



WRITING CURRICULUM

KS1 Progression

Knowledge | Skills | Vocabulary | Year 1 to Year 2

Purpose of this document

This document sets out how pupils' writing knowledge, composition skills, transcription and vocabulary develop through Key Stage 1 at Park Road Academy. It draws on the supplied English progression and supports implementation through Ready Steady Write, where high-quality texts, talk, sentence work and purposeful outcomes provide the context for writing.

Key Stage 1 curriculum position

Key Stage 1 curriculum coverage

Pupils develop transcription through phonics, spelling, handwriting and punctuation, and composition through planning, drafting, rereading, editing and writing for different purposes. Ready Steady Write units should provide rich vocabulary, oral rehearsal, sentence-level teaching and meaningful outcomes across narrative, poetry and non-fiction.

Progression principles

BUILD FROM EYFS	REVISIT & DEEPEN	MODEL, REHEARSE & APPLY	PLAN, EDIT & IMPROVE
Early mark-making, phonics and talk become controlled transcription and purposeful composition.	Sentence structure, vocabulary, punctuation and text forms recur in increasingly demanding contexts.	Teachers model from a core text; pupils rehearse orally, practise sentences and apply learning independently.	Pupils plan ideas, reread for sense, make corrections and improve word choices and sentence craft.

Curriculum strands

Transcription & Spelling	Handwriting & Presentation	Composition & Purpose	Grammar & Punctuation	Vocabulary & Sentence Craft	Editing & Independence
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Ready Steady Write principles: immerse pupils in a quality text, build vocabulary, model the writing process, rehearse orally and write for an authentic audience and purpose.



Year 1 Writing Curriculum Map

Ready Steady Write focus, core learning and progression emphasis

How the map should be used

The supplied progression provides statutory Year 1 targets rather than a fixed unit sequence. These suggested writing focuses should be matched to the school's Ready Steady Write texts and long-term overview. Revisit phonics, spelling, handwriting and sentence work daily within meaningful composition.

Year 1 - suggested writing sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Sentence foundations and text response	Apply taught GPCs to segment and spell; form lower-case and capital letters, digits and spaces. Say sentences aloud before writing, use capital letters and full stops, and reread to check sense.	Moves from phonics and oral rehearsal to a correctly punctuated simple sentence.	grapheme, phoneme, segment, sentence, capital letter, full stop
Autumn 2	Narrative: retell and sequence	Write sentences that sequence a short narrative from a core text; use vocabulary from reading, join ideas with and, and discuss writing with an adult or peer.	Builds a coherent beginning, middle and end while maintaining basic sentence control.	beginning, middle, end, sequence, character, setting, event
Spring 1	Non-fiction: information and explanation	Write simple information texts using known vocabulary, labels and sentences. Plan by saying ideas aloud; spell common exception words and days of the week; use question marks and exclamation marks where taught.	Introduces writing to inform and selecting details for a reader.	fact, information, label, heading, question, exclamation
Spring 2	Grammar and sentence choices	Use regular plurals, joining words and, but, or, and simple expanded noun phrases. Add un-, -ing, -ed, -er and -est where appropriate; distinguish spoken words and written sentences.	Extends sentence variety and word-building while retaining accurate basic punctuation.	plural, suffix, prefix, noun, adjective, conjunction, phrase
Summer 1	Poetry and performance	Compose short poems and patterned language from a text or stimulus. Choose precise vocabulary, rehearse aloud, form letters consistently and read writing clearly to others.	Develops voice, rhythm, vocabulary and confidence in writing for performance.	poem, rhyme, rhythm, line, word choice, perform
Summer 2	Independent composition and review	Write for different purposes, including narrative and real events. Plan orally, write a short sequence, reread for sense, make simple additions and corrections and explain choices.	Combines Year 1 transcription, composition and reflection with increasing independence.	purpose, plan, draft, reread, edit, improve



Year 2 Writing Curriculum Map

Ready Steady Write focus, core learning and progression emphasis

Year 2 progression

Pupils revisit Year 1 foundations with greater stamina, sentence variety and awareness of audience. Match these suggested focuses to Ready Steady Write core texts and outcomes. Secure transcription remains important while pupils increasingly plan, organise, edit and explain their writing choices.

Year 2 - suggested writing sequence

Half term	Theme / unit	Core learning	Progression emphasis	Links to strands
Autumn 1	Sentence accuracy and expanded ideas	Spell words using taught phonemes, common exception words and contractions. Form letters of the correct size, use joined strokes where appropriate and write sentences with consistent tense and punctuation.	Secures accurate transcription while extending sentence detail and fluency.	contraction, apostrophe, suffix, tense, sentence, punctuation
Autumn 2	Narrative: character, setting and cohesion	Write narratives about personal experiences and real or fictional events. Plan ideas and key vocabulary, sequence paragraphs or sections, use expanded noun phrases and reread to improve clarity.	Moves from sequenced sentences to sustained narrative with deliberate choices.	narrative, paragraph, setting, character, expanded noun phrase, cohesion
Spring 1	Non-fiction: explanation and report	Write for different purposes, including reports, explanations and real events. Use headings, subheadings, facts, appropriate vocabulary and sentence structures; organise ideas for a reader.	Selects and organises information with a clearer awareness of audience and purpose.	report, explanation, heading, subheading, fact, audience
Spring 2	Grammar: sentence variety and punctuation	Use coordination and subordination with when, if, that, because, and, or and but. Use commas in lists, apostrophes for possession and contractions, and accurate sentence punctuation.	Explains and applies grammar choices to control meaning and link ideas.	coordination, subordination, clause, comma, apostrophe, possession
Summer 1	Poetry, vocabulary and effect	Write poetry and short purposeful texts, experimenting with word choice, rhythm, description and figurative possibilities from Ready Steady Write texts. Discuss and improve the effect on the reader.	Develops stamina, vocabulary and control of language for deliberate effect.	poetry, verse, imagery, rhythm, effect, vocabulary
Summer 2	Sustained writing, editing and publishing	Plan, draft and write at length; reread for meaning, tense and punctuation; make additions, revisions and corrections with feedback. Present and read writing clearly for an audience.	Becomes more independent in the complete writing process and ready for lower KS2 composition.	draft, revise, edit, proofread, publish, audience



