



# English: Writing Progression Map

Each skill at a glance for each year group so that planning can build on previous knowledge.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition: Text Structure</b>	Plan narratives using simple story maps and non-fiction texts, orally in simple sections.	Refer to written planning outlines to show the content in writing.	Sequence planning through the collection of ideas orally, with a clear structure linked to the text type in developed story maps or under paragraph headings.	Produce carefully thought out plans that match finished independent pieces.	Plan to take account of the audience and purpose of the writing.	Use the appropriate form and text type.
	Sequence simple sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)	Write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)	Write a generally well balanced 5-part narrative where the main conflict/ problem is solved. (Adventure, Mystery and Familiar Settings)	Pace narratives (historical, imaginary worlds and dilemmas) well, with a build-up and complication that lead to a defined ending.	Develop characters, settings and atmosphere through detailed descriptions for narratives from significant authors, myths and stories from other cultures.	Develop main ideas in both fiction and non-fiction. Sustain and develop logically.
	Put sentences in chronological order to recount an event or experience. (Recounts and Information Texts)	Sequence instructions using modal verbs and numbers to order.	Carefully think out endings of narratives.	Include detail in descriptions in narratives to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Characters are created with interaction to reveal feelings.	Organise writing into different information or events using paragraphs.	Plan using paragraphs to structure the plot in narrative (suspense, flashbacks and quest), showing changes in time, place and events.
	Use numbers and clearly marked sections to set out instructions as a process.	Group related ideas together in sections in non-fiction texts, begin to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)	Develop settings, characters and plot through description.	Use specific features of a text which is matched to intention.	Use causal and logical connectives in addition to time openers (however or therefore).	Organise information logically in paragraphs for non-fiction (biographies, newspapers, persuasions and arguments).
	Start sentences through use of time openers such as then, next, after and later etc.	Develop use of subordination (when, if, that or because) and secure coordination (and, or, but, so) to link words and phrases.	Consistently use paragraphs in narrative and to link information together in non-fiction text types.	Use a variety of sentences made up of phrases and different clause types.	Build up cohesion in paragraphs through the use of then, after, that, this or firstly or varying the length.	Use repetition of a word or phrase; adverbials (on the other hand, in contrast or as a consequence) or ellipsis to ensure cohesion across paragraphs is clear
	Evidence some compound sentences using: and, then or but.	Ensure fluency in changes in sentence openers, such as variations between	Use headings, sub-headings, photographs and illustrations to aid presentation in reports, recounts and instructions.	Use paragraphs to organise ideas around a theme or open with topic sentences in	Use adverbials of time (later), place (nearby)	Use of a wide range of organisational and presentational devices, such as headings,

