



Writing Progression Map

Respect

Compassion

Perseverance

Creation

Service

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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Composition

- Draw upon what they have read
- Orally rehearse a sentence before going on to write it
- Sequence sentences to form short narratives Read their writing aloud clearly enough to be heard by their peers and the teacher

- Plan and say out loud what they will write about
- Write poetry and for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence
- **Write simple, coherent narratives about personal experiences and those of others (real or fictional)**
- **Write about real events, recording these simply and clearly**
- Read aloud what they have written with appropriate intonation to make the meaning clear

- Write narratives, describing setting and characters within a storyline or plot
- Use paragraphing to group related material, focusing on a theme or topic
- In non-narrative, use simple organisational devices (heading and subheadings) Use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' in contrast to 'He went out to play.')
- Extend sentences using a wider range of conjunctions other than those stated in the working towards standard
- Express time, place and cause using **conjunctions** (e.g. *before, after, while*), **adverbs** (e.g. *soon, therefore*) and **prepositions** (e.g. *before, after, during, because of*) Draw upon material read
- Use, when appropriate, figurative language included metaphors and similes

- In narratives, create increasingly effective and complex settings, characters and plot
- In non-narrative work, use organisational devices such as headings and sub headings with increasing effect
- Draw upon material read
- Write in a range of genre forms

- Identify the audience for and purpose of the writing Plan their writing:
- Note and develop initial ideas drawing on reading and research
- Write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write:
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describe setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action
- Précising longer passages
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. *headings, bullet points, underlining*)
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

- Draw upon material read
- Plan their writing by identifying the audience for and purpose of the writing
- **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
- **In narratives, describe settings, characters and atmosphere**
- **Integrate dialogue in narratives to convey character and advance the action**
- Distinguish between the language of formal and informal speech
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

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Grammar and punctuation	Join words together to make a coherent	Demarcate most sentences in their	Demarcate sentences with full stops, with	Use fronted adverbials (e.g. Later	Use relative clauses beginning with who,	Select vocabulary and grammatical
<p>punctuation</p>	<p>Leave spaces between words Join words and clauses using <i>and</i> Can separate words in writing using spaces most of the time Use some capital letters for names of people, some places, some days of the week and the personal pronoun / mostly correctly Use capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly Understand and use specific Y1 terminology (<i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i>)</p>	<p>letters and full stops, and use question and exclamation marks correctly when required (with increasing accuracy)</p> <ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command Use some expanded noun phrases to describe and specify Use the singular apostrophe for possession Use commas in a list Use apostrophes for possession and contractions Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting) Understand and use specific Year 2 terminology (<i>noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense,</i> 	<ul style="list-style-type: none"> Demarcate sentences with capital letters, with occasional error Use question marks mostly correctly, with occasional error Use exclamation marks mostly correctly, with occasional error Use apostrophes consistently to mark the possession of singular nouns Begin to use inverted commas to punctuate direct speech Understand and use specific year 3 terminology (<i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks</i>) 	<ul style="list-style-type: none"> Use paragraphing to organise ideas around a theme Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech mostly correctly (<i>e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down!"</i>) Use a new line for a new speaker when writing direct speech Use apostrophes to mark plural possession (<i>e.g. The girl's name, the girls' names</i>) Use commas after fronted adverbials as appropriate Understand and use specific Y4 terminology (<i>determiner, pronoun, possessive pronoun, adverbial</i>) 	<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Understand and use specific Year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) 	<p>reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.) Use verb tenses consistently and correctly

writing

- Use the range of**

Spelling

- Spell most words containing each of the 40+ phonemes
- Spell most common exception words
- Spell most days of the week
- Spell most of the sounds taught in year 1 (English Appendix Spelling)
- Spell words with adjacent consonants
- Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and – est where no change is needed in the spelling of the root word
- Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)
- Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)

- **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**
- **Spell many common exception words**
- Add suffixes to spell some words correctly in their writing (e.g. – ment, –ness, –ful, – less, –ly)
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell some contracted forms correctly
- Spell some common homophones and **near** homophones correctly

- Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re-.
- Spell mostly correctly words with suffixes: -tion, -sion, ation, -ture, -sure, -ly, -ally, -ed and er
- Spell at least half the words in the yr3/4 NC list
- Spell at least half of the homophones and near homophones from the Y3/4 appendix
- Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble
- Use the first two letters of a word to check its spelling in a dictionary
- Begin to build a varied and rich vocabulary

- Spell most of the homophones and near homophones from the Year 3/4 appendix
- Spell most of the words in the Year3/4 NC list and majority of focus spelling rules in Appendix 1
- Spell mostly correctly words with suffixes: -tion, -sion, ation, -ture, -sure, -ly, -ally, -ous, -cian
- Spell mostly correctly words that contain the *i* sound spelt with a *y* (e.g. *Egypt, gym, myth*)
- Spell mostly correctly words that contain the *k* sound spelt *ch* (e.g. *chemist, echo, character*)
- Spell mostly correctly words with the *sh* sound spelt *ch* (e.g. *chef, machine, brochure*)
- Spell mostly correctly words with the *g* sound spelt *gue* and the *k* sound spelt *que* (e.g. *tongue, antique, league, unique*)
- Spell the *u* sound spelt *ou* (e.g. *young, touch, double*)
- Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)
- Use the first two letters of a word to check its spelling in a dictionary

- Spell correctly most words from the Year 3 / Year 4 spelling list, and some words from the Year 5 / Year 6 spelling list
- Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)
- Spell words with the following patterns; -cious, tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation
- Adding suffixes beginning with vowel letters to words ending in –fer
- Words with the sound spelt *ei* after *c* (e.g. *deceive, ceiling*)
- Words containing the letter string –ough
- Words with silent letters (e.g. *doubt, island, thistle*)

- Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency,
- Use the hyphen to join a prefix to a root word e.g. coordinate, re-enter)
- Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)
- **Spell correctly most words from the Year 5 / Year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**

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Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding the pencil comfortably and correctly • Form lower case letters in the right direction, starting and finishing in the right place • Form capital letters and digits 0 – 9 • Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways 	<ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters • Sit letters on the line 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders 	<ul style="list-style-type: none"> • Write legibly and fluently 	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting when writing at speed
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<p>Evaluate and edit</p>	<ul style="list-style-type: none"> • Discuss what has been written with a teacher/other pupils • Re-read what they have written to check it makes sense • Change some errors with support and some independently 	<ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils • Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently 	<ul style="list-style-type: none"> • Evaluate the effectiveness of their own and others' writing • Identify some spelling and punctuation errors and make some changes to grammar and vocabulary 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing <i>some</i> changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) • Proof read for spelling and punctuation errors • Use a thesaurus to select more focused language 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing Proposing <i>most</i> changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) • Distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors
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Statements in **bold** are taken from the Teacher Assessment Framework.

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