



**Great Horwood Church of England School**  
**Seedlings Nursery & Pre-School**



**Writing Progression Map**

To support our writing progression we use:

- Little Wandle Handwriting for Reception pupils
- Little Wandle Phonics for Nursery, Reception and Key Stage 1
- Oak Academy Handwriting from Year 1 upwards:  
[Free KS1 English teaching resources | Y1 & 2 | Oak National Academy](#) & [Free KS2 English teaching resources | Y3, 4, 5, & 6 | Oak National Academy](#)
- Oak Academy Spelling from Year 2 upwards:  
[Free KS1 English teaching resources | Y1 & 2 | Oak National Academy](#) & [Free KS2 English teaching resources | Y3, 4, 5, & 6 | Oak National Academy](#)
- InnovatEducation progression grids: [V, P and G — InnovatEducation](#)
- InnovatEducation writing genre progression grids: [Writing — InnovatEducation](#)

	<b>Transcription (Handwriting)</b>	<b>Transcription (Grammar &amp; Punctuation)</b>	<b>Phonics &amp; Spelling</b>	<b>Composition (including oracy)</b>	<b>What to teach to meet expectations</b>	<b>End of year expectations</b>
Nursery Aged 3 & 4	Develop gross and fine motor skills for mark-making. Develop core strength and posture for mark-making; Refine hand and finger strength;	Focus on oracy and accurately spoken sentences.	Recognise some letters, especially in own name. Experiment with mark-making that carries meaning. Listening to sounds; Phase 1 phonics (Little Wandle)	Orally compose simple sentences during play. Use 4-6 words in a spoken sentence. Engage in extended conversations to build vocabulary. Ask and answer 'why' questions. Sing rhymes and songs.	Daily fine motor activities. Model oral sentences during play. Introduce letter shapes through name writing. Threading tweezers	Children demonstrate secure foundations: purposeful mark-making, Oral composition of simple clauses. Increasing control in grip and letter-like forms.

	<p>Show a dominant hand; comfortable grip developing towards tripod. Begin to recognise and write some letters (esp. in name); experiment with mark-making that carries meaning.</p>				<p>Dialogic book talk, nursery rhymes, story retelling with props. Adult modelling of full sentences. Funky-fingers, threading, playdough; vertical surfaces; pencil grip prompts; Name tracing, patterning (lines, curves), large to small scale marks; adult scribing of children's words.</p>	
Reception	<p>Hold pencil using tripod grip; develop posture 'ready to write'. Letter families; move from large motor patterns to accurate lower-case and capital letter formation. (Little Wandle Handwriting)</p>	<p>Introduce capital letters and full stops in simple sentences.</p>	<p>Apply taught phonics to spell words; attempt simple sentences. Spell words by identifying sounds and writing letters.</p>	<p>Oral sentence composition with visuals; Rehearse before writing; Writing short sentences with capital letter and full stop when taught. Re-read writing to check sense.</p>	<p>Oral rehearsal before writing sentences. Daily handwriting lessons. (Little Wandle Handwriting) Systematic phonics with daily dictation sentence. (Little Wandle Phonics)</p>	<p>Writes recognisable letters, most correctly formed. Spells words by identifying sounds. Writes simple phrases and sentences readable by others.</p>
Year 1	<p>Siting correctly: ready to write posture:</p>	<p>Use capital letters, full stops, question marks and exclamation marks.</p>	<p>Apply phonics; use suffixes -ing, -ed, -er, -est. Spell common exception words.</p>	<p>Say aloud what to write; Compose and sequence simple sentences; Join with "and";</p>	<p>Teach sentence structure explicitly. Daily phonics, spelling and dictation</p>	<p>Writes 3-5 short, coherent sentences. Demarcates sentences with</p>

