

Writing progression map

		Key Stage 1			Key Stage 2			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Terminology</u>	<ul style="list-style-type: none"> • Letter • Word 	<ul style="list-style-type: none"> • Word • Sentence • Letter • Capital letters • Full stop • Punctuation • Singular • Plural • Question mark • Exclamation mark • Noun • Verb • Adjective 	<ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Adjective • Verb • Suffix • Adverb • Tense (past, present) • Apostrophe • comma 	<ul style="list-style-type: none"> • Adverb • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas 	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial 	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points 	
<u>Punctuation</u>		<p>Separate words with finger spaces.</p> <p>Punctuate sentences with a capital letter, full stop, question mark and exclamation mark.</p> <p>Ask and write questions using: who, what, where, why, when and how.</p> <p>Punctuate the days of the week,</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing (for contraction) and to mark singular possession.</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use apostrophes to mark plural possession.</p> <p>Use commas after fronted adverbials.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use the semi colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuate bullet points correctly to list information.</p>	

		names of people or places personal pronoun "I" with a capital letter.					
Grammar Word	Write simple sentences which can be read by themselves and others.	<p>Identify nouns.</p> <p>Use regular plural noun suffixes –s or –es.</p> <p>Identify verbs.</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words.</p> <p>Identify adjectives.</p> <p>Understand how the prefix un– changes the meaning of verbs and adjectives.</p>	<p>Form nouns using suffixes such as –ness, –er and by compounding. For example, whiteboard, superman.</p> <p>Form adjectives using suffixes such as –ful, –less.</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p>	<p>Form nouns using a range of prefixes. For example, super–, anti–, auto–.</p> <p>Use a or an according to whether the next word begins with a consonant or a vowel. For example, a rock, an open box.</p> <p>Make and understand word families based on common words, showing how words are related in form and meaning. For example, solve, solution, solver, dissolve, insoluble.</p>	<p>Understand grammatical difference between plural and possessive –s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms. For example, we were instead of we was, or I did instead of I done.</p>	<p>Convert nouns or adjectives into verbs using suffixes. For example, –ate; –ise; –ify.</p> <p>Use verb prefixes. For example, dis–, de–, mis–, over– and re–.</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. For example, find out – discover; ask for – request; go in – enter.</p> <p>How words are related by meaning as synonyms and antonyms. For example, big, large, little.</p>
Grammar Sentence	Write simple sentences which can be read by themselves and others.	<p>Combine words to make sentences.</p> <p>Join words and clauses using an, but, so and or.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Express time, place and cause using conjunctions. For example, when, before, after, while, so, because.</p>	<p>Use technical nouns for precision.</p> <p>Use phrases expanded by the addition of</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	<p>Use the passive to affect the presentation of information in a sentence. For example, I broke the window in the</p>

			<p>Use expanded noun phrases.</p> <p>Identify and use statements, questions exclamations or commands.</p>	<p>Use subordinating conjunctions (when, before, after, until, while and since) at the start of and within my sentences.</p> <p>Use adverbs. For example, then, next, soon, therefore.</p> <p>Use prepositions. For example, before, after, during, in, because of.</p>	<p>modifying adjectives, nouns and preposition phrases. For example, the teacher expanded to: the strict maths teacher with curly hair.</p> <p>Use fronted adverbials for when and where. For example, Later that day, I heard the good news.</p> <p>Create complex sentences with adverb starters.</p>	<p>Indicate degrees of possibility using adverbs. For example, perhaps, surely.</p> <p>Indicate degrees of possibility using modal verbs. For example, might, should, will, must.</p> <p>Create and use complex sentences using 'ing' / 'ed' opening clauses.</p> <p>Create and punctuate sentences using simile starters.</p>	<p>greenhouse versus the window in the greenhouse was broken (by me).</p> <p>Understand the difference between structures typical of informal speech and formal speech and apply appropriately in writing. For example, the use of question tags: He's your friend, isn't he?</p> <p>Use the subjunctive forms such as 'If I were or were they to come' in some very formal writing and speech.</p> <p>Use the past and present progressive and past and present perfect tense in my writing.</p>
<p>Grammar</p> <p>Text</p>	<p>Write simple sentences which can be read by</p>	<p>Sequence sentences to form short narratives.</p>	<p>Correctly and consistently use present and past</p>	<p>Use paragraphs as a way to group related material.</p>	<p>Use paragraphs to organise ideas around a theme.</p>	<p>Use devices to build cohesion within a paragraph. For</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices</p>

	<p>themselves and others</p>		<p>tense throughout writing. Use the progressive form of verbs in the present and past tense to mark actions in progress. For example, she is drumming, he was shouting.</p>	<p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past. For example, he has gone out to play contrasted with he went out to play.</p>	<p>Recognise and use first person, second person and third person nouns.</p> <p>Use appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>example, then, after that, this, firstly.</p> <p>Link ideas across paragraphs using adverbials of time. Place, number or tense choices.</p>	<p>such repetition of a word or phrase.</p> <p>Link ideas across paragraphs using grammatical connections. For example, the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.</p> <p>Use layout devices. For example, headings, sub-headings, columns, bullets, or tables, to structure text to organise writing.</p>
<p>Writing Composition</p>	<p><u>Planning</u> Say aloud what they are going to write about.</p> <p><u>Drafting</u> Compose a sentence orally before they write it.</p> <p><u>Evaluating and Editing</u> Discuss what they have written with</p>	<p><u>Planning</u> Jot down key words and new vocabulary.</p> <p>Say aloud what they are going to write about.</p> <p><u>Drafting</u> Compose a sentence orally before they write it.</p>	<p><u>Planning</u> Plan or say aloud what they are going to write.</p> <p>Write down ideas/key words including new vocabulary.</p> <p><u>Drafting</u> Encapsulate what they want to say sentence by sentence.</p>	<p><u>Planning</u> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.</p> <p><u>Drafting</u> Compose and rehearse sentences</p>	<p><u>Planning</u> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.</p> <p><u>Drafting</u> Compose and rehearse sentences</p>	<p><u>Planning</u> Identify the audience and purpose of the writing and select the appropriate form</p> <p>Note and develop initial ideas, drawing on reading and research, where necessary</p>	<p><u>Planning</u> Identify the audience and purpose of the writing and select the appropriate form</p> <p>Note and develop initial ideas, drawing on reading and research, where necessary</p>

	<p>the teacher and other pupils.</p>	<p><u>Evaluating and Editing</u> Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher and other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others.</p> <p><u>Evaluating and Editing</u> Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written so that the meaning is clear.</p>	<p>orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Create settings, characters and plots.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and other’s writing suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. Proof-read for spelling and punctuation errors.</p>	<p>orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Create settings, characters and plots.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and other’s writing suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. Proof-read for spelling and punctuation errors.</p>	<p><u>Drafting</u> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>Precise longer passages.</p> <p>Use a range of device to build cohesion within and between paragraphs.</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and others’ writing. Propose changes to vocabulary,</p>	<p><u>Drafting</u> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>Precise longer passages.</p> <p>Use a range of device to build cohesion within and between paragraphs.</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and others’ writing. Propose changes to vocabulary,</p>
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				<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure that consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and very agreement when using singular and plural.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure that consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and very agreement when using singular and plural.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>
<p><u>Handwriting</u></p>	<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Write in print.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given</p>

		<p>direction, starting and finishing in the right place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>another, are best left unjoined.</p> <p>Continue to increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
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