KS1 Writing Progression at a Glance

Concise progression from Year 1 to Year 2 and readiness for Year 3

Progression focus

This overview combines the supplied English targets with a Ready, Steady, Write approach: immerse, imitate, innovate and invent. Pupils move from oral rehearsal and accurate simple sentences to sustained writing that is planned, organised, edited and shaped for audience and purpose.

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Transcription & spelling	Uses taught GPCs to spell words, writes common exception words and applies simple suffix rules.	Spells many words correctly, including common exception words, contractions, homophones and longer words with suffixes.	Applies phonics, morphology and spelling knowledge accurately enough for fluent composition.	phoneme, grapheme, GPC, suffix, prefix, homophone, exception word
Handwriting & presentation	Forms lower-case and capital letters, digits and spaces correctly; sits and holds a pencil appropriately.	Maintains relative letter size, joins where appropriate and uses accurate spacing and orientation.	Writes legibly and fluently, ready to develop a consistent joined hand in KS2.	letter formation, capital, digit, join, spacing, legible, fluent
Composition & purpose	Says sentences aloud, sequences short narratives and writes simple information, poetry and real events.	Plans and writes narratives, poetry, reports and explanations for different purposes and audiences.	Sustains writing, selects an appropriate form and organises ideas coherently.	purpose, audience, narrative, poetry, report, explanation
Grammar & punctuation	Uses capitals, full stops, question and exclamation marks, plurals, joining words and simple noun phrases.	Uses expanded noun phrases, coordination and subordination, commas in lists, apostrophes and consistent tense.	Uses grammar and punctuation to clarify meaning and create varied, cohesive sentences.	noun, verb, adjective, phrase, clause, conjunction, tense
Vocabulary & sentence craft	Uses vocabulary from core texts and joins ideas in simple sentences.	Chooses vocabulary, sentence structures and word endings to add detail, precision and effect.	Makes deliberate word and sentence choices, drawing on reading and taught models.	vocabulary, detail, precise, sentence, word choice, effect

Area	Year 1	Year 2	End of KS1 / Year 3 readiness	Key vocabulary
Editing & independence	Rereads writing to check that it makes sense; discusses work and responds to teacher feedback.	Makes additions, revisions and corrections; checks sense, tense, punctuation and spelling with increasing independence.	Proofreads and improves writing using a checklist, feedback and knowledge of grammar and spelling.	reread, check, edit, revise, correct, proofread, improve
Reading, talk & vocabulary	Listens to and discusses texts; retells, uses new vocabulary and rehearses sentences orally before writing.	Draws on core texts, background knowledge and new vocabulary; discusses and explains writing choices.	Uses reading and spoken language to generate ideas, develop vocabulary and make purposeful compositional decisions.	core text, immerse, rehearse, retell, vocabulary, discuss

Implementation note: Ready Steady Write unit texts and outcomes should be selected through the school long-term overview. The progression statements here support consistent expectations but do not replace the school spelling programme, Little Wandle phonics teaching or lesson sequence.



Using the KS1 Progression Document

Planning, teaching, assessment and transition

Planning from the progression

1 START WITH PRIOR LEARNING Check phonics, handwriting, sentence and vocabulary knowledge before each new writing outcome.	2 IMMERSE & MODEL Read the core text, build vocabulary and model the writing process and sentence choices.	3 REHEARSE & APPLY Orally rehearse ideas, practise sentence structures and write for a clear purpose.
4 ASSESS PROCESS Notice transcription, composition, vocabulary, punctuation and independence, not only the final piece.	5 BUILD LANGUAGE Return to words and sentence patterns from the core text in talk and writing.	6 EDIT & PUBLISH Teach pupils to reread, improve, proofread and present work for a real audience.

What progression should look like in pupils' learning

KNOW MORE Recalls spelling, grammar and text knowledge.	DO MORE Writes accurately and with greater stamina.	CHOOSE MORE Selects vocabulary and form for purpose.	EXPLAIN MORE Discusses sentence and word choices.	IMPROVE MORE Rereads, edits and acts on feedback.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can pupils explain what they are writing, why and how they improved it?	BOOKS & OUTCOMES Do independent pieces show secure transcription, composition and progression?	TEACHING & INCLUSION Are core texts, talk, vocabulary, phonics and sentence structures adapted and revisited?	TRANSITION Does evidence show readiness for longer, more independent KS2 writing?
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End-of-KS1 readiness for Year 3 Writing

TRANSCRIPTION Spells many taught words, forms letters legibly and uses joined strokes where appropriate.	COMPOSITION Writes narratives, poetry and non-fiction with a clear purpose and organised ideas.	SENTENCES Uses varied sentence structures, expanded noun phrases and accurate punctuation.
VOCABULARY Chooses words from reading and teaching to add detail and effect.	EDITING Rereads, proofreads and makes additions, revisions and corrections.	INDEPENDENCE Plans, writes and presents a sustained piece for an audience.

Read alongside the school English overview, Ready Steady Write units, Little Wandle phonics and spelling teaching, handwriting expectations and writing assessment records. Additional progression groupings and readiness guidance support consistent implementation.