	<p>Evidence ability to comment both orally and in writing on the different features of fiction and non-fiction text types.</p>	<p>pronouns, subjects and prepositions with a variety of time openers.</p> <p>Explain the features/ differences of instructions, information texts and recounts, within English books or orally in discussion.</p>	<p>Use conjunctions to express time, place and cause (when, before, after, while, so or because).</p> <p>Use adverbs of time (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences.</p> <p>Use the features of the text types covered so far to write for real purposes and audiences across the curriculum.</p> <p>Make use of detailed information about how, where and when steps take place in procedural texts.</p> <p>Use imperatives directly or indirectly.</p>	<p>recounts, reports and explanations.</p> <p>Organise key elements in non-fiction texts through control of the specific features in the layout.</p> <p>Ensure recounts have three clear parts made up of the setting, events; in order and a concluding comment.</p> <p>Use subordination connectives at the beginning, between and within sentences. (We wore our wellies when we played in the puddles)</p> <p>Use appropriate nouns and pronouns to ensure cohesion in sentences.</p> <p>Make controlled use of linking verbs to give coherence. (is, are, has, have and belong to) in non-chronological reports.</p>	<p>or number (secondly), linked to ideas across paragraphs. Tense choices may do this (he had seen her before)</p> <p>Use short sentences to speed up action in narratives. Use dialogue and reactions from other characters to add interest to a character.</p> <p>Show evidence of the writer's viewpoint through comments about the characters and/or events.</p> <p>Make conclusions and summarise non-fiction texts. (Procedural, explanation and persuasion)</p>	<p>subheadings, columns, bullets and tables.</p> <p>Make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) in newspaper reports.</p> <p>Use a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives)</p> <p>Use characters, dialogue and action to advance narrative writing.</p> <p>Control complex sentences to manipulate clauses for specific effects.</p> <p>Start some sentences with conjunctions although, despite, as, since or whenever</p>
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<p><b>Composition: Punctuation &amp; Grammar</b></p>	<p>Orally compose sentences before writing down and writing from memory.</p> <p>Re-read writing to check it makes sense.</p> <p>Use capital letters and full stops accurately to demarcate a sentence.</p> <p>Use capital letters for the names of people, places, days of the week and the personal pronoun "I".</p> <p>Use question or exclamation marks in independent writing.</p>	<p>Consistent use of past and present tenses within all forms of writing (has/had, was/were)</p> <p>Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).</p> <p>Use of statements, questions, exclamations or commands.</p> <p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Some use of commas within a list.</p> <p>Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>Experiment with inverted commas.</p> <p>Accurately proofread to check for errors in grammar and punctuation is evident.</p>	<p>Consistent use of the first and third person.</p> <p>Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play)</p> <p>Accurate use of inverted commas for direct speech.</p> <p>Correct use of the possessive apostrophe.</p> <p>Improve writing through editing to make changes to grammar and vocabulary.</p> <p>Proofread to eliminate simple errors and embed part of the writing process.</p> <p>Use of a or an when writing a sentence. (I would like an apple, not I would like a apple)</p> <p>Vary the length of sentences – short and long sentences for description.</p>	<p>Use accurate tense and person across different text types.</p> <p>Use expanded noun phrases by adding or modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair).</p> <p>Use of fronted adverbials with correct use of the comma (later that day, I heard the bad news)</p> <p>Secure verb inflections (we were instead of we was or I did instead of I done)</p> <p>Punctuate direct speech with inverted commas and other punctuation accurately.</p> <p>Use apostrophes accurately to mark plural possession (the girl's name or the girls' names)</p> <p>Edit whole paragraphs and use precise vocabulary or correct errors in tense or person.</p> <p>Comment on sound effects (repetition /alliteration) visual effects (simile,</p>	<p>Use pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>Make sure there is correct subject and verb agreement when using singular and plural.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Edit to reorganise sentences to give writing a greater impact or to clarify meaning.</p> <p>Perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>	<p>Use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me)</p> <p>Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition &amp; determiner)</p> <p>Clearly show the differences between informal speech and formal speech when writing.</p> <p>Use the full range of punctuation successfully.</p> <p>Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of the semi-colon within a list.</p> <p>Punctuate bullet points to list information.</p> <p>Use of hyphens to avoid ambiguity (recover versus re-cover or</p>
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				<p>personification and metaphor) and surprising word combinations.</p> <p>Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship)</p>		<p>man eating shark versus man-eating shark.</p> <p>Use of fronted adverbial phrases</p> <p>Proof read and edit to embed and further develop compositions.</p>
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<p><b>Composition: Vocabulary</b></p>	<p>Use story language from shared stories such as once upon a time, in the end, it was a, one sunny day etc.</p> <p>Use some adjectives to modify nouns.</p> <p>Use and explain the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark</p>	<p>Use some technical words in non-fiction text types.</p> <p>Use of simple/comparative adjectives and well-chosen verbs in narratives.</p> <p>Use expanded noun phrases for description and specification (the blue butterfly or the man on the moon)</p> <p>Write using both description and dialogue for characters and setting to engage the reader.</p> <p>Use of some adverbs.</p>	<p>Be aware of language choices that grip the reader's interest.</p> <p>Use of specific nouns (terrier instead of dog)</p> <p>Use adverbs carefully to detail actions.</p> <p>Use action verbs to provide interest, such as cackled instead of laughed.</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Choose words to introduce opinion or add clarity.</p> <p>Use of technical or scientific terms in nonfiction texts.</p> <p>Use of descriptive language that is factual rather than imaginative.</p>	<p>Use of different adjectives and adverbs for different situations.</p> <p>Use of fronted adverbials for effect. (Majestically the swan glided onto the river)</p> <p>Choose words carefully to describe events, characters and feelings.</p> <p>Use powerful verbs to add impact.</p> <p>Use words that are lively and imaginative, intended to amuse, entertain or inform.