Writing Skills Progression Map

Writing Focus	EYFS *Birth to 3 years* *3 and 4-year olds* *Ch working in Reception* Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	*- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.* *- Enjoy drawing freely.* *- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."* *- Make marks on their picture to stand for their name.* *- 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.* *- Write some or all of their name.* *- Write some letters accurately.* *- Form lower-case and capital letters correctly.* **PD – FMS** To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To begin to show accuracy and care when drawing. **L – W** To write recognisable letters, most of which are correctly formed. - To write simple phrases and sentences that can be read by others.	**- To begin to write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.** **- To form capital letters correctly.** **- To form digits 0-9.** - To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - To sit correctly at a table, holding a pencil comfortably and correctly.	**- To form lower-case and capital letters of the correct size and proportion.** **- To start using diagonal / horizontal strokes to join.** **- To know which letters are best left unjoined.** - To use spacing between words that reflects the size of the letters.	**- To produce legible joined handwriting.** **- To increase the legibility, consistency and quality of handwriting.**	**- To produce legible joined handwriting.** **- To increase the legibility, consistency and quality of handwriting.**	**- To write legibly, fluently and with increasing speed.**	**- To write legibly, fluently and with increasing speed demonstrating joined handwriting.**

Joining Letters			**- To start using diagonal / horizontal strokes to join.** **- To know which letters are best left unjoined.**	**- To use diagonal / horizontal strokes to join letters.** **- To know which letters are best left unjoined.**	**- To use diagonal / horizontal strokes to join letters.** **- To know which letters are best left unjoined.**	**- To write legibly, fluently and with increasing speed demonstrating joined handwriting.**	**- To write legibly, fluently and with increasing speed demonstrating joined handwriting.** - To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing Composition **Planning, writing and editing**	*- Repeat words and phrases from familiar stories.* *- Ask questions about the book. Make comments and shares their own ideas.* *- Develop play around favourite stories using props.* *- Engage in extended conversations about stories, learning new vocabulary.* *- 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.* *- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* *- Re-read what they have written to check that it makes sense.* **EA&D – BI&E** To invent, adapt and recount narratives and stories with peers and their teachers. **L - W** To write simple phrases and sentences that can be read by others.	**- To sequence sentences to form short narratives.** **- To re-read their writing to check that it makes sense and to independently begin to make changes.** - To say out loud what they are going to write about. - To compose a sentence orally before writing it. - To discuss what they have written with the teacher or other pupils. - To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	**- To consider what they are going to write before beginning.** **- To plan or say out loud what they are going to write about.** **- To write down key ideas / key words, including key vocabulary.** **- Encapsulate what they want to say, sentence by sentence.** **- To make simple additions, revisions and corrections to their own writing** **- Evaluate their writing with the teacher and other pupils.** **- To proofread to check for errors in spelling, grammar and punctuation and make corrections.** **- To re-read for sense and check that verbs are used correctly.** - To write simple poetry.	**- To organise paragraphs around a theme.** **- To proof-read for spelling and punctuation errors.** - To begin to use ideas from their own reading and modelled examples to plan their writing. - To compose and rehearse sentences orally (including dialogue). - To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	**- To use paragraphing.** **- In non-narrative material, use organisational devices to structure writing (headings, subheadings, diagrams, captions etc).** **- To proof-read for spelling and punctuation errors and make corrections.** - To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	**- In non-narrative material, use organisational and presentational devices to structure a text and to guide the reader (headings, subheadings, bullet points etc).** **- To use devices to build cohesion within and across paragraphs** **- To begin to have control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this.** **- To proof-read for spelling and punctuation errors and make corrections.** - To plan their 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. - To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - To proofread work to précis (condense) longer passages by removing unnecessary repetition or irrelevant details. - To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	**- In non-narrative material, use organisational and presentational devices to structure a text and to guide the reader (headings, subheadings, bullet points, columns, tables etc).** **- To use a wide range of cohesive devices (repetition of words/phrase, adverbials and ellipsis,** and careful vocabulary selection**).** **- To use controlled levels of formality, particularly through manipulating grammar and vocabulary to achieve this.** **- To proof-read for spelling and punctuation errors and make corrections.** - To note down and develop initial ideas, drawing on reading and research where necessary. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of Audience, Purpose and Structure	*- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.* *- Repeat words and phrases from familiar stories.* *- Engage in extended conversations about stories, learning new vocabulary.* *- Re-read these books to build up their confidence in word reading, their fluency and*	**- To write for different purposes** **- To produce writing that entertains.** **- To produce writing that is informative.** - To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	**- To develop positive attitudes towards and stamina for writing by writing for different purposes.** **- To produce writing that entertains (in particular narratives about personal experiences – real and fictional).** **- To produce writing that is informative.** **- To produce writing that is persuasive.**	**- To develop positive attitudes towards and stamina for writing by writing for different purposes.** **- To produce writing that entertains.** **- To produce writing that is informative.** **- To produce writing that is persuasive.** **- To create settings, characters and plot (in narratives).**	**- To develop positive attitudes towards and stamina for writing by writing for different purposes.** **- To produce writing that entertains.** **- To produce writing that is informative.** **- To produce writing that is persuasive.** **- To create settings, characters and plot (in narratives) and begin to interweave dialogue.**	**- To develop positive attitudes towards and stamina for writing by writing for different purposes.** **- To produce writing that entertains.** **- To produce writing that is informative.** **- To produce writing that is persuasive.** **- To produce writing that discusses.** **- To describe settings, characters and atmosphere**	**- To develop positive attitudes towards and stamina for writing by writing for different purposes.** **- To produce writing that entertains.** **- To produce writing that is informative.** **- To produce writing that is persuasive.** **- To produce writing that discusses.** **- To describe settings, characters and atmosphere**

