a piece to be performed</p>	<p>Writing narrative Adventure genre Strengthening imagination Linking ideas Noticing details to add into descriptions Incorporating dialogue</p>	<p>Linking ideas across paragraphs Wider range of cohesive devices - repetition of a word or phrase - grammatical connections – devices to structure texts</p>

	<p>support pencil control</p> <p>Join in with actions of nursery rhymes. Repeat words and phrases from familiar stories. Add marks to drawings and give meaning to them e.g. that says mummy.</p>		<p>Resolution Ending</p>	<p>writing accordingly</p> <p>Writing process – researching for historical accuracy</p>		<p>informal/formal dialect and slang</p> <p>Rhythm</p> <p>Rhyme – internal and rhyme patterns</p>	<p>Sentence structure</p>	<p>Oral narrative</p> <p>Narrative structure</p> <p>Use of a flashback opening</p> <p>Devices to create suspense</p> <p>Text and paragraph coherence</p> <p>Varying sentence length</p> <p>Showing not telling</p>
<p>Skills (Vocabulary, grammar and punctuation)</p>	<p>Mark-make for a purpose e.g. lists and notes during role play.</p> <p>Begin to develop stories using small world toys e.g. animals and people.</p>		<p>Adjective</p> <p>Punctuation</p> <p>Capital letter</p> <p>Full stop</p> <p>Question mark, Exclamation mark.</p> <p>Onomatopoeia</p> <p>Simile</p> <p>Powerful verbs</p>	<p>Tenses</p> <p>Using conjunctions to join sentences</p> <p>Using adjectives to add detail</p> <p>Power of 3</p> <p>similes</p> <p>Vocabulary to show emotions</p> <p>First person</p> <p>Past tense</p> <p>Adverbs of time</p>	<p>Simile</p> <p>Metaphor</p> <p>Rhythm</p> <p>Rhyme</p> <p>Colour imagery</p>	<p>Third person</p> <p>past tense</p> <p>alliteration</p> <p>puns</p> <p>rhyme</p> <p>Rhyme</p> <p>Repetition</p> <p>Onomatopoeia, Conjunctions</p>	<p>Complex sentences</p> <p>Simile openers</p> <p>List of metaphors</p> <p>Personification</p> <p>Adverbial phrase</p> <p>Onomatopoeia</p> <p>Time adverbials</p>	<p>Adverbials</p> <p>Adjectives</p> <p>Modal verbs</p> <p>Conjunctions</p> <p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>

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Spring 2								
Knowledge (Genres taught)	<p><u>People who help us</u> Stories Nursery rhymes Information books</p> <p>Communicate how you are feeling through words and actions. Develop pretend play e.g. putting baby to sleep.</p> <p>Identify initial sounds in</p>	<p>Fantasies and Fairies/ Super heroes/ Real Life Super heroes</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding- Stories from around the world.</p> <p>Learn rhymes, poems and songs.</p>	<p>The Girl With the Yellow Bag – Literacy Shed unit based on the short animation by Maia Walczak.</p>	<p>The Owl Who Was Afraid of the Dark – Jane Considine narrative unit</p>	<p>Star in the Jar – Jane Considine narrative unit based on the book ‘Star in the Jar’ by Sam Hay</p> <p>Skeletons and Muscles – non chronological report inspired by ‘An Anthology of Intriguing Animals’ by Ben Hoare</p>	<p>Journey – Jane Considine narrative Unit based on the book ‘Journey’ by Aaron Becker</p>	<p>Jane Considine unit – Information Texts + writing an information text about an animal’s specialisation linked to Science Evolution topic</p> <p>Independent write = Heart of the Sea – descriptive writing piece</p>	<p>Talk 4 Writing Suspense story unit</p> <p>Grammar and punctuation focus sessions.</p>
Skills (composition)			<p>Story First person main character Story structure Purple polishing/editing Avoiding repetition in writing</p>	<p>Dialogue writing Writing effective sentences for narrative Using feelings as a lens through</p>	<p>Narrative Character journey Character point of view Showing a</p>	<p>paragraph structure sequencing and linking ideas language choice to communicate</p>	<p>Non-chronological reports Features of Researching information Precis Summarising</p>	<p>Oral narrative Narrative structure Use of a flashback opening</p>

