Bisley Blue Coat Writing progression map
Early Years Foundation Stage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	ELG: Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be ready by others.					
					Daily/Weekly assessments	Assess & Address / Daily/Weekly assessments
Written Outcomes	Mark making, initial sounds matching, cvc using sounds taught e.g. tap, pop, pat Name writing	Write known sound-letter correspondences linked to phonics. Immersive writing : *shopping lists, labelling fruits and vegetables, story mapping to retell events.*	Write known sound-letter correspondences linked to phonics. Story mapping Immersive writing opportunities	Write known sound-letter correspondences linked to phonics forming longer sentences Story mapping Immersive writing opportunities	Dictation of known sounds and HTRSW (Small Groups) -2 modelled -1 dictated -1 independent Do it Secure it Deepen it	Scrutiny of daily/weekly assessments to inform next steps. / Dictation of known sounds and HTRSW (Small Groups) -2 modelled -1 dictated -1 independent Do it Secure it Deepen it
Oral Composition	**Oral composition and dictation:** Orally rehearse a single word that will be written, before starting to make marks/write letters.		**Oral composition and dictation:** Apply learnt phonic knowledge to write a dictated word or short phrase (2-3 words).		**Oral composition and dictation:** Orally rehearse a simple sentence (including a sentence stem) before writing. E.g. I can jump. Apply learnt phonic knowledge to write a simple dictated sentence (3-4 words).	
Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking	Learn rhymes, poems and songs Understand how to listen carefully and why listening is important. Poem Rhyme Listening ears	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Beginning Middle End Character	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail – retell real events	Connect one idea or action to another using a range of connectives.

and activities, and to explain how things work and why they might happen.	Magnet eyes Learn rhymes, poems and songs	Story Map Once Upon a Time Vocab specific to Super 6				
	Sentence construction: Write initial sounds in some words independently.		**Sentence construction:** Write initial, medial and final sounds in a word with support where needed. Begin to show an understanding of finger spaces. Spell some common exception words (e.g. the, I) Use a sentence stem to write a simple sentence (e.g. 'I can...'		**Sentence construction:** Write words that are phonetically plausible when writing independently and in guided teaching sessions. Use finger spaces with some consistency when writing a sentence independently. Spell and apply a range of common exception words in a sentence (e.g. I, the, to, go, no). Begin to show an **awareness** of capital letters and full stops, but not used in writing consistently. Understand that a capital letter is used for the word I and at the beginning of a sentence. Reread a simple sentence that they have written.	
Transcription Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	How to sit Holding pencil (3 Ps – Posture, Position, Pencil grip) Begin to use memorable phrases linked to ELS mnemonics *(i.e up, down, back and round)* to from letter form the correct starting point and in the correct direction. Spell words by identifying the sounds and then writing the sound with the letter/s. **Transcription:** Write own name with some correct letter formation. Writes (or makes marks) independently to convey meaning for a range of purposes.		How to sit Holding pencil (3 Ps – Posture, Position, Pencil grip) Begin to use memorable phrases linked to ELS mnemonics *(i.e up, down, back and round)* to from letter form the correct starting point and in the correct direction. Spell words by identifying the sounds and then writing the sound with the letter/s. Develop the foundations of a handwriting style which is fast, accurate and efficient. **Transcription:** Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Form some letters correctly (linked to phonic learning) Form number 0-5 correctly		How to sit Holding pencil (3 Ps – Posture, Position, Pencil grip) Begin to use memorable phrases linked to ELS mnemonics *(i.e up, down, back and round)* to from letter form the correct starting point and in the correct direction. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Begin to use lines as guides for letter size **Transcription:** Tripod pencil grip for writing in almost all cases. Form most letters correctly (linked to phonic learning). Begin to form numbers 0-10 correctly.	

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.			Consistently write their own name independently with all letters formed correctly Write their own name with all letters formed correctly with support. Re-read what they have written to check that it makes sense.
Phonics ELS **<u>ELS progression</u>**	Spell words by identifying the sounds and then writing the sound with letter/s.	Write captions and single words	Write captions and sentences
Vocabulary	Learn new vocabulary. Common language for transcription: pinchy fingers/ Use new vocabulary through the day. Use new vocabulary in different contexts. Good sitting, Good listening Pinchy Fingers Feet to the floor 4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure. Magnet eyes Listening ears Ascenders Descenders Mnemonics Capital letter Lower case Phonemes Digraphs Trigraphs Harder to Read and Spell Words		