	their understanding and enjoyment. **C&L – S** To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. **L - C** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	- To start to engage readers by using adjectives to describe.	- To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. - To read aloud what they have written with appropriate intonation to make the meaning clear.	**- To develop settings using description.** **- To develop characters using description.** **- To develop plot using description.** - To make deliberate ambitious word choices to add detail.	**- To use description and figurative language for settings and characters.** **- To create an engaging plot (atmosphere developing).** **- To use dialogue appropriately.** - To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	**(in narratives) and integrate dialogue to convey character and advance the action.** **- To integrate dialogue to convey character / advance the action.** - To continue to develop the use of figurative language for settings and characters. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	**(in narratives) and integrate dialogue to convey character and advance the action using a range of literary devices.** **- To integrate dialogue to convey character / advance the action.** **- To use active and passive voice for effect.** - To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). - To distinguish between the language of speech and writing and to choose the appropriate level of formality. - To select vocabulary and grammatical structures that reflect what the writing requires (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).
Sentence Construction and Tense	*- Repeat words and phrases from familiar stories.* *- Ask questions about the book. Make comments and shares their own ideas.* *- Engage in extended conversations about stories, learning new vocabulary.* *- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* **C&L – S** - To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,	**- To leave spaces between words** **- To use 'and' to join words and clauses.** - To use simple sentence structures. - To begin to use simple compound sentences.	**- To learn how to use the present and past tenses correctly and consistently including the progressive form.** **- To use the simple past and simple present tense accurately.** **- To use the past and present tense progressive tense accurately.** - To use coordination and subordination to develop sentences (simple, simple compound and simple complex) - To form sentences with different forms: statement, question, exclamation, command. - To use some features of written Standard English.	**- To use past and present tense consistently.** **- To use present perfect verb tense.** **- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.** **- To use the forms 'a' or 'an' according to whether the word begins with a vowel or a consonant.**	**- To use past and present tense consistently, including the perfect verb form.** - To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	**- To use tense consistently and accurately throughout a piece of writing.** **- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.** - To begin to use an increasingly wide variety of sentence structures for effect. - To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	**- To use verb tense consistently and correctly throughout a piece of writing.** - To use an increasingly wide variety of sentence structures accurately and for effect. - To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

