



Skills Progression: English Writing

Genre is included here to be used alongside the writing progression. For example, when teaching *Losing Tale* to Year 1 in Term 1, children should also be taught skills as per the skills progression for Year 1 specified in the table in this document.

Specific phonics and spelling may not be relevant to the genre and therefore should be taught separately. However, skills such as transcription, handwriting, context, planning, drafting, editing, performing, vocabulary, grammar, punctuation and terminology should be taught as part of the genre writing for that term. Tenuous links should not be made, so therefore if a particular skill is not relevant, it should be taught separately.

Different skills may be taught across different genres as the year progresses, however teachers should ensure that all aspects have been covered and revisited by the end of the year for that year group.

For mixed classes, teachers should teach and cover both year group's skills to ensure the correct skills are taught to each year group.

BEDS English genre and Core Text LTP 2024-2025

Year Group	Type	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Core Texts	Elmer You choose Funny Bones Ruby's worries The squirrels who squabbled. Owl Babies	The Jolly Postman All are welcome Handa's Surprise. Hello world! Granny went to market Rama and Sita The Christmas Story	The street beneath my feet What we'll build, bridges, towers and tunnels. Somebody's swallowed Stanley. Michael Recycle	Sir David Attenborough The Lion inside The Very Hungry Caterpillar Tadpole's Promise Six Dinner Sid Shark in the Park	Gingerbread Man Goldilocks The Three Little Pigs Little Red Reading Hood Jack and the Beanstalk Billy Goats Gruff	Journey Atlas, maps We're going on a bear hunt Lost and Found Where the wild things are.
<p>Retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>							

Year Group	Type	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
1	Core text	Grandad's Island	The Wish Tree	Fairy tale rotation (Jack & the Beanstalk)	Wendall's Workshop	The Girl and the Dinosaur	Meerkat Mail	
	Guided Reading txt	The Wish Tree	Other short texts	Wendall's Workshop	Other short texts	Meerkat Mail	Other short texts	
	Genre:	Fiction	Losing Tale	A Wishing Tale	Rags to Riches	Overcoming the Monster	Finding Tale	Meeting Tale
		Non-fiction	Recount	Report	Persuasion	Instructions	Recount	Report – carnivores & omnivores
	Poetry	Humorous	Poems on a theme - Nature	Classic	Humorous	Poems on a theme	Traditional	
2	Core text	The Magic Bojabi Tree	Bob and the Moontree Mystery	Leaf	The Great Kapok tree	Egg Box Dragon	The Tin Forest	
	Guided Reading txt	Bob and the Moontree Mystery	Other short texts	The Great Kapok tree	Other short texts	The Twits	Other short texts	
	Genre:	Fiction	A wishing story	A finding story	A meeting story	A warning story	A wishing story	Fable – story with moral
		Non-fiction	Instructions	Report	Report - brochure	Persuasive letter	SATs	Recount
Poetry		Poems on a theme – Monster poems	Humorous	Poems on a theme	Classic	SATs	Poetic language & imagery	
3/4	Core text	The Tunnel	Asha & the Spirit Bird	The Lonely beast	The Iron Man	One day on our blue planet	The Miraculous Journey of Edward Tulane	
	Guided Reading txt	Asha & the Spirit Bird	Other short texts	The Iron Man	Other short texts	The Miraculous Journey of Edward Tulane	Other short texts	
	Genre:	Tragedy	Quest	Overcome the monster		Rags to Riches	Rebirth	Rebirth
		Recount – Newspaper-How to live forever	Explanation	Report – non-chronological	Discussion	Instructions	Persuasive	Report
Humorous		Performance – Michael Rosen	Poems on a theme - animals	Haiku – descriptive language/adverbials	In the trees defence	Limericks	Limericks	

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4/5	Core text	Counting with Katherine	Cogheart	Shaman's Apprentice	Street Child	The Rhythm of the Rain	Mouse, Bird, Snake, Wolf	
	Guided Reading txt	Cogheart	Other short texts	Street Child	Other short texts	Mouse, Bird, Snake, Wolf	Other short texts	
	Genre:	Quest	Rebirth story	Rewrite from a different point of view	Voyage and return	Story with a moral	Overcoming the Monster	Overcoming the Monster
		Explanation text – How do Astronauts get on the moon?	Recount – biography	Discussion – should we protect plants?	Persuasion	Instructions	Non-chronological report – An aspect of Viking Life	Non-chronological report – An aspect of Viking Life
		Narrative	Poetic forms – odes, insults	Poems on a theme – the book of practical cats	Poetic language eg personification	Song Lyrics	Poetic language – about the sea	Poetic language – about the sea
5/6	Core text	The Journey	The London Eye Mystery	Harriet and the promised land	The Amazing Story of Adolphus Tips	Macbeth	Northern Lights	
	Guided Reading txt	The London Eye Mystery	Other short texts	The Amazing Story of Adolphus Tips	Other short texts	Northern Lights	Other short texts	
	Genre:	Portal story	Triumph over Adversity	Story with a Moral	Tragedy	Play – voyage & return	Voyage/Quest	Voyage/Quest
		Newspaper report	Persuasion	Discussion	Recount	Instructions	Explanation	Explanation
		Narrative – Lady of Shalott	Performance - choral	Song Lyrics	Ballads	SATs	The Lady of Shallot	The Lady of Shallot