	<p>words and names of objects.</p> <p>Practise holding pencils/pens in a comfortable grip with good control</p> <p>Find your favourite books to look at in the book corner or to share with an adult or friend. Notice print in the environment e.g. bus/door number/familiar logo.</p> <p>Begin to write letters for a purpose e.g. m for mummy in a card and the first letter of your name.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><u>Traditional Tales:</u></p> <ul style="list-style-type: none"> - Sequencing, writing in sentences. - Adjectives – describing a noun. 	<p>Writing and sequencing sentences Writing process Rehearsing ideas</p>	<p>which to develop ideas Developing imagination Compound sentences Complex sentence 'When' sentences</p>	<p>character's emotions Drawing on the senses to inform writing</p> <p>Features of a non-chronological report.</p> <ul style="list-style-type: none"> - title - headings - subheadings - technical vocab - direct address 	<p>precisely to reader main character viewpoint</p>	<p>Fact/opinion Sentence length</p>	<p>Devices to create suspense Text and paragraph coherence Varying sentence length Showing not te</p>
<p>Skills (Vocabulary, grammar and punctuation)</p>			<p>Personal pronouns adjectives to describe appearance and emotions Sentence openers Use of conjunction 'and'</p>	<p>Preposition Adjective Contraction Verb starters Adverbs and adverbial phrases Personification Onomatopoeia Similes Power of 3</p>	<p>Verbs for precision Time adverbials Fronted adverbials Use of dialogue Rhetorical questions Conjunctions Prefixes Adjectives to describe light – thesaurus use Similes to describe desolation Repetition for effect Introduce relative clauses</p> <p>Time adverbials Noun phrases</p>	<p>Dialogue Onomatopoeia Metaphor/simile Pathetic fallacy use of repetition Fronted/time adverbials Short sentences for impact Noun phrases Personification Precise verbs</p>	<p>Expanded noun phrases Superlatives Puns Relative clauses Modal verbs Complex sentences Rhetorical questions Adverbials (fronted) Use of colons Subordinate conjunctions Generalisers Subordinating conjunctions Technical vocab Power of 3 Passive voice</p>	<p>Use of verbs to show emotions Time adverbials Rhetorical questions Onomatopoeia Short sentences for impact</p>

					Precise technical vocabulary Complex sentences Conditional 'if' sentences Rhetorical questions as subheadings			
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Summer 1								
Knowledge (Genres taught)	<u>One safari and Jungle Explorers</u> Stories Nursery rhymes Information books Understand and act on longer sentences e.g. make teddy jump. Use simple, short sentences to share your thoughts.	<u>In Our Patch</u> Hold conversations when engaged in back -and – forth exchanges with their teacher/peers. Offer explanations for why things might happen, making use of recently introduced vocabulary.	Stories with familiar settings – creating setting descriptions linked to the book ‘Finding Wild’, ‘Soggy Bear’ and ‘Percy the Park Keeper’. T4W element. Also linked to school environment (woodland) and Cornish environment (coastal setting).	Independent Write based on ‘The Owl Who Was Afraid of the Dark’ Jane Considine Unit – Plants – based on Our World in Pictures: Trees, Leaves, Flowers & Seeds: A visual encyclopedia of the plant kingdom	Jack and the Beanstalk – T4W style narrative unit linked to the fairy tale and to the unit on plants in Science	Digestion - Jane Considine information text unit linked to work in Science	Jane Considine Unit – Refugees – A speech Jane Considine Style Unit – poetry with a message – One Question from a bullet	Macbeth study unit Independent writing = The Girl and The Fox
Skills (composition)		Keep Bean Diaries Flora day recounts:	Familiar setting Character Story structure Experience	Features of an information text Headings subheadings	Story structure -opening -build up - climax	Features and structure of an explanation text	Poetry Poetic structure Refrain Point of view	Themes in drama Characters - their motivations and