Bisley Blue Coat Writing progression map
Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
	Daily/Weekly assessments	Assess & Address	Daily/Weekly assessments	Assess & Address	Daily/Weekly assessments	Assess & Address	Daily/Weekly assessments	Assess & Address	Daily/Weekly assessments	Assess & Address	Daily/Weekly assessments
Independent writing	Daily opportunities are built in to allow children to apply their transcription skills independently. Free write Friday each week to allow children to be fully independent and imaginative.						If majority of children are secure in transcription, they are in target groups.				
Written Outcomes	Oracy **ELS: Spring 1 W1** Dictation of known sounds and HTRSW. -2 modelled (Do it) -1 dictated (Secure it) -1 independent (Deepen it) Do it Secure it Deepen it Common Exception Words	Scrutiny of daily/weekly assessments to inform next steps.	Oracy Dictation of known sounds and HTRSW. -TA modelled (Do it) -TA dictated (Secure it) -TA independent (Deepen it) **TA = Teacher assessment determines number of sentences modelled/dictated/ independent* Do it Secure it Deepen it Common Exception Words	Scrutiny of daily/weekly assessments to inform next steps.	Oracy Dictation in the form of sequential sentences which form part of a short narrative (relating to Oracy story) -Modelled – practicing new language and conjunctions -Secure it – use of sentence starters/ stem -Deepen it – finish the story Free Writes are based on the Oracy story also. Do it Secure it Deepen it Common Exception Words	Scrutiny of daily/weekly assessments to inform next steps.	Oracy (Meerkat Mail) Sentence types: statement, command, question, exclamation. Dictation in the form of sequential sentences which form part of a recount (Meerkat Mail days of the week) -Modelled – practicing new language and conjunctions -Secure it – use of sentence starters/ stem -Deepen it – finish the story Free Writes are based on the Oracy story also. First Next Then After In the end/ finally Monday Tuesday Wednesday Thursday Friday Saturday Sunday	Scrutiny of daily/weekly assessments to inform next steps.	**Narrative** Oracy Sequence sentences to form short narratives. -Modelled – section of the story e.g. shared write opening -Secure it – use of sentence starters/ stem -Deepen it – finish the story Independently write a story One day One sunny day, Next Then After In the end/ finally Continue to practise writing days of the week/ write the date at least once a day i.e. fill in the gap: Monday 6th June	Scrutiny of daily/weekly assessments to inform next steps.	**Recount** Oracy Sequence sentences to form short narratives. -Modelled – section of the recount e.g. shared write opening -Secure it – use of sentence starters/ stem -Deepen it – finish the recount Independently write a recount First Next Then After In the end/ finally

Oracy	Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.		Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.		Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.		Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.		Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.		Orally rehearse a known story Orally retell a known story Say aloud what they are going to write about. Compose a sentence orally before Writing.
Re-read what they have written to check it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher											
Transcription **Handwriting and spelling (see also phonics)**	Sit correctly at a table, holding the pencil correctly and comfortably **4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure** Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes Listening ears		Form lower-case and capital letters correctly (every single one) Understand which letters belong to which handwriting 'families' and practise these Re-read what they have written to check that it makes sense. Ascenders Descenders Mnemonics Capital letter Lower case Phonemes Digraphs Trigraphs Harder to Read and Spell Words		Form lower-case and capital letters correctly (every single one) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		Develop a handwriting style which is fast, accurate and efficient. Correctly spell the days of the week		Spell Y1 common exception words correctly Continue to form lower-case and capital letters correctly (every single one)		Form all lower case letters correctly and the corresponding capital letters

Composition	Write a sentence dictated by the teacher Use known sounds and words to write captions and short sentences	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write a sequence of sentences to form a short narrative	Independently write a sequence of phonetically plausible sentences that form a short narrative or recount	Independently write a sequence of phonetically plausible sentences in response to real events or create short narratives
Phonics ELS						
Vocabulary Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts.	Common exception words	Handwriting families Ascenders Descenders Mnemonics Capital letter Lower case Phonemes Digraphs Trigraphs Harder to Read and Spell Words	Simple past tense Irregular past tense	Sequence statement, command, question, exclamation.	Genre Story/ narrative recount	Genre Story/ narrative recount

Bisley Blue Coat Writing progression map
CYCLE A - Year 2 and 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1			Summer 2	
Genre	**Access & address** Recap 2 weeks	**Instruction x 4 weeks**	**Narrative Traditional Tales**	**Spaced Learning** Report	**Non-Chron report**	**Spaced Learning** Narrative	**Narrative**	**Spaced Learning** Instruction	**Poetry x 2-3**	**Recount x 4**	**Spaced Learning** Narrative	**Report**	**Spaced Learning** Independent choice
Continue daily/ weekly scrutiny to inform next steps especially targeting chn who have not achieved Y1 transcription skills. Target children to continue dictation concept with TA/T	Oracy (Instructional texts/ recipes/ games etc) Dictation in the form of sequential sentences which lead to a series of instructions	How to catch a wolf Modelled – practicing new language and conjunctions -Secure it – use of sentence starters/ stem -Deepen it – finish the text	The Ginger Bread man		The Awesome shoe		Short story based on book *The story machine*	Following discussions about prior learning chn write a set of instructions based on teacher assessment of prior learning i.e. weaker writer's stick closely to How to Catch a… more able could choose.	Haiku, shape poem and diamante from the poetry shed	Create a diary entry for events of existing/ invented toy. Model text: Diary - Traction Man in diary form	Following discussions about prior learning chn write a recount based on a short story/ picture book	Explanation on how the story machine works	
SPaG Year 2	Statement, question, exclamation, command Use of capital letters, full stops, exclamation	Statement, question, exclamation, command (Next, put the flour in the bowl) Know that a simple	Main clause Use main clauses with coordinating conjunctions explicitly teaching why we use and not but i.e. I only stole the		Use simple expanded noun phrases e.g. His older sister ran upstairs. Teach determiner, adjective, noun with specific teaching of a/an		Main clause Commas in a list: The loft was dusty, dark and dingy. He saw a box, some old clothes and a teddy.		Expanded noun phrase Literary features: Alliteration	Teaching of possessive apostrophe and addressing the misconception of apostrophe	Consolidation – if chn aren't secure in one area, apply it to the unit whether it is woven in	Progressive form of verbs in present and past tense to mark actions in progress ie: She is drumming, he was shouting.	

