



Westbury Infant School

Writing Overview and Progression

Reception to Year 2 2026 to 2027

At Westbury Infant School, children learn that writing communicates ideas to a reader. Our curriculum develops oral composition, sentence construction, transcription and the writing process together. Rich literature, purposeful talk and explicit teaching enable pupils to become increasingly fluent, thoughtful and independent writers.

Intent	Implementation	Impact
Writing is taught as purposeful communication. We want every child to develop the language, knowledge, transcription fluency and confidence needed to express worthwhile ideas for a reader. The curriculum reflects the Simple View of Writing: composition and transcription are developed together, while teachers recognise that pupils may progress differently in each component. Rich literature, talk, play and first-hand experience build ideas and vocabulary. Explicit teaching develops sentence construction, grammar, spelling and handwriting. From Reception to Year 2, pupils move from oral composition, drawing and early marks towards coherent short texts, without being expected to write at length before the necessary foundations are secure.	Reception establishes the foundations through songs, stories, conversation, Drawing Club, purposeful provision and daily RWI phonics and handwriting. In mixed Year 1 and Year 2 classes, pupils share ambitious texts, knowledge, vocabulary, purposes and teacher modelling, while statutory grammar, transcription, written amount and independence are differentiated. Teachers model the decisions writers make, teach one manageable component at a time, provide oral and guided rehearsal, and move towards supported then independent application. Hold a Sentence, dictation and brief cumulative practice strengthen transcription. Assessment identifies whether language composition, sentence construction, spelling, handwriting or self-regulation is limiting progress so teaching and support can respond precisely.	Children increasingly see themselves as writers whose words are worth reading. Progress is evident in richer oral rehearsal, more fluent spelling and handwriting, secure sentence boundaries, purposeful grammatical choices and increasingly connected ideas. Pupils know more about how written language works and can apply this knowledge across narratives, poetry and writing to inform or influence. They reread to check meaning, revise selected content and proofread taught features with decreasing adult support. Leaders and teachers evaluate the quality of pupils' language, control, coherence, transcription and independence rather than using length or the presence of isolated features as proxies for progress. Pupils who need additional phonics or transcription teaching continue to access age-appropriate ideas and composition.

How writing is taught at Westbury Infant School

Writing progression is organised through the knowledge pupils need to develop ideas, construct sentences, transcribe fluently and shape a coherent text. Pupils encounter and create a broad range of texts across the National Curriculum. Each form is introduced through a meaningful purpose, a clear audience and the precise language and organisational knowledge needed to communicate successfully.

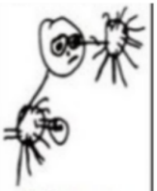
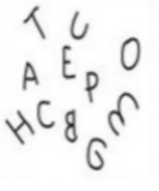
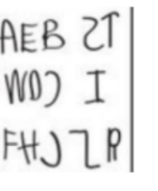
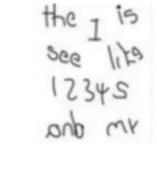
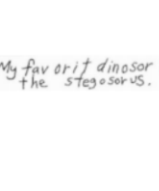
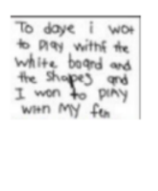
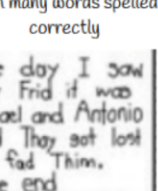
Component	Curriculum emphasis	Typical teaching
Oral composition and vocabulary	Generate, rehearse, improve and connect ideas before and during transcription.	Reading aloud, text talk, vocabulary instruction, retelling, drama, drawing and partner rehearsal.
Transcription	Develop increasingly automatic spelling and handwriting so attention is available for composition.	RWI phonics, spelling and handwriting; Hold a Sentence; dictation; brief cumulative practice; application in self-composed writing.
Sentence construction and grammar	Construct complete sentences and choose grammar to express relationships and meaning.	Teacher modelling, oral manipulation, comparison, sentence combining, grammar fluency and contextual application.
Text construction	Order and connect sentences so a reader can follow, imagine or understand.	Shared composition, short planning, sequencing, grouping related ideas and increasingly independent outcomes.
Writing process	Plan, draft, reread, revise meaning, edit selected taught features and share.	Teacher think-aloud, guided practice, focused feedback, reduced scaffolding and annotated independent evidence.
Writer identity	Write frequently for worthwhile audiences and experience success as an author.	Choice within tasks, rich literature, real audiences, performance, publication and celebration.

