



Progression Map

Subject: Writing

Nursery	Reception
<p>3 and 4-year-olds will be learning to:</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Children in reception will be learning to:</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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 read by others.



Progression Map

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Handwriting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct 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 practise these</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing.</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>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>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. 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>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>
Spelling					



Progression Map

Subject: Writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words containing the 40+ phonemes taught</p> <p>Spell the days of the week</p> <p>Spell common exception words</p> <p>Name letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of same sound</p> <p>Use regular plural noun suffixes –s or –es</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words</p> <p>Know how the prefix un– changes the meaning of verbs and adjectives</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</p> <p>Add –ing, -ed, -er, -est</p> <p>Add ‘-es’ to nouns and verbs ending in ‘y’</p> <p>Add suffixes: -ful, -less, -ly, -ment, -ness</p> <p>Spell homophones (there/ their/ they’re, to/too/two, here/hear)</p> <p>Learn to spell words with contracted forms</p> <p>Learn how to use the possessive apostrophe (singular nouns)</p>	<p>Add prefixes dis-, mis-, re-, sub-, tele-, super-, auto-</p> <p>Add suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’</p> <p>Spell homophones</p>	<p>Spell words with endings sounding like –sion, -cian, -tion, -ssion</p> <p>Add prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’</p> <p>Add prefixes ‘anti-’ and ‘inter-’</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)</p> <p>Add suffixes ‘-ous’, ‘-ly’ to words ending in ‘y’, ‘le’ and ‘ic’</p> <p>Use possessive apostrophe with plurals</p> <p>Spell homophones</p>	<p>Spell words with the letter string ‘ough’</p> <p>Spell words ending in ‘-able’/ ‘-ably’ and ‘-ible’/ ‘-ibly’</p> <p>Spell homophones</p> <p>Spell words with ‘silent’ letters</p> <p>Use spelling journals for etymology</p> <p>Use a dictionary to support learning word roots, derivations and spelling patterns</p> <p>Use strategies at the point of writing: using etymological/ morphological strategies for spelling</p>	<p>Add suffixes beginning with vowels to words ending in ‘-fer’</p> <p>Spell words with endings that sound like /fəs/ spelt ‘-cious’ or ‘-tious’</p> <p>Spell words ending ‘-cial’ and ‘-tial’</p> <p>Spell words ending in ‘ant’, ‘-ance and ‘-ancy’</p> <p>Spell words ending ‘-ent’, ‘-ence’ and ‘-ency’</p>



Progression Map

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Composition					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Planning: Say out loud what they are going to write about Independently choose what to write about Orally rehearse, plan and develop own imaginative ideas for settings and characters in stories, using ideas from reading for some incidents and events Begin to plan stories with a simple structure: beginning/middle/end ☐ assemble information on a subject e.g. food, pets</p> <p>Drafting and writing:</p> <p>Narrative Compose a sentence orally before writing it Write stories by sequencing sentences to form short narratives Use time words to aid sequencing and organise events Re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event Include story language and sentence patterns e.g. one day, suddenly Continue and use a repeating pattern List words and phrases to describe details of first hand experiences using senses Make some choices of appropriate vocabulary Act out stories and portray characters and their motives</p> <p>Poetry:</p>	<p>Drafting and Writing Develop positive attitudes to and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes.</p> <p>Planning: Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Encapsulate what they want to say, sentence by sentence Write down ideas and/or key words, including new vocabulary Plan own story with a logical sequence of events Assemble information on a subject</p> <p>Narratives:</p>	<p>Writing: Composition, Cohesion and Effect Write in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Planning: Compose and rehearse sentences orally, using a range of sentence structures Rehearse dialogue Discuss and record ideas Identify key features in similar texts (structure, vocabulary and grammar) Make decisions about how the plot will develop</p> <p>Drafting and writing:</p> <p>Narrative Create settings, characters and plot Identify a clear structure for the story (opening, dilemma, resolution, ending) Write an effective ending for a story Organise paragraphs</p>	<p>Write in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Planning: Compose and rehearse sentences orally, varying sentence structures Rehearse dialogue Discuss and record ideas Identify key features in similar texts (structure, vocabulary and grammar)</p> <p>Drafting and writing:</p> <p>Narrative Create settings, characters and plot Sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary Use paragraphs shift to indicate a change in setting, character, time (rather than simply reflecting stages in planning)</p>	<p>Write in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Planning: Identify the audience for and purpose of the writing, selecting the appropriate form and use similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Drafting and writing:</p> <p>Narrative Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Experiment with form in narrative writing e.g. flashbacks, alternative</p>	<p>Write in a range of genres/forms, taking account of different audiences and purposes</p> <p>Planning: Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings Maintain a clear focus when selecting content to plan quickly and effectively</p> <p>Drafting and writing:</p> <p>Narrative Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Show flexibility in the use of narrative e.g. ability to experiment with story opening Write a well-structured opening and appropriate ending Understand the difference between vocabulary typical of</p>