	marks and question marks Revisit commands: join, place, stick	sentence is made up of a subject and a verb e.g. Jack sat. The chair rocked. Commas in a list Time conjunctions: First, Next, Then, After, In the end, Finally Revisit and apply statements, questions, exclamation and commands.	golden harp so ... I did take the golden egg, but I only did it because my mother is so poorly. Simple past tense and irregular forms Revisit simple past tense (-ed) consistently including irregular forms e.g. walked, climbed, ran, said, Use simple expanded noun phrases e.g. His older sister ran upstairs. Revisit time conjunctions to order events e.g. first, then, next, after - incidental in model text		before vowel, consonant Main clause Subordinating conjunction		Revisit expanded noun phrases within the shared writing. Progressive form of verbs in present and past tense to mark actions in progress *ie: She is drumming, he was shouting.* Singular possessive apostrophe *ie the cat's dish, Mia's pencil*		Figurative language choices Discreet teaching of possessive apostrophe and addressing the misconception of apostrophes used for plurals. Teach the difference between contraction use of apostrophe vs possession	s used for plurals. Teach the difference between contraction use of apostrophe vs possession Present and past progressive tense He is playing on the slide; I was eating my breakfast when… Revisit time conjunctions	because it fits or taught discreetly.	Subordinate clause Subordinating conjunctions, comma, Main clause, clause at start and end of sentence. If you pull the lever, the door will open.	
SPaG Year 3		**-Recap:** As above **Add-**Time conjunctions: *First, next , then, after, in*	**-Recap:** As above **Add-** Adverbs of manner ie Casually,		**-Recap:** As above **Add-** adverbials; *next, soon thereafter, after*		**-Recap:** As above **Add-** Use of present perfect form of verbs instead of		**-Recap:** As above **Add-** special effects: similes,	**Recap:** As above **Add-** adverbials; *while, so,*	Consolidation – if chn aren't secure in one area, apply it to	**-Recap:** As above **Add-** Prepositions *ie before, after,*	

		the end/ finally, when, before, after, while, so, because Adverbials; *Carefully*, join the ears, eyes and nose with glue – adding 'ly' Heading/sub headings to aid presentation	quickly, nervously, angrily etc How the adverb modifies the verb.		And alternatives: i.e. Last Monday, In the afternoon, Later that day, After lunch, Eventually, **Add-** Use of present perfect form of verbs instead of simple past ie *He has gone out to play, not he went out to play*		simple past ie *He has gone out to play, not he went out to play* Inverted commas to punctuate direct speech, begin to understand punctuation within speech		metaphors, personification, onomatopoeia Song lyrics (apostrophes)	*because, therefore*	the unit whether it is woven in because it fits or taught discreetly.	*during, in, because*	
Oracy Y2	Read stories/ instructions aloud/ role play/ sequence events		Read stories aloud/ role play/ sequence events Read aloud writing with correct intonation		Read aloud writing with correct intonation to an audience		Have conversations about events such as class trips or experiences that they are going to write about.		Perform poetry to an audience using intonation and expression			Have conversations about events such as class trips or experiences that they are going to write about.	
Oracy Y3	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas												
Transcription Y2	Spell many common exception words – recap Y1, begin Y2 Form lower case letters in the correct size relative to each other Write capital letters in the correct size in relation to lower case. 4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure		Correctly spell CEW taught so far and write GPC correctly Use correct spacing between words. .		Begin to use some of the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.		Develop a handwriting style which is fast, accurate and efficient.		Use a handwriting style which is fast, accurate and efficient.				
Transcription Y3	All model texts to include statutory spellings when contextual.		Develop the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.		Increase legibility, consistency and quality of handwriting by ensuring that down strokes of letters and parallel and equidistant		Use a handwriting style which is fast, accurate and efficient.		That lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.				

	4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure						
Composition Y2	Encapsulate what they want to say sentence by sentence. Independently write a sequence of phonetically plausible sentences in response to real events or create short narratives. Read aloud what they have written with appropriate intonation to make the meaning clear.	Encapsulate what they want to say sentence by sentence Write a set of instructions in chronological order using phonetically plausible sentences. Make simple additions, revisions and corrections to their own work.	Write about real events, simply and clearly Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly}	Write a simple, coherent explanation Evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistentl y, including verbs in the continuous form	Write a simple, coherent narrative Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for reports; numbered instructions; information in sections Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.
Composition Y3	Use simple organisational devices such as headings and sub-headings. Organising paragraphs around a theme. 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.	Create settings, characters and plot in narratives. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organising paragraphs around a theme		Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing and suggest improvements.	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. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements

Terminology Y2	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes Listening ears **Statement, question, exclamation, command, comma, Time conjunction Sequence/ order, subject, verb, paragraph**	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes **Clause, coordination conjunction, simple tense, past tense, noun, adjective, FANBOYS suffix, tense (past, present)**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Main clause, Noun, noun phrase, expanded noun phrase, determiner, adjective, vowel, consonant, sub-headings**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Progressive, past, form, singular, possessive, apostrophe, Comma, list**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Noun, expanded, phrase, adjective, figurative language, alliteration**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Progressive, past, form, singular, possessive, apostrophe**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Progressive, verb, past, present, Clause, conjunction, subordinating, subordination conjunction, comma ISAWAWUBUB**
Terminology Y3	As above and; **Time conjunction adverbial, heading, subheading**	As above and; **Adverbs**	As above and; **Adverbial**	As above and; **Present tense, perfect tense, simple tense, past tense, inverted commas, speech marks, direct speech**	As above and; **simile**	As above and; **Adverbial**	As above and; **preposition**

