

Writing Progression Map

Concept	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Composition				
Write with purpose	<ul style="list-style-type: none"> - Speak to retell a simple past event in correct order. For example, 'I went down slide'. - Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
Use imaginative description	<ul style="list-style-type: none"> - Engage in imaginative role play based on own first-hand experiences. - Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. - Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. - Link statements and stick to a main theme or intention. 	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
Organise writing appropriately	<ul style="list-style-type: none"> -Use talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduce a storyline or narrative into their play. - Write own name and other things such as labels, captions. 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.
Use paragraphs	<ul style="list-style-type: none"> - Attempt to write short sentences in meaningful contexts. - Play cooperatively as part of a group to develop and act out a narrative. - Develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
Use sentences appropriately	<ul style="list-style-type: none"> - Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. - Use vocabulary focused on objects and people that are of particular importance to them. - Build up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice

	<ul style="list-style-type: none"> - Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - Use language to imagine and recreate roles and experiences in play situations. - Express themselves effectively, showing awareness of listeners' needs. 		<ul style="list-style-type: none"> • adverbial phrases. 	<ul style="list-style-type: none"> • a clear subject and object • hyphens, colons and semi colons • bullet points.
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Transcription				
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Present neatly	<ul style="list-style-type: none"> - Draw lines and circles using gross motor movements. - Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. - Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. - Hold a pencil near point between first two fingers and thumb, and use it with good control. - Copy some letters, e.g. letters from their name. - Sometimes give meaning to marks as they draw and paint. - Realise tools can be used for a purpose. - Show a preference for a dominant hand. - Begin to use anticlockwise movement and retrace vertical lines. - Begin to form recognisable letters. - Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. - Give meaning to marks they make as they draw, write and paint. - Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.
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Spell correctly	<ul style="list-style-type: none"> - Continue a rhyming string. - Hear and say the initial sound in words. - Segment the sounds in simple words and blend them together. - Link sounds to letters, naming and sounding the letters of the alphabet. - Use their phonic knowledge to write words in ways which match their spoken 	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the 	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for 	<ul style="list-style-type: none"> • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of
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	<p>sounds.</p> <ul style="list-style-type: none"> – Write some irregular common words. 	<p>rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</p> <ul style="list-style-type: none"> • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 	<p>example, children's).</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>morphology and etymology in spelling and understand that some words need to be learned specifically.</p> <ul style="list-style-type: none"> • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly.
<p>Punctuate accurately</p>	<ul style="list-style-type: none"> • Begin to understand 'why' and 'how' questions. • Question why things happen and give explanations and ask questions, e.g. who, what, when, how. • Use a range of tenses in speech. For example, play, playing, will play, played. • Answer 'how' and 'why' questions about their experiences and in response to stories or events. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'. • Show an understanding of prepositions, 	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of

	such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	<ul style="list-style-type: none"> • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<p>adverbials.</p> <ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<p>possibility.</p> <ul style="list-style-type: none"> • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
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Analysis and Presentation			
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Analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> Year 1 <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Year 2 <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> Year 3 <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Year 4 <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> Year 5 <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6 <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
Present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.