



Writing Progression Map



Writing Transcription

Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling	*Children use their phonic knowledge to write words in ways which match their spoken sounds.	*Spell words containing each of the 40+ phonemes already taught *Spell common exception words *Spell the days of the week *Naming the letters of the alphabet in order *Using letter names to distinguish between alternative spellings of the same sound	*Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly *Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones *Learn to spell common exception words *Distinguish between homophones and near-homophones	* Spell further homophones * Spell words that are often misspelt (English Appendix 1)	*Spell further homophones *Spell words that are often misspelt (English Appendix 1)	* Spell some words with 'silent' letters: e.g. knight, psalm, solemn * Continue to distinguish between homophones and other words which are often confused *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	*Spell some words with 'silent' letters: e.g. knight, psalm, solemn *Continue to distinguish between homophones and other words which are often confused *Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Other word building spelling	*They write some irregular common words.	*Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs *Use the prefix un- *Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest	*Learn the possessive apostrophe (singular): e.g. the girl's book *Learn to spell more words with contracted forms *Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly *Use suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	* Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's *Use further prefixes and understand how to add them (English Appendix 1) *Use further suffixes and understand how to add them (English Appendix 1) *Use the first two or three letters of a word to check its spelling in a dictionary	*Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's *Use further prefixes and understand how to add them (English Appendix 1) *Use further suffixes and understand how to add them (English Appendix 1) *Use the first two or three letters of a word to check its spelling in a dictionary	* Use further prefixes and suffixes and understand the guidelines for adding them *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	* Use further prefixes and suffixes and understand the guidelines for adding them *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	*Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	*Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught	*Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	*Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	*Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		

<p>Handwriting</p>	<p>*Handles tools, objects, construction and malleable materials safely and with increasing control. *Shows a preference for a dominant hand. *Begins to use anticlockwise movement and retrace vertical lines. *Begins to form recognisable letters. *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. *Children show good control and coordination in large and small movements. *Handle equipment and tools effectively, including pencils for writing.</p>	<p>*Sit correctly at a table, holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters *Form digits 0-9 *Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>*Form lower-case letters of the correct size relative to one another *Start using some of the diagonal and horizontal strokes needed to join, and understand which letters, when adjacent to one another, are best left unjoined *Write 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</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 *Increase the legibility, consistency and quality of their 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>*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 *Increase the legibility, consistency and quality of their 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 legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters *Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p>	<p>*Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters *Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p>
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Writing Composition							
Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for writing			<p>*Write narratives about personal experiences and those of others (real and fictional)</p> <p>*Write about real events, recording these simply and clearly</p> <p>*Develop positive attitudes towards and stamina for writing by writing poetry</p> <p>*Write effectively and coherently for different purposes</p>	<p>* Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p>	<p>* Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p>	<p>*Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>*In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>*Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>*In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
Planning and drafting writing		<p>*Write sentences by saying out loud what they are going to write about</p> <p>*Compose a sentence orally before writing it</p> <p>*Sequence sentences to form short narratives</p> <p>*Re-read what they have written to check that it makes sense</p>	<p>*Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>*Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>*Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p>	<p>*Plan their writing by discussing and recording ideas</p> <p>*Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>*Organise paragraphs around a theme</p> <p>*Write narratives, creating settings, characters and plot</p> <p>*Write non-narrative material, using simple organisational devices: e.g. headings and sub-headings</p>	<p>*Plan their writing by discussing and recording ideas</p> <p>*Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>*Organise paragraphs around a theme</p> <p>*Write narratives, creating settings, characters and plot</p> <p>*Write non-narrative material, using simple organisational devices: e.g. headings and sub-headings</p>	<p>*Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>*Use a wide range of devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly)</p> <p>*In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>*Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>*Draft and write by précising longer passages</p> <p>*Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>*Plan writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>*Use a wide range of devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly)</p> <p>*In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>*Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>*Draft and write by précising longer passages</p> <p>*Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>

<p>Editing writing</p>		<p>*Discuss what they have written with the teacher or other pupils</p>	<p>*Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>*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</p>	<p>*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</p>	<p>*Assess the effectiveness of their own and others' writing *Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning *Ensure the consistent and correct use of tense throughout a piece of writing *Proof-read for spelling and punctuation errors *Ensure correct subject and verb agreement is used when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>*Assess the effectiveness of their own and others' writing *Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning *Ensure the consistent and correct use of tense throughout a piece of writing *Proof-read for spelling and punctuation errors *Ensure correct subject and verb agreement is used when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
<p>Performing writing</p>		<p>*Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>*Read aloud what they have written with appropriate intonation to make the meaning 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>*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>*Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>*Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

Vocabulary, grammar and punctuation

Skills	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary		*Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	*Learn how to use: expanded noun phrases to describe and specify: e.g. the spotty dog.	* Form nouns using prefixes (super-, anti-) *Word families based on common words (solve, solution, dissolve, insoluble	*Form nouns using prefixes (super-, anti-) *Word families based on common words (solve, solution, dissolve, insoluble	*Use a thesaurus *Use expanded noun phrases to convey complicated information concisely *Convert nouns or adjectives into verbs using suffixes: e.g. - ate; - ise; -fy *Verb prefixes: e.g. dis-, de-, mis-, over-, re-	*Use a thesaurus *Use expanded noun phrases to convey complicated information concisely *Convert nouns or adjectives into verbs using suffixes: e.g. - ate; - ise; -fy *Verb prefixes: e.g. dis-, de-, mis-, over-, re- *Understand differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
Grammar		*Join words and join clauses using 'and'	*Use: subordination (using when, if, that, or because) and coordination (using or, and, or but) *Write sentences with different forms: statement, question, exclamation, command *Learn how to use the present and past tenses correctly and consistently including the progressive form *Learn how to use: some features of written Standard English	*Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *Use conjunctions, adverbs and prepositions to express time and cause *Use the present perfect form of verbs in contrast to the past tense *Use the correct form of 'a' or 'an' according to whether the next word begins with a consonant or vowel	*Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *Use conjunctions, adverbs and prepositions to express time and cause *Use the present perfect form of verbs in contrast to the past tense *Use the correct form of 'a' or 'an' according to whether the next word begins with a consonant or vowel	*Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *Use modal verbs or adverbs to indicate degrees of possibility *Use the perfect form of verbs to mark relationships of time and cause *Use devices to build cohesion, including adverbials of time, place and number	*Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *Use modal verbs or adverbs to indicate degrees of possibility *Use the perfect form of verbs to mark relationships of time and cause *Use devices to build cohesion, including adverbials of time, place and number
Punctuation		*Use capital letters, full stops, question marks and exclamation marks to demarcate sentences *Use a capital letter for names of people, days of the week and the personal pronoun I	*Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences *Use Commas to separate items in a list *Use Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).	* Use Inverted commas to punctuate direct speech	* Use of inverted commas and other punctuation to indicate direct speech *Use commas after fronted adverbials *Use apostrophes to mark plural possession.	*Use brackets, dashes or commas to indicate parenthesis *Use of commas to clarify meaning or avoid ambiguity.	*Use the semi-colon, colon and dash to mark the boundary between independent clauses *Use the colon to introduce a list and use semi-colons within lists *Use Punctuation of bullet points to list information *Explore how hyphens can be used to avoid ambiguity *Understand and use the active and passive voice in writing.