Bisley Blue Coat Writing progression map
CYCLE B - Year 2 and 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1			Summer 2	
Genre	**Access & address** Recap 2 weeks	**Instructions**	**Narrative**	**Spaced Learning** Report	**Diary**	**Spaced Learning** Instruction	**Narrative**	**Spaced Learning** Dairy	**Poetry x 2-3**	**Recount x 4**	**Spaced Learning** Narrative	**Explanation**	**Spaced Learning** Independent choice
Continue daily/ weekly scrutiny to inform next steps especially targeting chn who have not achieved Y1 transcription skills. Target children to continue dictation concept with TA/T	Oracy (Instructional texts/ recipes/ games etc) Dictation in the form of sequential sentences which lead to a series of instructions	Modelled – practicing new language and conjunctions -Secure it – use of sentence starters/ stem -Deepen it – finish the text Modelled (I do) – section of the text e.g. shared write opening dictated/ use of sentence starters/ stem -Secure it (we do) – -Deepen it (You do) – finish the text			Diary entry – empathetic recount based on *Voices in the Park by Anthony Browne 'Shen's Diary'*		First person story based on Edward Tulane		Expanded noun phrase Literary features: Alliteration Figurative language choices	Teaching of possessive apostrophe and addressing the misconception of apostrophes used for plurals. Teach the difference between contraction use of apostrophe vs possession		Explanation about a gadget Ie Cyclomatic 3000	
SPaG focus Year 2	Statement, question, exclamation, command Use of capital letters, full stops, exclamation marks and question marks	Statement, question, exclamation, command *(Next, put the flour in the bowl* Know that a simple sentence is made up of a subject and a verb e.g. Jack	Main clause Coordinating conjunctions – explicitly why we use *and* not *but* Simple past tense and irregular forms		Main clause Subordinating conjunction Subordinate clause Teach determiner, adjective, noun with specific teaching of a/an before vowel, consonant		Progressive form of verbs in present and past tense to mark actions in progress *ie: She is drumming, he was shouting.* Singular possessive		Expanded noun phrase Literary features: Alliteration Figurative language choices			Progressive form of verbs in present and past tense to mark actions in progress ie: She is drumming, he was shouting. Consolidation – if chn aren't secure in one area, apply it to the unit whether it is woven in because	

	Revisit commands: join, place, stick	sat. The chair rocked. Commas in a list	Revisit simple past tense (-ed) consistently including irregular forms e.g. walked, climbed, ran, said, slept Use simple expanded noun phrases e.g. His older sister ran upstairs.				apostrophe *ie the cat's dish, Mia's pencil* Discreet teaching of possessive apostrophe and addressing the misconceptio n of apostrophes used for plurals. Teach the difference between contraction use of apostrophe vs possession					it fits or taught discreetly.	
SPaG focus Year 3		**-Recap:** As above **Add-**Time conjunctions: *First**,** next , then, after, in the end/ finally, when, before, after, while, so, because* Adverbials; *Carefully*, join the ears, eyes and nose with glue. Heading/subhe adings to aid presentation	**-Recap:** As above **Add-** Adverbs of manner ie Casually, quickly, nervously, angrily etc How the adverb modifies the verb.		**-Recap:** As above **Add-** **Add-** adverbials; *next, soon thereafter, after* And alternatives: i.e. Last Monday, In the afternoon, Later that day, After lunch, Eventually, **Add-** Use of present perfect form of verbs instead of simple past ie *He has gone out to play, not he went out to play*		**-Recap:** As above **Add-** Use of present perfect form of verbs instead of simple past ie *He has gone out to play, not he went out to play* Inverted commas to punctuate direct speech, begin to understand punctuation within speech		**-Recap:** As above **Add-** special effects: similes, metaphors, personification , onomatopoeia Song lyrics (apostrophes)	**Recap:** As above **Add-** adverbials; *while, so, because, therefore*		**-Recap:** As above **Add-** Prepositions *ie before, after, during, in, because*	

Oracy Y2	Read stories/ instructions aloud/ role play/ sequence events		Read stories aloud/ role play/ sequence events Read aloud writing with correct intonation		Read aloud writing with correct intonation to an audience		Have conversations about events such as class trips or experiences that they are going to write about.		Perform poetry to an audience using intonation and expression			Have conversations about events such as class trips or experiences that they are going to write about.	
Oracy Y3	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas												
Transcription Y2	Spell many common exception words – recap Y1, begin Y2 Form lower case letters in the correct size relative to each other Write capital letters in the correct size in relation to lower case. 4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure		Correctly spell CEW taught so far and write GPC correctly Use correct spacing between words. .		Begin to use some of the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.		Develop a handwriting style which is fast, accurate and efficient.		Use a handwriting style which is fast, accurate and efficient.				
Transcription Y3	All model texts to include statutory spellings when contextual. 4 P's Posture, Pencil grip, (tripod grip) Paper position, Pressure		Develop the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.		Increase legibility, consistency and quality of handwriting by ensuring that down strokes of letters and parallel and equidistant		Use a handwriting style which is fast, accurate and efficient.		That lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.				
Composition Y2	Encapsulate what they want to say sentence by sentence. Independently write a sequence of phonetically plausible sentences in response to real events or create short narratives.		Encapsulate what they want to say sentence by sentence Write a set of instructions in chronological order using phonetically plausible sentences. Edit and correct SPAG in writing.		Write about real events, simply and clearly		Write a simple, coherent explanation		Write a simple, coherent narrative Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.		Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their

						writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.
Composition Y3	Use simple organisational devices such as headings and sub-headings. Organising paragraphs around a theme. 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.	Create settings, characters and plot in narratives. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organising paragraphs around a theme	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing and suggest improvements.	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. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements
Terminology Y2	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes Listening ears **Statement, question, exclamation, command, comma**	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes **Clause, coordination conjunction, simple tense, past tense, noun, adjective**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Clause, conjunction, subordinating, subordination conjunction, comma**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Progressive, past, form, singular, possessive, apostrophe**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Noun, expanded, phrase, adjective, figurative language, alliteration** **Progressive, past, form, singular, possessive, apostrophe**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Progressive, verb, past, present,** **Clause, conjunction, subordinating, subordination conjunction, comma**
Terminology Y3	As above and; **Time conjunction adverbial, heading, subheading**	As above and; **Adverbs**	As above and; **Adverbial,**	As above and; **Present tense, perfect tense, simple tense, past tense, inverted commas, speech marks, direct speech**	As above and; **simile** **Adverbial**	As above and; **preposition**

Bisley Blue Coat Writing progression map
CYCLE A - Year 4, 5 & 6

	Autumn 1		Autumn 2		Spring 1			Spring 2		Summer 1		Summer 2	
Genre	**Access & address** Recap 2 weeks	**Narrative**	**Explanation text**	**Spaced Learning** Non-chronological report	**Poetry x 2-3 weeks** Haiku, Tankas and Cinquains	**Recount x 2-3 weeks**	**Spaced Learning** First person narrative	**Adventure story**	**Spaced Learning** Non-chronological report	**Persuasion**	**Spaced Learning** Narrative	**Portal story**	**Spaced Learning** Independent choice
SPaG Year 4		Fronted adverbials and commas after these; eg: *Hastily, he ran away/ During the night* Personal pronouns to avoid repetition: *I, me, we, they, he, she...* Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule. **Revisit:** Simple, expanded noun phrases, *eg. the stormy sea, its bristly whiskers*	Subordinating conjunctions/ subordinate clause/ main clause Apostrophes to mark plural possession *ie: the girl's name, the girls' names*		Expanded noun phrase Literary features: Alliteration Figurative language choices: Similes	Prepositions to denote a place, in the form of adverbials; eg: *I found a dusty book in the library/ In the library, I found a dusty book.* Prepositional phrases to express time and change in shift of time: *Before lunch, we visited the exquisite rainforest display/ The strict teacher with curly hair.*		Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule. Fronted adverbials and commas after these; eg: *Cautiously, she turned the corner,/ In the darkest, dead of the night,*		Adverbs of manner: *Incidentally/ Generally/ Additionally* Expanded noun phrases inc 2 adjectives, determiner and noun) Consistent use of nouns/ pronouns to avoid repetition		Subordinating conjunctions *i.e. if, because, when*, unless and at the start of a sentence Subordinate clause/ main clause Expanded noun phrases within complex sentences: **Revisit:** Prepositions to express time (towards/since/ until/before/after etc) and to show order of events Past progressive tense: *he was sitting,* Appropriate choice of pronoun or noun	

SPaG Y5		**-Recap:** As above **Add-** Past Perfect tense – She had seen it before Commas/ hyphens to avoid ambiguity **Revisit** Subordinating conjunctions within sentences and as sentence starters (becoming a subordinate clause) e.g. Start of sentence: *Although it was hard, he managed to complete the task.* Within sentence: *He managed to complete the task although it was hard.*	**-Recap:** As above **Add-** Adverbs of time, manner, place – including fronted. Parenthesis Relative clause beginning with who, which, where, when whose, that Heading/subheadings to aid presentation Bullet points Colons Semicolons modal verbs		**-Recap:** As above **Add:** Metaphors, personification	**-Recap:** As above **Add:** Adverbials of time place and number to create cohesion across paragraphs *ie: later, nearby, secondly* modal verbs informal register **Revisit** Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.		**-Recap:** As above **Add:** Direct speech, using the reporting clause to advance action and denote character traits **Revisit:** Parenthesis Relative clause beginning with who, which, where, when whose, that		**Recap:** As above **Add:** fronted adverbs, with commas, to create cohesion Formal language **Revisit** Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.		**Recap:** As above **Add:** Tense choices to link ideas across paragraphs *ie: he had seen her before* Use of commas to clarify meaning and avoid ambiguity	
SPAG Y6		**Recap:** As above **Add-** Sentences with different forms such as simple sentences for effect.	**Recap:** As above **Add-** Use a range of expanded noun phrases to convey complicated		**Recap:** As above	**Recap:** As above **Add-** Reported speech and direct speech		**Recap:** As above **Add-** Use of hyphens to clarify meaning and avoid ambiguity ie: man eating shark vs man-eating shark		**Recap:** As above **Add:** Use semicolons in a list with some using a colon to introduce the list		**Recap:** As above **Revisit;** Sentences with different forms such as simple	

		Active and passive voice Dialogue to advance action and denote character traits	information concisely Parenthesis Use a range of organisational devices: bullet points/ sub-headings							Use semicolons to mark boundaries between independent clauses Use a range of organisational devices: bullet points/ sub-headings Formal and informal distinction Subjunctive form ie: *If I were you*		sentences for effect.	
Oracy Y4	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear.												
Oracy Y5	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Oracy Y6	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Transcription Y4	All model texts to include statutory spellings when contextual.	Develop the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.	Increase legibility, consistency and quality of handwriting by ensuring that down strokes of letters and parallel and equidistant	Use a handwriting style which is fast, accurate and efficient.	That lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.								
Transcription Y5	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												
Transcription Y6	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												
Composition Y4	Use simple organisational devices such as headings and sub-headings. Organising paragraphs around a theme.	Create settings, characters and plot in narratives. Proposing changes to grammar and vocabulary to improve consistency, including the	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organising paragraphs around a theme	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	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.	Discuss writing genre focus to understand and learn from its structure in order to inform planning.							