	<p>Talk about familiar books and retell longer stories. Speak in sentences to communicate needs, interests and opinions</p> <p>Form recognisable letters or</p>	<ul style="list-style-type: none"> ●Write simple phrases and sentences that can be read by others. ●Speech bubbles, character voice from stories. 	<p>Recount</p> <p>Story map</p>	<p>Overarching idea</p> <p>Facts</p> <p>Glossary</p> <p>'Because' sentences</p> <p>Composing questions</p> <p>Exclamations</p>	<p>- resolution ending</p> <p>Boxing up the text to identify these parts in the story</p> <p>Paragraphing</p>	<p>Researching information for writing</p> <p>Identifying key information</p> <p>Impersonal writing</p>	<p>Features of a speech</p> <p>Overarching idea</p> <p>Rhetorical questions</p> <p>Use of personal anecdotes</p> <p>Impact on individuals</p> <p>Emotive language</p> <p>Use of quotes</p>	<p>relationships to each other</p> <p>Using dialogue to show character and relationships</p> <p>Recap features of diary writing</p> <p>Diary writing using formalities of Shakespearean times</p> <p>Recap features of a news report</p>
<p>Skills (Vocabulary, grammar and punctuation)</p>	<p>imitate drawing shapes</p> <p>Notice the first letter of your name written down.</p> <p>Write some/all of the letters of our names.</p> <p>Make marks/ give meaning to your drawings/ paintings and explain what it is.</p> <p>Learn new words from</p>		<p>Exclamation mark</p> <p>Adjective</p> <p>Punctuation</p> <p>Capital letter</p> <p>Full stop</p> <p>Question mark</p>	<p>Adjectives</p> <p>Alliteration</p> <p>Conjunctions</p> <p>'because' 'while' 'that' 'if' 'and' 'which'</p> <p>Commas in lists</p> <p>Possessive apostrophes</p> <p>adjectives</p> <p>Expanded noun phrases</p> <p>Synonyms</p> <p>Colon</p>	<p>Questions</p> <p>Adverbs/fronted adverbs</p> <p>Direct speech</p> <p>Collecting vocabulary from texts and the thesaurus</p> <p>Verbs to help describe characters and settings</p> <p>Prepositions</p>	<p>Direct address</p> <p>Adverbials</p> <p>Causal conjunctions</p> <p>Precise verbs</p> <p>Metaphor/simile</p> <p>Euphemism</p>	<p>noun phrases</p> <p>precise verbs</p> <p>metaphor</p> <p>simile</p> <p>personification</p> <p>Precise verbs</p> <p>Time adverbials</p> <p>Alliteration for negative impact</p> <p>Simile</p> <p>Negative adjectives</p> <p>Relative clause</p> <p>Pronoun openers</p> <p>Modal verbs</p>	<p>Openers</p> <p>- ing</p> <p>- adverb</p> <p>- time connective</p> <p>- simile</p> <p>Direct and reported speech</p> <p>Rhetorical questions</p> <p>Emotive language</p>

	our focus stories. Act out our favourite stories.							
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Summer 2								
Knowledge (Genres taught)	<u>Sea and Coastal Life</u> Stories Nursery rhymes Information books Understand simple questions about ‘who’, ‘what’ and ‘where’ Develop pretend play through word and actions Express your point of view and listen to other people’s opinions	<u>Under the Sea</u> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Engage in story times Use new vocabulary	Non-chronological reports – information pieces linked to Science Unit on plants and drawing on use of/navigating non-fiction texts/books on plants to research. Children go through the process of creating their own ‘book’ about plants.	Jane Considine Unit – The Great Fire of London – Diary Writing	Non-chronological reports linked to Geography unit on Florida.	How to Train Your Dragon linked fantasy/adventure story	Jane Considine style unit – Hercules	Jane Considine Unit – Greta – non-fiction – persuasive speech linked to climate change. Jane Considine Unit – Traditional Tales – Hansel and Gretel by Neil Gaiman.
Skills (composition)			Fiction v Non-fiction Fact Title Heading	Features of a diary Empathetic writing Using imagination Chronological	Features and layout of a non-chronological report compared to other text types	Creating character and setting descriptions Using dialogue to move action forwards	Myths Mythical characters Character descriptions	Writing a speech Emotive/persuasive speech writing Information Opinion Elaboration

	Engage in conversations with adults and answer why questions. Listen, learn and remember how to stay safe on the beach. Use language to recreate roles during imaginative play.	through the day. Recount trip Under the sea stories Lighthouse keeper's Lunch sentences	Generating questions for research Sequencing sentences Grouping related information Text boxes Sub-headings Writing a contents page Creating a front cover	Point of view	Chronological v non-chronological Use of paragraphs to structure a paragraph Facts v opinions Writing process – purple polishing/editing	Drafting process – purple polishing and editing.		Direct address Counter viewpoint Using drama to explore character POV and inner monologue. Descriptive writing drawing on the 5 senses. Narrative writing.
Skills (Vocabulary, grammar and punctuation)	Make marks on pictures to represent the first letter of your name. Talk about our favourite parts of stories, repeat phrases and think of alternative endings. Practise writing/ forming letters. Create our own stories as a group		Full stops Capital letters Questions marks Commas for lists Exclamation marks Using 'and; as well as further conjunctions	Adjectives Superlative (-est) Precise verbs Exclamations and exclamation marks Precise verbs Personification Repetition Onomatopoeia Metaphor Fronted adverb	First, second and third person – choice of verb form Writing in the third person Use of technical vocabulary	Dialogue Speech punctuation Time adverbials Simple, compound and complex sentences Paragraphing Sequencing paragraphs	Relative Clauses Similes Adverbials of place Onomatopoeia Negative intent Repetition	Precision in verb choice Noun phrases Anaphora (repetition) Metaphor Personification Complex sentences Relative clause Modal verbs Colon Repetition of adverbs Antonyms Inverted commas Conjunctions Repetition for effect Adjectives Similes Modal verbs Semi colons Adverbial Phrases Complex sentences

and record
them in
different
ways.
Explore mark
making in
mud, sand
and paint.

Alliteration
Comparatives
Superlatives