Shared mixed age teaching sequence

Stage	What pupils experience
Engage	Read and enjoy the text; develop vocabulary, knowledge and oral understanding.
Explore	Investigate character, setting or plot through talk, drawing, drama or active learning.
Grammar fluency	Model, compare, manipulate, orally rehearse and transcribe selected sentence knowledge.
Use it in context	Apply the learning in shared, guided and independent writing for a clear reader and purpose.
Focused feedback	Respond first to communication and the teaching focus, then edit a manageable transcription feature.
Repeat and transfer	Repeat for another worthwhile aspect and reduce support as pupils gain control.

Early writing development

Children's early writing develops from pictures, purposeful marks and print-like forms towards increasingly phonemic spelling, sentence writing and connected ideas. These examples illustrate common observable stages and help staff identify what a child understands about print, sound-symbol relationships and written composition.

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage		Letter name stage		Transitional Stage		
Environmental print 	Beginning sounds Random and initial consonants 	Initial and final sounds appear 	Vowel sounds appear Evidence of common exception words 	All syllables represented 	Inventive spelling 	Multiple related sentences with many words spelled correctly 
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	

Using the continuum

The examples are indicative rather than fixed age labels or a checklist. Development is not strictly linear: a child may show different features across tasks and may compose more sophisticated language orally than they can yet transcribe. Teachers use the continuum alongside phonics assessment, oral composition and independent writing.

Progression towards independent writing

This grid connects the early writing continuum with the broader development of composition, sentence control, transcription and independence through Reception and Key Stage 1. It helps staff identify the component that is limiting successful writing rather than assign a single overall level.

Broad progression point	Composition and text generation	Sentence grammar and punctuation	Transcription	Independence and teaching response
Communicates meaning	Uses gesture, talk, play, drawing and marks to communicate an idea; listens and responds to stories and experiences.	Hears and repeats words, phrases and patterned language; begins to recognise that a spoken idea can become a written message.	Develops posture, grip and control; notices print; makes purposeful marks and attempts familiar letter shapes.	Adult interprets and extends meaning, models vocabulary and scribes the child's words without requiring independent recording.
Encodes words and phrases	Names, labels or captions something meaningful; orally rehearses a short phrase or message.	Builds an oral phrase or simple clause in meaningful word order.	Segments simple words using taught phonemes; selects known graphemes; forms recognisable letters with support.	Uses sound prompts, formation language, oral rehearsal and immediate feedback; adult supplies untaught spellings.
Constructs one sentence	Composes one complete idea for a known reader and says it before writing.	Uses meaningful word order and begins to mark a sentence with spaces, a capital letter and a full stop.	Holds a short dictated or self-composed sentence; applies taught spelling and letter formation.	Writes one manageable sentence with prompts, then rereads with an adult to check that it says what was intended.
Sequences sentences	Orders two or more related ideas and selects relevant detail.	Maintains sentence boundaries; uses simple coordination and appropriate sentence punctuation.	Transcribes several sentences while retaining current spelling, handwriting and spacing expectations.	Uses a brief oral or pictorial plan; support is reduced sentence by sentence; rereads each sentence and the whole sequence.
Shapes a short text	Selects and groups ideas for a purpose; begins to sustain tense, viewpoint and a logical sequence.	Chooses from taught grammar to express detail, time, reason or contrast; punctuation supports the reader.	Maintains legibility and increasing spelling accuracy while composing; uses taught checks after meaning is secure.	Plans briefly, drafts in manageable sections, revises a word or sentence and proofreads selected taught features.
Writes with growing independence	Creates a coherent short text, selects relevant content and makes choices for audience and purpose.	Controls several connected sentences and applies the Year 2 grammar and punctuation repertoire where it serves meaning.	Transcription is sufficiently fluent to support composition; checks likely errors using taught routines and resources.	Makes decisions with reduced scaffolding, rereads across the text, improves content and explains selected choices.