	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.	accurate use of pronouns in sentences proofread for spelling and punctuation errors		Assess the effectiveness of their own and others' writing and suggest improvements.	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements	Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices such as headings and sub-headings. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.
Composition Y5	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing. Proof read for spelling and punctuation errors.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			
Composition Y6	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			

	Proof read for spelling and punctuation errors.						
Terminology Y4	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Fronted adverbial, Comma, Clause, phrase, Personal pronoun, possessive pronoun, Expanded noun phrase (determiner, adjective, noun)**	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes **Possessive apostrophe, Main clause, Subordinate clause, Subordinating conjunction, colon, semicolon,**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Haiku, Tankas and Cinquains, Simile, structure, form, effect**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Preposition, adverbial, modal verb, formal register**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Inverted commas Speech marks**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **simple/ progressive present/ past, clause, main clause, subordinate clause subordinating conjunction**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Main clause, determiner, subordinating conjunction, pronoun, noun, adverbs, noun phrase**
Terminology Y5	As above and; **Relative clause, relative pronoun, adjective, past perfect tense, hyphen, subordination conjunction**	As above and; **Adverbials, relative clause, relative pronoun, headings, subheading, bullet points, brackets, modal verbs**	As above and; **Metaphors, personification**	As above and; **Adverbial, modal verbs, formal register, colons, semicolons, relative clauses. purpose, effect.**	As above and; **Direct speech, reporting clause, advance action**	As above and; **Colons, semicolons, modal verbs and relative clauses for purpose and effect, cohesion**	As above and; **adverbials, cohesion, clarify, ambiguity**
Terminology Y6	As above and; **Active and passive voice Dialogue to advance action**	As above and; **subheading, bullet points, brackets, modal verbs, organisational device, parenthesis**	As above and; **Performance, intonation, clarity, tone, register**	As above and; **Reported speech and direct speech**	As above and; **Use of hyphens to clarify meaning and avoid ambiguity**	As above and; **Formal and informal distinction, subjunctive form, semicolon, independent clause**	As above

Bisley Blue Coat Writing progression map
CYCLE B - Year 4, 5 & 6

	Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1		Summer 2	
Genre	**Access & address** Recap 2 weeks	**Explanation text**	**Narrative**	**Spaced Learning** Non-chronological report	**Character report**	**Spaced Learning** First person narrative	**Poetry**	**Dialogue**	**Spaced Learning** Non-chronological report	**Discussion**	**Spaced Learning** Narrative	**Narrative**	**Spaced Learning** Report
SPaG Year 4		Subordinating conjunctions/ subordinate clause/ main clause Apostrophes to mark plural possession *ie: the girl's name, the girls' names* Prepositional phrases to express time and change in shift of time: *Before lunch, we visited the exquisite rainforest display/ The strict teacher with curly hair.*	Fronted adverbials and commas after these; eg: *Hastily, he ran away/ During the night* Personal pronouns to avoid repetition: *I, me, we, they, he, she...* Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule. **Revisit:** Simple, expanded noun phrases, *eg. the stormy sea, its bristly whiskers*		Prepositions to denote a place, in the form of adverbials; eg: *I found a dusty book in the library/ In the library, I found a dusty book.* Fronted adverbials and commas after these; eg: *Cautiously, she turned the corner,/ In the darkest, dead of the night,*		Expanded noun phrase Literary features: Alliteration Figurative language choices: Similes	Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule.		Adverbs of manner: *Incidentally/ Generally/ Additionally* Consistent use of nouns/ pronouns to avoid repetition		Subordinating conjunctions *i.e. if, because, when*, unless and at the start of a sentence Subordinate clause/ main clause Expanded noun phrases inc 2 adjectives, determiner and noun) **Revisit:** Prepositions to express time (towards/since/ until/before/after etc) and to show order of events Past progressive tense: *he was sitting,* Appropriate choice of pronoun or noun	

SPaG Y5		**--Recap:** As above **Add-** Adverbs of time, manner, place – including fronted. Parenthesis Relative clause beginning with who, which, where, when whose, that Heading/subheadings to aid presentation Bullet points Colons Semicolons Modal verbs	**Recap:** As above **Add-** Past Perfect tense – She had seen it before Commas/ hyphens to avoid ambiguity **Revisit** Subordinating conjunctions within sentences and as sentence starters (becoming a subordinate clause) e.g. Start of sentence: *Although it was hard, he managed to complete the task.* Within sentence: *He managed to complete the task although it was hard.*		**-Recap:** As above **Add:** Adverbials of time place and number to create cohesion across paragraphs *ie: later, nearby, secondly*		**Recap:** As above **Add:** Metaphors, personification	**-Recap:** As above **Add:** Direct speech, using the reporting clause to advance action and denote character traits Relative clause beginning with who, which, where, when whose, that **Revisit:** Modal verbs Semi-colons, colons Parenthesis		**Recap:** As above **Add:** fronted adverbs, with commas, to create cohesion Formal language **Revisit:** Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.		**Recap:** As above **Add:** Tense choices to link ideas across paragraphs *ie: he had seen her before* Use of commas to clarify meaning and avoid ambiguity	
SPAG Y6		**Recap:** As above **Add-** Use a range of expanded noun phrases to convey complicated	**Recap:** As above **Add-** Sentences with different forms such as simple sentences for effect.		**Recap:** As above		**Recap:** As above **Add-** Use of hyphens to clarify meaning and avoid ambiguity	**Recap:** As above **Add-** Reported speech and direct speech		**Recap:** As above **Add:** Use semicolons in a list with some using a colon to introduce the list		**Recap:** As above **Revisit;** Sentences with different forms such as simple sentences for effect.	

