



ENGLISH: Writing Progression Map

Writing	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose of Writing: Writing to Entertain			Story Description Poetry	Story Description Poetry	Narrative Description Poetry	Narrative Description Poetry	Narrative Description Poetry	Narrative Description Poetry
Writing to Inform			Recount Letter Instruction	Recount Letter Instruction	Explanation Biography Newspaper	Explanation Biography Newspaper	Report Biography Newspaper Essay	Report Biography Newspaper Essay
Writing to persuade					Advert Letter Poster	Advert Letter Poster	Advertising Speech Campaign	Advertising Speech Campaign
Writing to discuss							Argument Newspaper Review	Argument Newspaper Review
High Quality Texts to Drive Writing Fiction Non Fiction Poetry	Titch – Pat Hutchins Goldilocks and the Three Bears The Hungry Caterpillar – Eric Carle We're going on a bear hunt – Michael Rosen The Train Ride Shark in the Park – Nick Sharratt Traditional Tales	The Little Red Hen The Three Billy Goats Gruff Dear Zoo – Rod Campbell Jasper's Beanstalk – Nick Butterworth Billy's Bucket – Kes Gray & Gary Parsons	Perfectly Norman – Tom Percival Rainbow Fish Grandad's Island – Benji Davis The Queen's Hat – Steve Antony	The Crow's Tale – Naomi Howarth Little Red Reading Hood – Lucy Rowland The Owl who was afraid of the dark – Jill Tomlinson Stardust – Jeanne Willis	Flood – Alvaro F. Villa Stone Age Boy – Satoshi Kitamura Theseus and the Minotaur – Hugh Lupton and Daniel Morden Star in the Jar – Sam Hay	The Iron Man – Ted Hughes The BFG – Roald Dahl The Great Chocoplot – Chris Callaghan Float – Daniel Miyares	Gorilla – Anthony Browne The Nowhere Emporium – Ross MacKenzie The Fantastic Flying Books of Mr Morris Lessmore – Moonbot Studios	Paperman – Disney Varmints – Marc Crastle The Firework Maker's Daughter – Phillip Pullman
	Amazing Animals Come outside Pirates	Marvellous Me Amazing Animals Come outside Where did you go today? Pirates	Our Trip to the Woods Ice Planet adventure Park	Big Cats The Great Fire of London Plants This is how we do it	Skara Brae Skeletons and Muscles	The Creature Inviting an author into school Gut Garden – The digestion Journey An Alternative to Plastic Straws	Screen Use Scott of the Antarctic – A Seddon Emperor Penguins Refugees David Attenborough	Goldilocks Greta Postcard from Prison Detailed Timeline on Ancient Greece
	Nursery Rhymes and poems (daily)	Nursery Rhymes and poems (daily)	Firework Night When I am by Myself	If I were in charge of the world Desk Diddlers	I asked the little boy who couldn't see Autumn is Here	Still I Rise – Maya Angelou The River – Valerie Bloom	The Highwayman – Alfred Noyes The Malffeasance	Thinker's Rap Hope-lo-docus Moth
Phonic & Whole word spelling children should:	Identify and write the initial sound in their name. (LIT) Write their name (LIT)	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT) spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound	segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 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 (Appendix 1)	spell further homophones spell words that are often misspelt (Appendix 1)	spell some words with 'silent' letters 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 Appendix 1	spell some words with 'silent' letters 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 Appendix 1



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		make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations						
Other word building spelling children should:			<p>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p> <p>Spelling Shed Stage 1</p>	<p>learning the possessive apostrophe (singular)</p> <p>learn to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>show awareness of silent letters in spelling e.g. knight, write</p> <p>use –le ending as the most common spelling for this sound at the end of words</p> <p>apply spelling rules and guidelines from Appendix 1</p> <p>Spelling Shed Stage 2</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Spelling Shed Stage 3</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Spelling Shed Stage 4</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Spelling Shed Stage 5</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Spelling Shed Stage 6</p>
Transcription children should:			write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	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.		
Handwriting children should:	<p>Children will explore large mark making to develop cross the mid-line movements. (PD)</p> <p>Children will know how to use a comfortable grip when holding a pencil. (PD)</p> <p>Children will show preference for a dominant hand. (PD)</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Children will know the correct pencil grip and posture for writing. (PD)</p> <p>Develop the foundations of a handwriting style (PD)</p> <p>Form lower-case and capital letters correctly. (PD)</p> <p>Know how to write the taught letters (RW) which is fast, accurate and efficient (LIT)</p> <p>form digits 0-9 (NUM)</p> <p>Produce recognisable letters and words to convey meaning (LIT)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>understand which letters belong to which handwriting ‘families’ and to practise these</p> <p>another person can read writing with some mediation</p>	<p>form lower-case letters of the correct size relative to one another</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. start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</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 their handwriting</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 their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>



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Contexts for Writing children should:		<p>Child initiated writing (in role, and for purpose)</p> <p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p>	<p>Sequence sentences to form short narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>write poetry</p> <p>write for different purposes</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify 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>identify 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 Writing children should:		<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). E.g. character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>
Drafting Writing children should:		<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>sequence sentences to form short narratives</p> <p>use joining words and clauses using 'and'</p>	<p>write down ideas and/or key words, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence</p>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>
Editing Writing children should:		<p>To check written work by reading and make changes where necessary.(LIT)</p> <p>Read what they have written to check it makes sense (LIT)</p>	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>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, including verbs in the continuous form</p> <p>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement when using</p>	<p>assess the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb</p>



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							<p>singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>	<p>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
Performing Writing children should:		<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>read their writing aloud 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 their own writing aloud, 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 their own writing aloud, 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 children should:		<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>leave spaces between words</p> <p>join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify</p> <p>attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>
Grammar children should:		<p>To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p> <p>To make writing exciting using wow words (adjectives). (LIT)</p>	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use coordination (using or, and, or but) use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials</p> <p>use of ellipsis</p>



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<p>Punctuation children should:</p>		<p>Think of, say and write a simple sentence, sometimes using:</p> <ul style="list-style-type: none"> capital letter Full stop. (LIT) 	<p>begin to punctuate sentences using:</p> <ul style="list-style-type: none"> capital letter full stop question mark exclamation mark <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Separate words with finger spaces</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> Full stops capital letters question marks Exclamation marks commas in a list Apostrophes for contracted form and for possession 	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas to clarify meaning or avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p>	<p>use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>
<p>Grammatical Terminology children should:</p>	<p>letter word sentence full stop</p>	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant letter vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>