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<p>Continue and use a repeating pattern in poetry writing</p> <p>Non-narrative: Sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience Begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) Use simple features correctly e.g. greeting in a letter, numbers in a list</p> <p>Proof-reading, editing and evaluating Discuss what they have written with the teacher or other pupils Re-read what they have written to check that it makes sense and attempt to edit for sense.</p> <p>Presenting Read aloud their writing clearly enough to be heard by peers and teacher</p>	<p>Imitate or adapt familiar stories about familiar characters Write own story, grouping complete sentences together to tell each part Select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices Explore characters' feelings and situations, using role play and improvisation Use some formal story language Maintain consistency in tense Write some dialogue (no expectation of speech punctuation) Suggest viewpoint with brief comments or questions on actions or situations</p> <p>Poetry: Choose words carefully for effect in poetry, e.g. use of alliteration Write poems following a modelled style</p> <p>Non-narrative: Write simple</p>	<p>around a theme Use a range of sentence structures Begin to use figurative language Use some detail in the description of setting or characters' feelings or motives Use dialogue to reveal detail about character/move the narrative forward Attempt to adopt a viewpoint Imitate authorial techniques gathered from reading narratives</p> <p>Poetry: Write poems using the features of poetic forms studied</p> <p>Non-narrative: Use simple organisational devices in non-narrative material, e.g. headings Make notes from several sources of information and turn them into sentences Group information, often moving from general to more specific detail</p> <p>Begin to use paragraphs to group</p>	<p>Use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike Develop mood and atmosphere using a range of vocabulary and dialogue between characters Include details expressed in ways that engage the reader Use techniques to get the reader on side (address them to engage or influence) Imitate authorial techniques gathered from the reading of narrative texts</p> <p>Poetry: Write poems imitating</p>	<p>perspectives Vary openings and endings in narrative e.g. use of dialogue, cliff hangers Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Vary pace of writing (different sentence lengths, moving between dialogue and reported speech, verb strings) Use expressive and figurative language Make use of structures that do not reflect spoken language Develop some aspects of characterisation through what characters say and do Describe setting, characters and atmosphere Integrate dialogue to convey character and advance the action Maintain style (appropriate to form, subject or audience) to sustain interest Consider and evaluate</p>	<p>informal speech and vocabulary appropriate for formal speech and writing Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative Describe setting, characters and atmosphere Integrate dialogue to convey character and advance the action Maintain interest for the reader through varied devices, structures and features Develop points of view and 'authorial voice' e.g. asides to reader</p> <p>Poetry: Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem Make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking</p>
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	<p>information texts incorporating labelled pictures and diagrams and use language appropriate to the text type Use some features of the given form maintaining consistency in purpose and tense Suggest viewpoint with brief comments or questions on actions or situations Proof-reading, editing and evaluating: Make simple additions, revisions and corrections to writing by: Proof-reading to check for errors in spelling, grammar and punctuation Evaluate writing with the teacher and other pupils Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently Presenting: Read aloud what has been written with</p>	<p>related materials Use organisational devices to aid conciseness, e.g. numbered lists or headings Attempt to adopt a viewpoint Imitate authorial techniques gathered from reading Select and use formal and informal styles and vocabulary appropriate to the purpose/reader Proof-reading, editing and evaluating: Proof-read for spelling and punctuation errors Evaluate and edit by proposing changes to vocabulary to improve consistency, showing awareness of the reader Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements Presenting: Read aloud own writing, to a group or the whole class, using appropriate intonation</p>	<p>poetic structures studied Include details expressed in ways that engage the reader Non-narrative: Use simple organisational devices in non-narrative material, e.g. sub-headings Organise or categorise information based on notes from several sources Use paragraphs to organise ideas around a theme Imitate authorial techniques gathered from reading Use techniques to get the reader on side (address them to engage or persuade) Proof-reading, editing and evaluating: Proof-read for spelling and punctuation errors Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Evaluate and edit by</p>	<p>different viewpoints (own and others'/biased and balanced) Poetry: Use expressive and figurative language Experiment with writing poetry using different forms Non-narrative: Use organisational and presentational devices to structure text and guide reader Construct appropriate introductions and conclusions Maintain style (appropriate to form, subject or audience) to sustain interest Develop ideas logically Use features of a range of text types independently Consider and evaluate different viewpoints (own and others') Proof-reading, editing and evaluating: Evaluate and edit by being able to: Assess the effectiveness of their own and other's writing</p>	<p>account of different audiences and purposes Non-narrative: Use organisational and presentational devices to structure texts and guide reader Write well-structured introductions and appropriate conclusions Use paragraphs purposefully to clearly structure main ideas across the text Maintain interest for the reader through varied devices, structures and features Choose appropriate presentational features to organise information and aid understanding Develop points of view and 'authorial voice', e.g. viewpoints in discursive texts Move between standard and non-standard forms of English appropriately Choose register (formal/informal, personal/impersonal) appropriately and for effect Proof-reading, editing and evaluating: Evaluate and edit by being able to: Assess the effectiveness of their own and other's writing Propose changes to</p>
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	<p>appropriate intonation to make the meaning clear</p>	<p>and controlling the volume so that the meaning is clear</p>	<p>assessing the effectiveness of their own and other's writing and suggest improvements Presenting: Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear</p>	<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register Proof-read for spelling and punctuation errors Presenting: Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register Proof-read for spelling and punctuation errors Presenting Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
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