		information concisely Parenthesis Use a range of organisational devices: bullet points/ sub-headings	Active and passive voice Dialogue to advance action and denote character traits				ie: man eating shark vs man-eating shark			Use semicolons to mark boundaries between independent clauses Use a range of organisational devices: bullet points/ sub-headings Formal and informal distinction Subjunctive form ie: *If I were you*			
Oracy Y4	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear.												
Oracy Y5	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Oracy Y6	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Transcription Y4	All model texts to include statutory spellings when contextual.	Develop the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.	Increase legibility, consistency and quality of handwriting by ensuring that down strokes of letters and parallel and equidistant	Use a handwriting style which is fast, accurate and efficient.	That lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.								
Transcription Y5	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												
Transcription Y6	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												
Composition Y4	Use simple organisational devices such as headings and sub-headings.	Create settings, characters and plot in narratives.	Discuss writing genre focus to understand and learn from its	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.	Read their own writing aloud to a group or the whole class, using appropriate intonation and	Discuss writing genre focus to understand and learn							

	Organising paragraphs around a theme. 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.	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	structure in order to inform planning. Organising paragraphs around a theme	Assess the effectiveness of their own and others' writing and suggest improvements.	controlling the tone and volume so that the meaning is clear. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements	from its structure in order to inform planning. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices such as headings and sub-headings. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.
Composition Y5	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing. Proof read for spelling and punctuation errors.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			
Composition Y6	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			

	dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing. Proof read for spelling and punctuation errors.						
Terminology Y4	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes **Possessive apostrophe, Main clause, Subordinate clause, Subordinating conjunction, colon, semicolon,**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Fronted adverbial, Comma, Clause, phrase, Personal pronoun, possessive pronoun, Expanded noun phrase (determiner, adjective, noun)**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Preposition, adverbial, modal verb, formal register**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Haiku, Tankas and Cinquains, Simile, structure, form, effect**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Inverted commas Speech marks**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Main clause, determiner, subordinating conjunction, pronoun, noun, adverbs, noun phrase**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Direct speech, inverted commas speaker simple/ progressive present/ past, clause, main clause, subordinate clause subordinating conjunction**
Terminology Y5	As above and; **Adverbials, relative clause, relative pronoun, headings, subheading, bullet points, brackets, modal verbs**	As above and; **Relative clause, relative pronoun, adjective, past perfect tense, hyphen, subordination conjunction**		As above and; **Metaphors, personification**	As above and **Direct speech, reporting clause, advance action**	As above and; **colons, semicolons, modal verbs and relative clauses for purpose and effect, cohesion**	As above and; **adverbials, cohesion, clarify, ambiguity**
Terminology Y6	As above and; **subheading, bullet points, brackets, modal verbs, organisational device, parenthesis**	As above and; **Active and passive voice Dialogue to advance action**	As above and; **Reported speech and direct speech**	As above and ;**Use of hyphens to clarify meaning and avoid ambiguity**		As above and; **Formal and informal distinction, subjunctive form, semicolon, independent clause**	As above

Bisley Blue Coat Writing progression map
CYCLE C - Year 4, 5 & 6

	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Genre	**Access & address** Recap 2 weeks	**Recount**	**Narrative - Suspense story**	**Persuasive piece**	**Spaced Learning** Non-chronological report	**Narrative**	**Spaced Learning** First person narrative	**Discussion**	**Spaced Learning** Non-chronological report	**Formal letter**	**Spaced Learning** Narrative	**Narrative**	**Spaced Learning** Independent choice
SPaG Year 4		Subordinating conjunctions/ subordinate clause/ main clause Apostrophes to mark plural possession *ie: the girl's name, the girls' names*	Fronted adverbials and commas after these; eg: *Hastily, he ran away/ During the night* Personal pronouns to avoid repetition: *I, me, we, they, he, she...* Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule. **Revisit:** Simple, expanded noun phrases, *eg. the stormy sea, its bristly whiskers* Prepositional phrases to	Adverbs of manner: *Incidentally/ Generally/ Additionally* Expanded noun phrases inc 2 adjectives, determiner and noun) Consistent use of nouns/ pronouns to avoid repetition		Use inverted commas correctly with the correct punctuation (.,?!) Follow the new speaker, new line rule. Prepositions to denote a place, in the form of adverbials; eg: *I found a dusty book in the library/ In the library, I found a dusty book.* Fronted adverbials and commas after these; eg: *Cautiously, she turned the corner,/ In the darkest, dead of the night,*		Subordinating conjunctions/ subordinate clause/ main clause Adverbs of manner: *Incidentally/ Generally/ Additionally* Consistent use of nouns/ pronouns to avoid repetition		Adverbs of manner: *Incidentally/ Generally/ Additionally* Consistent use of nouns/ pronouns to avoid repetition		Subordinating conjunctions *i.e. if, because, when*, unless and at the start of a sentence Subordinate clause/ main clause Expanded noun phrases inc 2 adjectives, determiner and noun) **Revisit:** Prepositions to express time (towards/since/ until/before/after etc) and to show order of events Past progressive	