Using the progression grid

The progression points describe observable development, not a checklist to complete in order. A child may be at different points in oral composition, sentence construction, spelling or handwriting. Movement is supported by explicit teaching, successful guided practice and cumulative review. Length is increased only when pupils can maintain sentence control and transcription across the amount expected.

Oral composition and vocabulary progression

Phase	Knowledge pupils acquire	Skills pupils develop and apply	Increasing independence
Reception	Stories, talk and play provide ideas and language for writing. Words name people, places, objects, actions, qualities and feelings. An oral sentence communicates a complete idea.	Attend and respond in conversation; learn and reuse vocabulary; describe, explain and recount; retell familiar events and stories; use drawing and play to develop ideas; orally compose a phrase or sentence with an adult.	Moves from adult-led talk towards generating an idea, selecting a word and saying a short message or sentence that can be scribed or written.
Year 1	Writers draw on reading, experience and subject knowledge. A sentence must make sense to a reader and can be improved through a more precise word or relevant detail. Related ideas can be ordered.	Generate an idea; select precise nouns and verbs; say a complete sentence; improve a word or detail; hold and rehearse the sentence; sequence a small number of related ideas orally.	Moves from repeating a model towards creating and rehearsing own sentences; begins to sustain two or more related ideas with decreasing prompts.
Year 2	Vocabulary and sentence choices depend on meaning, reader and purpose. Ideas can be selected, connected, reordered and refined before and during writing. Spoken rehearsal can test alternatives.	Sustain a short oral sequence; select relevant detail and increasingly precise vocabulary; vary wording; connect ideas; orally revise sentence relationships; explain a choice.	Plans and rehearses a short sequence independently, returns to oral rehearsal when meaning is unclear and uses discussion to refine rather than generate every idea.

Sentence construction grammar and punctuation progression

Aspect	Reception foundations	Year 1 entitlement	Year 2 entitlement
Complete sentences	Hear, repeat and orally compose complete ideas; distinguish a sentence from an isolated label where developmentally appropriate.	Construct and sequence complete sentences; secure word order, spaces and sentence boundaries.	Control several connected sentences and sustain sense, tense and organisation.
Nouns verbs and detail	Use vocabulary that names people, places, things, actions and qualities.	Select precise nouns and verbs; add useful description without requiring Year 2 terminology.	Use expanded noun phrases and precise verbs purposefully.
Coordination	Join oral ideas using everyday language.	Combine words and clauses using and without creating uncontrolled sentences.	Select and, but or or according to the intended relationship.
Subordination	Encounter complex spoken sentences through stories and adult modelling.	Develop through oral language; written use may emerge but is not required evidence.	Use when, if, that or because to express time, condition, completion or reason.
Sentence functions	Use statements, questions and exclamatory language naturally in talk.	Use statement sentences and question or exclamation marks where meaning requires them.	Recognise and use statements, questions, exclamations and commands for purpose.
Tense	Talk about events in the present and past.	Begin to maintain time across a short sequence.	Use present and past tense correctly and consistently; use progressive forms where they convey ongoing action.
Punctuation	Notice that print has boundaries and that names begin with capitals.	Use spaces, capitals, full stops, question marks, exclamation marks and capitals for names, places, days and I.	Secure Year 1 punctuation; use commas in lists and apostrophes for contractions and singular possession.