Fiction – 3 weeks

Nonfiction – 2 weeks

Poetry – 1 week (3 terms this will include poetry writing as well as performance, the other 3 terms will be performance only)

Skills Progression: English Writing

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling Children should:	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/ high frequency and familiar words. (LIT)</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme /grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words distinguish between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (National Curriculum Appendix 1 p16)</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (National Curriculum Appendix 1 p16)</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum Appendix 1 p23</p>	<p>spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum Appendix 1 p23</p>

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		common grapheme representations					
Other word building spelling Children should:		<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from National Curriculum Appendix 1 p2-6</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from National Curriculum Appendix 1 p7-10</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
Transcription Children should:		Write from memory simple sentences dictated by the teacher that include words using the GPCs and	Write from memory simple sentences dictated by the teacher that include words using the GPCs,	Write from memory simple sentences, dictated by the teacher, that include words	Write from memory simple sentences, dictated by the teacher, that include words		

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		common exception words taught so far	common exception words and punctuation taught so far.	and punctuation taught so far.	and punctuation taught so far.		
Handwriting Children should:	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>Another person can read writing with some mediation</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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 not joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
Contexts for Writing	Child initiated writing (in role, and for purpose)	Write narratives about personal experiences and	Write narratives about personal experiences and	Discuss writing similar to that which they are	Discuss writing similar to that which they are	Identify the audience for and purpose of the	Identify the audience for and purpose of the

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Children should: Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	those of others (real and fictional) Write about real events Write poetry Write for different purposes	those of others (real and fictional) Write about real events Write poetry Write for different purposes	those of others (real and fictional) Write about real events Write poetry Write for different purposes	planning to write in order to understand and learn from its structure, vocabulary and grammar	planning to write in order to understand and learn from its structure, vocabulary and grammar	writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing Children should: Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g. character, settings, object. (C&L) Talk about elements of a topic using newly	Say out loud what they are going to write about compose a sentence orally before writing it	Plan or say out loud what they are going to write about	Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Note and develop initial ideas, drawing on reading and research where necessary	Note and develop initial ideas, drawing on reading and research where necessary	

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	introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)						
Drafting Writing Children should:	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Sequence sentences to form short narratives	Write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	Organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						devices to structure text and to guide the reader	devices to structure text and to guide the reader
Editing Writing Children should:	Check written work by reading and make changes where necessary (LIT)	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing Writing Children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Read their writing aloud clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary Children should:	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>Leave spaces between words join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>	<p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p>
Grammar Children should:	To make writing exciting using wow words (adjectives) (LIT)	Use regular plural noun suffixes (-s, -es)	<p>Use coordination (using or, and, or but)</p> <p>Use commas in lists</p>	Use the present perfect form of verbs in contrast to the past tense	Use the present perfect form of verbs in contrast to the past tense	Use the perfect form of verbs to mark relationships of time and cause	Recognise vocabulary and structures that are appropriate for formal speech and

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	To begin to know sentences can be extended using a joining word (conjunction) (LIT)	<p>Use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Use the un- prefix to change meaning of adjectives/adverbs</p> <p>Combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>Separate words with spaces</p> <p>Use sentence demarcation (. ! ?)</p> <p>Use capital letters for names and pronoun 'I')</p>	<p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use subordination (using when, if, that, or because)</p> <p>Use apostrophes for omission & singular possession</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>Use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p>	<p>Form nouns using prefixes</p> <p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use fronted adverbials</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Learn, use and understand the grammatical terminology in the National Curriculum English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Form nouns using prefixes</p> <p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use a wide range of fronted adverbials correctly punctuated</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Convert nouns or adjectives into verbs</p> <p>Use verb prefixes</p> <p>Use devices to build cohesion, including adverbials of time, place and number</p>	<p>writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause understand and use differences in informal and formal language</p> <p>Understand synonyms & antonyms</p> <p>Use further cohesive devices such as grammatical connections and adverbials</p> <p>Use ellipsis</p>

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			Use and understand grammatical terminology when discussing writing				
Punctuation Children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation (CL . ?) Use exclamation marks and commas in a list Use apostrophes for contracted form and for possession	Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas)	Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas)	Use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis	Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology Children should know and be able to define:	letter capital letter word sentence full stop	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound adjective verb suffix	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			adverb tense (past, present) apostrophe comma	consonant letter vowel vowel letter inverted commas (or 'speech marks')			bullet points