			express time and change in shift of time: *Before lunch, we visited the exquisite rainforest display/ The strict teacher with curly hair.*									tense: *he was sitting,* Appropriate choice of pronoun or noun	
SAPG Y5		**Recap:** As above -- Semicolons Modal verbs Heading/subheadings to aid presentation Bullet points Colons **Revisit** Subordinating conjunctions within sentences and as sentence *Although it was hard, he managed to complete the task.*	**Recap:** As above **Add-** Adverbs of time, manner, place – including fronted. Parenthesis Relative clause beginning with who, which, where, when whose, that Past Perfect tense – She had seen it before Commas/ hyphens to avoid ambiguity Within sentence: *He managed to complete the task although it was hard.*	**Recap:** As above **Add:** Adverbials of time place and number to create cohesion across paragraphs *ie: later, nearby, secondly, additionally*		**Recap:** As above **Add:** Direct speech, using the reporting clause to advance action and denote character traits Relative clause beginning with who, which, where, when whose, that **Revisit:** Modal verbs Semi-colons, colons Parenthesis		**Recap:** As above **Add:** fronted adverbs, with commas, to create cohesion Formal language **Revisit:** Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.		**Recap:** As above **Add:** fronted adverbs, with commas, to create cohesion Formal language **Revisit:** Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.		**Recap:** As above **Add:** Tense choices to link ideas across paragraphs *ie: he had seen her before* Use of commas to clarify meaning and avoid ambiguity	
SPAG Y6		**Recap:** As above **Add-**	**Recap:** As above **Add-**			**Recap:** As above **Add-** Use of hyphens to clarify		**Recap:** As above **Add-**		**Recap:** As above		**Recap:** As above **Revisit;**	

		Use a range of expanded noun phrases to convey complicated information concisely Parenthesis Use a range of organisational devices: bullet points/ sub-headings **Recap:** As above	Sentences with different forms such as simple sentences for effect. Active and passive voice Dialogue to advance action and denote character traits			meaning and avoid ambiguity ie: man eating shark vs man-eating shark		Reported speech and direct speech		**Add:** Use semicolons in a list with some using a colon to introduce the list Use semicolons to mark boundaries between independent clauses Use a range of organisational devices: bullet points/ sub-headings Formal and informal distinction Subjunctive form ie: *If I were you*		Sentences with different forms such as simple sentences for effect.	
Oracy Y4	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear.												
Oracy Y5	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Oracy Y6	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures. Read aloud their writing to a group or whole class using appropriate intonation so that the meaning is clear. Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.												
Transcription Y4	All model texts to include statutory spellings when contextual.		Develop the diagonal and horizontal strokes needed to join letters and which understand adjacent letters are best left unjoined.			Increase legibility, consistency and quality of handwriting by ensuring that down strokes of letters and parallel and equidistant		Use a handwriting style which is fast, accurate and efficient.		That lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.			
Transcription Y5	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												
Transcription Y6	All model texts to include statutory spellings when contextual. Write legibly, fluently, with increasing speed by: -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited to the task												

Composition Y4	Use simple organisational devices such as headings and sub-headings. Organising paragraphs around a theme. 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.	Create settings, characters and plot in narratives. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organising paragraphs around a theme	Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assess the effectiveness of their own and others' writing and suggest improvements.	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. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors. Assessing the effectiveness of their own and others' writing and suggesting improvements	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Organise paragraphs around a theme. Create settings, characters and plot in narratives. Use simple organisational devices such as headings and sub-headings. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency. Proof read for spelling and punctuation errors.
Composition Y5	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing. Proof read for spelling and punctuation errors.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			
Composition Y6	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.			

	In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action. Consistent use of tense throughout a piece of writing. Proof read for spelling and punctuation errors.		Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements.			
Terminology Y4	Good sitting, Good listening Pinchy Fingers Feet to the floor Magnet eyes **Possessive apostrophe, Main clause, Subordinate clause, Subordinating conjunction, colon, semicolon,**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Fronted adverbial, Comma, Clause, phrase, Personal pronoun, possessive pronoun, Expanded noun phrase (determiner, adjective, noun), dialogue**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Inverted commas Speech marks**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Main clause, determiner, subordinating conjunction, pronoun, noun, adverbs, noun phrase**	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears **Preposition, adverbial, modal verb, formal register**	Good sitting, Good listening, Pinchy Fingers, Feet to the floor, Magnet eyes, Listening ears **Direct speech, inverted commas speaker simple/ progressive present/ past, clause, main clause, subordinate clause subordinating conjunction**
Terminology Y5	As above and; **Adverbials, relative clause, relative pronoun, headings, subheading, bullet points, brackets, modal verbs**	As above and; **Relative clause, relative pronoun, adjective, past perfect tense, hyphen, subordination conjunction, parenthesis**	As above and **Direct speech, reporting clause, advance action**	As above and; **Fronted adverbials, cohesion, adverbials, subordination, conjunction, main clause, subordinate clause**	As above and; **colons, semicolons, modal verbs and relative clauses for purpose and effect, cohesion**	As above and; **adverbials, cohesion, clarify, ambiguity**
Terminology Y6	As above and; **subheading, bullet points, brackets, modal verbs, organisational device, parenthesis**	As above and; **Active and passive voice** **Dialogue to advance action**	As above and; **Reported speech and direct speech**	As above and; **Formal and informal distinction, subjunctive form, semicolon, independent clause**	As above and; **Formal and informal distinction, subjunctive form, semicolon, independent clause**	As above