Grammar knowledge skills and application

Phase	Knowledge pupils acquire	Skills pupils develop and apply	Increasing independence
Reception	Written messages represent spoken language. A sentence expresses a complete idea. Word order affects meaning. Print uses spaces and visible boundaries.	Repeat and orally compose simple sentences; identify who or what and what happens; expand an idea through vocabulary; begin to use spaces, a capital and a full stop with adult modelling.	Moves from copying or repeating towards contributing an original sentence; rereads with an adult and notices whether the intended message is present.
Year 1	A sentence has meaningful word order and a clear boundary. Capitals, full stops, question marks and exclamation marks show the reader how a sentence works. And can join words or clauses.	Construct and sequence sentences; use precise nouns and verbs; coordinate with and; use sentence punctuation and capitals for names, places, days and I; discuss writing using letter, capital letter, word, singular, plural, sentence and punctuation.	Moves from heavily modelled sentences to self-composed sentences; retains boundaries across a short sequence and selects punctuation because of sentence meaning.
Year 2	Statements, questions, exclamations and commands serve different purposes. Coordination and subordination express different relationships. Noun phrases add detail; tense and progressive forms locate events in time. Commas and apostrophes have specific functions.	Use expanded noun phrases; select and, but or or; use when, if, that or because; choose and maintain present or past tense; use progressive forms when appropriate; punctuate lists, contractions and singular possession; discuss choices using Year 2 terminology.	Chooses from the taught repertoire to serve meaning, controls several connected sentences, identifies a likely error and explains or improves a selected grammatical choice.

Spelling and transcription progression

Spelling and handwriting are taught explicitly because fluent transcription releases attention for composition. RWI provides the systematic code, spelling, handwriting and Hold a Sentence route. Year-group entitlement determines the statutory destination; assessed phonic knowledge determines the teaching starting point. Pupils are not expected to guess spellings containing untaught code, and additional phonics practice is not removed to make room for a second full spelling scheme.

Pupil group	Core provision	Additional entitlement	Application
Reception and Year 1 following RWI	Daily RWI at the assessed stage, including RWI handwriting and Hold a Sentence.	Explicit application of cumulative code, taught common words and sentence conventions.	Short dictated and self-composed writing matched to taught code; adults supply spellings beyond it.
Year 2 continuing RWI	Daily RWI and targeted additional phonics where assessment identifies a need.	A small cumulative Year 2 spelling bridge embedded in English, dictation and retrieval without replacing phonics.	Accessible Year 2 words and patterns are applied in sentences; inaccessible code is supplied so composition remains age appropriate.
Year 2 completed RWI	Westbury Year 2 statutory spelling progression, using selected RWI and Spelling Shed resources where they fit the curriculum.	Responsive phonics review where assessment identifies a specific gap.	Current patterns, morphology and common-exception words are applied in dictation, proofreading and independent writing.

Knowledge and skills progression

Phase	Knowledge pupils acquire	Skills pupils develop and apply	Indicative evidence
Reception	Speech can be segmented into words and phonemes; taught phonemes are represented by graphemes; print runs from left to right; words are separated; familiar words may be remembered as wholes.	Say the word, identify phonemes, select taught graphemes, form letters, write simple dictated words or phrases and reread with an adult.	Cumulative code appears in labels, captions and simple phrases; dictated material shows growing sentence memory and formation.
Year 1	The alphabetic code includes alternative spellings; letter names help discuss alternatives; some common words are exceptions; inflections and affixes change meaning or grammar.	Segment words; select taught graphemes; spell cumulative common-exception words; apply statutory endings and prefix knowledge; hold and write a simple dictated sentence; transfer learning into composition.	Accuracy is demonstrated in word work, dictation and self-composed sentences, not only in a weekly test.
Year 2	Spelling draws on phonology, orthography and morphology. Root words, suffixes, contractions, possession, homophones and common-exception words require meaning as well as sound.	Apply taught alternatives and suffix rules; spell longer words; contract words and mark omitted letters; use singular possession; distinguish taught homophones; proofread a small number of likely errors.	Pupils maintain an increasing proportion of taught spelling while composing and correct selected errors through a known checking routine.