	<p>Form correctly lower-case, capitals and digits 0–9; Practise letter families. Practice spellings Days of the week Year 1 common exception words. (Oak Academy Handwriting)</p>		<p>(Little Wandle phonics)</p>	<p>Read writing aloud clearly.</p>	<p>practice. (Little Wandle phonics). Model punctuation in shared writing.</p>	<p>capital letters and full stops. Applies known phonics to spell words. 1-2 sentences extended using ‘and’. Can read own writing aloud.</p>
<p>Year 2</p>	<p>Form letters of correct size; begin joining when ready. Transfer from tramline handwriting paper to exercise book lines 8mm wide. (Oak Academy Handwriting)</p>	<p>Use capital letters, full stops, ?, ! and commas in lists; apostrophes for contractions and possession.</p>	<p>Spell year 1 &amp; 2 common exception words; use suffixes (-ment, -ness, -ful, -less, -ly).  (Little Wandle Bridge to Spelling then Oak Academy Spelling)</p>	<p>Plan ideas; Tell others plans and ideas. Orally say aloud sentences. Write coherent short texts for different audiences and purposes. Write narratives, recounts and simple information; Use coordination (and/or/but) and some subordination (when/if/that/because); Use expanded noun phrases; statements, questions, commands and exclamations; Uses past and present tense. Writes short paragraphs (2-3 sentences)</p>	<p>Teach expanded noun phrases. Introduce subordination and coordination. Daily dictation for spelling and punctuation.</p>	<p>Writes simple, coherent texts using short paragraphs. Mostly correct tense and punctuation. Spells many Year 1 &amp; 2 common exception words correctly.</p>

<p>LKS2 Year 3 &amp; 4</p>	<p>Develop joined handwriting for fluency and legibility. Using bubble handwriting paper to support sizing of letters. Joined handwriting is consistent and legible at speed. (Oak Academy Handwriting)</p>	<p>Fronted adverbials with comma's accurately used; Use of bullet points Speech punctuated accurately; Using expand noun phrases; Pronoun/noun choice for cohesion; Plural possession apostrophe: Prepositions for cohesion</p>	<p>Apply prefixes and suffixes; Spell homophones; Use dictionary &amp; thesaurus skills.  (Oak Academy Spelling)</p>	<p>Orally share ideas and justifications. Orally say aloud sentences. Organise ideas into paragraphs; Use headings and subheadings; Develop narrative structure and cohesion.</p>	<p>Teach paragraph structure explicitly. Model use of cohesive devices. Introduce accurate speech punctuation. Daily dictation to practice spellings, sentence punctuation and structure. Use Look cover write check to learn spellings.</p>	<p>Y3: Writes sequenced paragraphs around themes; uses adverbs, prepositions &amp; conjunctions for cohesion; basic speech punctuation. Spells many Year 3 &amp;4 taught words correctly Y4: Writes coherent paragraphs with controlled fronted adverbials and pronoun referencing; Accurate speech punctuation; Growing control of tense and viewpoint. Spells most taught Year 3 &amp; 4 words correctly</p>
<p>UKS2 Year 5 &amp; 6</p>	<p>Maintain legible, fluent joined handwriting; develop personal style. (Oak Academy Handwriting)</p>	<p>Relative clauses; modal verbs &amp; adverbs for possibility; Devices for cohesion across paragraphs. Punctuation: parentheses ((), —, , , ); commas to clarify meaning and to avoid ambiguity. Use passive voice; Formal and informal:</p>	<p>Spell most words from Y5/6 list; Use morphology and etymology.  (Oak Academy Spelling)</p>	<p>Orally share ideas and justifications. Orally say aloud sentences. Write effectively for a range of purposes and audiences. Manage viewpoint, building argument; Sustaining control of tone, register and structure. Editing and revising for effect.</p>	<p>Daily dictation to practice spellings and words from year 5 &amp;6 word lists. Teach formal and informal structures. Model advanced punctuation in context. Focus on cohesion across paragraphs. Use look, cover, write, check to learn spellings.</p>	<p>Yr 5: Adapts writing effectively for a range of purposes &amp; audiences; uses relative clauses; manages cohesion across paragraphs; punctuation for parenthesis used correctly; mostly accurate spelling of Year 5 &amp; 6 taught words. Yr 6:</p>

		Advanced punctuation (semi-colons, colons, dashes, hypens & parentheses).				Selects vocabulary & grammar for effect and clarity; Controls formal and informal choices; Writes coherent paragraphs with varied cohesive devices; Accurate tense control; Range of KS2 punctuation mostly correct; Spells most Y5/6 words correctly; Handwriting is legible and fluent.
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