	with modelling and support from their teacher. - To offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **L - W** - To write simple phrases and sentences that can be read by others.						
Use of Phrases and Clauses	**C&L – S** - To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - To offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. **L - W** - To write simple phrases and sentences that can be read by others.	**- To use conjunction 'and' to link ideas and sentences.** - To begin to form simple compound sentences.	**- To learn how to use subordination and coordination.** **- To use subordinating conjunctions (when, if, that, because)** **- To using co-ordinating conjunctions (or, and, but).** - To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	**- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.** **- To express time, place and cause using conjunctions, adverbs and prepositions.**	**- To use fronted adverbials (such as adverbs, phrases, clauses) and demarcate with a comma when appropriate.** **- To build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition.** - To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. - To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	**- To use devices to build cohesion within and across paragraphs** **- To begin to have control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this.** - To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). - To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	**- To use a wide range of cohesive devices (repetition of words/phrase, adverbials and ellipsis,** and careful vocabulary selection). **- To use active and passive voice for effect.** - To use the subjunctive form in formal writing. - To use the perfect form of verbs to mark relationships of time and cause. - To use question tags in informal writing.
Punctuation	*- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* **L - W** - To write simple phrases and sentences that can be read by others. - To write recognisable letters, most of which are correctly formed (e.g. capital letters for their name and other proper nouns and at the start of a sentence; full stops to demarcate the end of a sentence.	**- To use punctuation for sentences: capital letters, full stops, question marks and exclamation marks.** **- To use capital letters for proper nouns such as names of people, places, the days of the week and the personal pronoun 'I'.** - To use finger spaces.	**- To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.** **- To use commas to separate items in a list.** **- To use apostrophes accurately for contracted forms and singular possession.**	**- To punctuate direct speech with inverted commas.** **- To use possessive apostrophes to mark singular possession in nouns.** - To use the full range of punctuation from previous year groups.	**- To use possessive apostrophes for plurals and understand the difference between plural and possessive.** **- To use inverted commas and other punctuation to indicate direct speech.** - To use the full range of punctuation from previous year groups.	**- To use commas to clarify meaning or avoid ambiguity.** **- To use brackets, dashes or commas to indicate parenthesis.** - To use the full range of punctuation from previous year groups.	**- To mark the boundaries between independent clauses (commas, semi-colons, colons).** **- To use colons to introduce lists.** **- To sue semi-colons within lists.** **- To use bullet points to list information.** **- To use hyphens to avoid ambiguity.** - To use the full range of punctuation from previous year groups.

							- To use the full range of punctuation taught at key stage 2 (and KS1) correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Spelling	*- Spell words by identifying the sounds and then writing the sound with letter/s.* **L - W** - To spell words by identifying sounds in them and representing the sounds with a letter or letters.	**- To spell many words from the Y1 programme of study including those containing the 40+ phonemes.** **- To spell some common exception words.** **- To spell the days of the week.** **- To name the letters of the alphabet in order.** **- To add prefixes and suffixes e.g. un, ing, ed.** **- To complete dictated sentences by inserting words (GPCs and common exception words).**	**- To segment spoken words into phonemes and represent these by graphemes, spelling many correctly.** **- To spell many common exception words.** **- To learn new ways of spelling phonemes for which one or more spellings are already known.** **- To spell some common homophones.** **- To add suffixes to longer words including -ment, -ness, -less, -ful, -ly.**	**- To spell some Y3/4 common exception words.** **- To use a wider range of prefixes (e.g. un-, dis-, mis-, in-) and suffixes (e.g. -ation, -ly),** **- To spell a range of homophones.** **- To write from memory simple sentences dictated by the teacher, that include words and punctuation so far.**	**- To spell most Y3/4 common exceptions words.** **- To use further prefixes and suffixes and know how to use them.** **- Spell further homophones.** **- To write from memory simple sentences dictated by the teacher, that include words and punctuation so far.**	**- To spell some of the Y5/6 common exceptions words.** **- To spell some words with silent letters.** **- To use further prefixes and suffixes.** **- To continue to distinguish between homophones and other words that are often confused.**	**- To spell most Y5/6 common exception words.** **- To spell words with silent letters.** **- To use further prefixes and suffixes and understand the guidance for adding them.** **- To distinguish between homophones and accurately choose and spell other words which are often confused.**
Use of terminology	*- Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them.* **L – WR** - To say a sound of each letter in the alphabet and at least 10 digraphs.	- To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	- To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	- To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	- To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	- To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.