Statutory spelling entitlement

Year 1 knowledge and application

Statutory knowledge	Teaching and application at Westbury Infant School
The spellings of words containing each of the 40 or more phonemes taught	RWI at the assessed stage, cumulative retrieval, dictation and application in self-composed sentences.
Common-exception words and days of the week	Small cumulative sets taught through RWI and English, then revisited in dictation and writing.
Letter names and alphabetical order	Oral retrieval and use of letter names to discuss alternative spellings.
Regular plural and third-person endings s and es	Explicit comparison of meaning and pronunciation, followed by sentence application.
Prefix un	Build and compare words; discuss meaning; apply in phrases and sentences.
Suffixes ing ed er est where the root is unchanged	Word building, oral sentence work and cumulative dictation using accessible code.
Appendix 1 words and statutory rules not secured through RWI	Brief explicit gap teaching mapped by leaders; no assumption that scheme completion alone guarantees coverage.
Simple dictated sentences from memory	Hold a Sentence and additional cumulative dictation using taught code and common-exception words.

Year 2 knowledge and application

Statutory knowledge	Teaching and application at Westbury Infant School
Alternative graphemes and less regular phoneme grapheme correspondences	Compare spellings, pronounce carefully, connect to known words and apply through cumulative dictation.
Common suffixes including ness ful less ly ment and rules for ing ed er est y	Identify the root, explain the change, build word families and apply the word in a sentence.
Consonant doubling, final e and changing final y where required	Teach through explicit word comparison and cumulative sentence practice.
Longer words and words ending le el al il and tion	Use syllables, morphology and known code rather than visual copying alone.
Contractions and apostrophes for omitted letters	Say the full form, identify omitted letters, place the apostrophe and use the contraction in context.
Apostrophes for singular possession	Establish the possessor and possessed item orally before applying the mark in a phrase or sentence.
Homophones and near homophones	Use meaning, grammar and sentence context to select the correct spelling.
Further common-exception words	Teach in manageable cumulative groups and expect application after sufficient practice.
Dictated sentences containing taught words and punctuation	Use brief cumulative dictation to integrate spelling, sentence memory, handwriting and punctuation.

Sentence transcription and handwriting progression

Phase	Sentence memory and transcription	Handwriting knowledge	Handwriting skills and fluency
Reception	Hear, repeat and retain sounds, words, short phrases and increasingly a simple sentence; write one word at a time without losing the message.	Know the RWI formation phrase, starting point and direction for taught letters; know that capitals and lower-case letters have different uses.	Develop posture, stable paper position, tripod grip and control; form recognisable lower-case and capital letters; place writing from left to right with emerging spaces.
Year 1	Say, hold and transcribe a complete cumulative sentence; reread for omissions, spaces and boundaries; transfer taught code into a self-composed sentence.	Know the formation family and correct start and finish of lower-case letters; know the forms of capitals and digits 0 to 9; know that spaces separate words.	Sit and hold a pencil comfortably; form letters in the correct direction; use capitals and digits; establish orientation, line placement and clear spaces; increase ease without sacrificing accuracy.
Year 2	Retain and transcribe longer controlled sentences containing cumulative patterns and punctuation; sustain transcription across several connected sentences.	Know relative letter sizes, appropriate spacing and the diagonal and horizontal strokes used for RWI-taught joins; know which adjacent letters are best left unjoined.	Form lower-case letters consistently; size capitals and digits appropriately; maintain orientation, spacing and legibility; begin or use joins only when unjoined formation is secure and the RWI sequence indicates readiness.

Cumulative transcription routine

Routine	Purpose	What staff notice
RWI word practice	Secure accurate encoding of cumulative code and taught common words.	Sound selection, grapheme choice, formation and automaticity.
Hold a Sentence	Integrate sentence memory, spelling, spacing, handwriting and punctuation.	Whether the pupil can retain the message and transcribe without losing words or boundaries.
Additional dictation	Retrieve previously taught spelling and sentence knowledge cumulatively.	Whether learning is secure beyond the immediate lesson.
Self-composed writing	Transfer transcription while attention is shared with composition.	Which knowledge remains available independently and which component overloads the pupil.
Focused proofreading	Find and correct a small number of taught, likely errors after meaning is secure.	Whether pupils know what to check and can use an appropriate strategy or resource.

Access principle

Untaught spellings are supplied through adult support, a sound mat or a carefully selected word bank. Staff assess the intended composition separately from the transcription support provided. Year 2 pupils who need RWI continue to receive it and access age-related oral composition, sentence teaching and appropriate statutory spelling knowledge.

Text construction and writing purpose progression

Phase	Knowledge pupils acquire	Skills pupils develop and apply	Increasing independence
Reception	Writing carries meaning. Stories and events have a sequence. A message can be made through drawing, marks, labels, captions and sentences. Writers may write for themselves or another person.	Retell and order familiar events; use talk, play and drawing to develop a message; add a label, caption or emerging sentence; explain what the writing says and who it is for.	Moves from adult-scribed or jointly constructed messages towards selecting a purpose and recording some or all of the message using current phonics.
Year 1	Several sentences can be ordered to form a short narrative or explanation. A writer includes information the reader needs. Stories, real events, poems and practical messages have different purposes.	Sequence sentences; select relevant events or facts; maintain a simple focus; write about real or fictional experience; create short poetry and purposeful messages or information; reread the whole sequence for sense.	Moves from one complete sentence towards a short logical sequence; relies less on sentence-by-sentence adult construction and sustains a clear reader and purpose.
Year 2	A coherent short text sustains subject, tense and viewpoint. Related ideas may be grouped. Narratives need connected events; writing about real events needs accurate sequence; information and influence require relevant selection and organisation.	Plan and sustain several connected sentences; maintain tense and viewpoint; select and group relevant detail; use openings, time or causal links and endings where they support meaning; write for different purposes.	Selects and organises content with decreasing scaffolding, notices when information is missing or repetitive and makes a purposeful revision across the text.

Broad purposes and possible forms

Purpose	What the writer needs to achieve	Possible forms in Reception and KS1
Entertain	Help a reader or listener imagine, enjoy, feel or wonder.	Storytelling, narrative episode, character or setting writing, role writing and poetry.
Inform	Help a reader know, understand, follow or remember.	Labels, captions, recounts, explanations, instructions, letters, information panels and gallery cards.
Influence	Express a viewpoint, recommendation or request with a reason appropriate to age.	Invitation, recommendation, note, poster text, letter or community message.

Teachers select the text forms and conventions that best serve each reader and purpose. Pupils revisit and apply this knowledge with increasing control across the year.

Writing process progression

Process	What pupils learn	Reception skills	Year 1 skills	Year 2 skills
Plan and rehearse	Writers generate, select and order ideas before and during writing. Plans are brief tools, not outcomes.	Talk, draw, play, retell and orally compose.	Generate and sequence a small number of ideas; say and hold each sentence.	Select and organise relevant ideas; rehearse wording and connections.
Draft	A first version records meaning and does not need to be perfect before the idea exists on the page.	Record meaning using current phonics and emerging sentence knowledge.	Write manageable sentences while applying taught transcription.	Sustain several connected sentences with age-related grammar and transcription.
Reread and revise	Revision improves meaning, vocabulary, sentence construction or organisation and comes before proofreading.	Respond to adult interaction and improve an idea or word.	Reread for intended meaning and make one supported improvement.	Evaluate vocabulary, grammar and organisation and make purposeful changes.
Edit and proofread	Proofreading checks taught transcription and punctuation after meaning is secure.	Notice a selected taught letter, word or boundary feature.	Check selected taught spelling, formation and punctuation.	Proofread taught spelling and punctuation with increasing independence.
Share	Writers may read, perform, display or publish when sharing strengthens the purpose and audience.	Tell, display or read writing to others.	Read aloud and share selected outcomes.	Publish or perform selectively and read aloud with appropriate intonation.

Independence adaptation and inclusion

Shared entitlement	Year 1 application	Year 2 application
The class shares rich texts, vocabulary, discussion, purpose, audience and teacher modelling. Pupils retain full access to age-appropriate ideas even when transcription is not yet fluent.	Frequent oral rehearsal, shorter transcription, immediate feedback and explicit sentence support. Adults supply untaught spellings and gradually remove sentence stems and adult sentence construction.	The fuller statutory grammar repertoire, several connected sentences, more sustained transcription and increasing responsibility for planning, revision and editing. Phonic-stage support remains available without lowering the compositional expectation.

Assessment and monitoring

Assessment is ongoing and diagnostic. Teachers examine the components of writing separately as well as the finished text. A pupil may compose sophisticated language orally while still developing sentence memory, spelling or handwriting fluency.

Evidence	What staff identify	Curriculum response
Oral language and rehearsal	Vocabulary, sentence formulation, sequencing and the gap between spoken and written composition.	Strengthen interaction, modelling, vocabulary teaching and oral rehearsal.
Dictation and Hold a Sentence	Sentence memory, segmentation, spelling, formation, spacing and punctuation.	Respond through RWI, additional practice or a focused transcription target.
Independent composition	Idea generation, sentence and text construction, transfer of transcription and dependence on scaffolds.	Reteach the limiting component and record the support that remains.
Rereading revision and editing	Whether pupils monitor meaning and apply taught checks.	Model one manageable improvement and separate revising meaning from proofreading.
Moderation and curriculum review	Consistency of expectations, progression and groups at risk of falling behind.	Agree next teaching, additional support and curriculum refinements.

Expected evidence of progress

Progress is shown through increasingly accurate transcription, controlled sentences, connected ideas, purposeful choices and reduced dependence on adult scaffolds. Length alone is not a reliable measure of progress.

Year A curriculum overview

Half term	Core literature and experience	Principal development
Autumn 1	Drawing Club collection and familiar stories	Oral idea to complete sentence to short sequence; transcription foundations.
Autumn 2	Look Up!; The Most Magnificent Thing; Christmas or winter poetry	Description for a younger reader; present–tense invention explanation; poetic language and performance.
Spring 1	The Storm Whale; The Comet	Sequence, tense, viewpoint and connection.
Spring 2	The Secret Sky Garden; Luna Loves Art	Reason, consequence and purposeful response.
Summer 1	Window; The Promise; a shared real event	Grouping, change, viewpoint, persuasion and real–event recounting.
Summer 2	Last Stop on Market Street; The Bear and the Piano	Independent planning, coherence, revision and performance.

Curriculum information

This document is the school's principal progression for composition, sentence construction, grammar, spelling, handwriting and transcription. The Year A Writing Curriculum Map identifies the core literature, purposes and half–term emphases. Medium–term and weekly planning translate the entitlement into teaching that responds to pupils' starting points and current assessment. The RWI Phonics Progression remains the operational reference for phonics group movement; a separate spelling curriculum is not required.

Reference points

Department for Education, The Writing Framework (2025); National Curriculum in England English Programmes of Study; Statutory Framework for the Early Years Foundation Stage; Education Endowment Foundation, Improving Literacy in Key Stage 1; Westbury Infant School RWI progression materials and agreed Writing Curriculum.

Finding out more

Parents and carers can contact the school office if they would like further information about the writing curriculum, Read Write Inc. phonics or ways to support writing at home.