</p> <p>Choose pronouns and nouns carefully across sentences to aid cohesion and avoid repetition.</p> <p>Choose vocabulary to describe in detail stories with historical settings.</p>	<p>Use adverbs (perhaps or surely) and modal verbs (might, should, will or must) to indicate degrees of possibility.</p> <p>Use stylistic devices such as similes, metaphors and personification to create effects.</p> <p>Use precise detail to interest and engage the reader.</p> <p>Use of modal verbs to indicate degrees of possibility (might, may, must &amp; could)</p> <p>Use adverbs and adverbials to make links within paragraphs.</p> <p>Distinguish between the formal and informal spoken and written language.</p> <p>Use expanded noun phrases to add well thought out detail to writing.</p>	<p>Use of synonyms and antonyms</p> <p>Add expanded noun phrases to add detail to writing.</p> <p>Choose vocabulary to match the audience and purpose of the writing and to ensure the correct degree of formality.</p> <p>Use personal comments, flash backs and hooks to engage the reader.</p> <p>Choose conjunctions to relate to the text type.</p> <p>Use adverbials of place (walked wearily into the deep dark forest).</p> <p>Use a variety of linguistic terms, to confidently discuss their writing.</p> <p>Use adjectives and adverbs to provide detailed description and information.</p> <p>Use figurative language, such as The wind wrapped me like a cloak</p>
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<p style="text-align: center;"><b>Transcription: Spelling</b></p>	<p><b>Little Wandle</b> See separate phonics planning</p> <p><b>National Curriculum</b></p> <p>Know how the prefix 'un' can be added to change words meaning.</p> <p>Name all the letters of the alphabet in order</p> <p>Start to use the suffixes: s, es, ed, er and ing within independent writing.</p> <p>Start to use syllables to divide words when spelling</p> <p>Use letter names to show alternate spellings of the same phoneme</p>	<p><b>Little Wandle</b> See separate phonics planning</p> <p><b>National Curriculum</b></p> <p>Segment spoken words into phonemes and record these as graphemes</p> <p>Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'</p> <p>Spell a few common homophones and near homophones. (there /their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Spell the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>Spell the majority of the common exception words on the year 2 list.</p>	<p><b>National Curriculum</b> <b>In most writing:</b> Spell words as accurately as possible using phonics.</p> <p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Use a range of prefixes for the formation of nouns</p> <p>Spell words using a range of prefixes and suffixes. Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion.</p> <p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Spell words ending in /suffix -ture, sure and tch with an er, such as</p>	<p><b>Across a range of writing:</b> Use a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>Spell words with prefixes and suffixes. Prefixes -re, sub, inter, super, anti and auto. Suffixes -ous</p> <p>Spell words with the g phoneme spelt as gue, such as league and tongue.</p> <p>Spell words with the s phoneme as sc, such as scene and discipline</p> <p>Spell words with ei, eigh or ey, such as weigh, vein or neighbour.</p> <p>Spell plural words with a possessive apostrophe, such as girls', boys', men's, babies', children's and mice's</p> <p>Recognise and spell additional homophones from the year 4 list. (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/ grown, here/hear, heel/heal/he'll, knot/not, mail/male,</p>	<p><b>Across a range of writing:</b> Convert nouns or adjectives into verbs using suffixes ate, ise or ify.</p> <p>Make independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>Spell words with the Endings able, ible and ibly</p> <p>Spell words with i phoneme represented as ei after c, such as deceive, conceive or receive.</p> <p>Spell words containing the letter string ough, such as bought, rough, cough, though or thorough.</p> <p>Spell words with silent letters, such as Island, lamb, solemn or knight.</p> <p>Spell most of the year 5 words from the spelling list. accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community,</p>	<p><b>Fluency across a range of text types:</b> Revision of work done throughout KS2</p> <p>Apply a range of taught spelling strategies independently when spelling words.</p> <p>Independently use dictionaries to check the spelling and meaning of words.</p> <p>Spell words with the endings cious and tious cial and tial ance and ancy ent ence and ency</p> <p>Add suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring.</p> <p>Make the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery</p>
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			<p>treasure, creature, furniture and catcher</p> <p>Spell correctly word families based on common words for example solve, solution and solver.</p> <p>Spell year 3 words identified from the spelling list: learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, thorough, exercise, group, island</p>	<p>main/mane, meat/meet, medal/meddle, missed /mist, peace/piece, plain /plane, rain/rein/reign, scene/seen, weather/whether and whose/who's)</p> <p>Spell year 4 words identified from the spelling list: accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, various.</p>	<p>determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle, yacht</p>	<p>Spells most of the year 6 words from the spelling list: accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient, temperature</p>
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Transcription: Handwriting	Form all letters consistently in both upper and lowercase in the right direction.	Form all lowercase letters with lead ins and lead outs, correct size and direction in relation to each other.	Correctly form all diagonal and horizontal strokes.	Secure a fluent continuous cursive handwriting style.	Consistent handwriting and effects for different text types are evident, such as capitalisation, bold or printing etc.	Consistent handwriting and effects for different text types are evident, such as capitalisation, bold or printing etc.
	Understand which letters belong to which family (long, tall and small)	Understand not to join capital letters to other letters.	Develop a fluent continuous cursive handwriting style, through increased legibility, consistency and quality of presentation.	Consistent handwriting and effects for different text types are experimented with, such as capitalisation, bold or printing etc.	Evidence of the writer's own style and may change for different text types.	Evidence of the writer's own style and may change for different text types
	Sit all letters on the line with correct orientation and spacing that reflects the size of the letters	Begin to join letters with a continuous cursive style.				

### EYFS – Writing

Writing Composition:	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
Transcription: Spelling	<ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>
Transcription: Handwriting	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery with control to achieve planned outcome.</li> <li>• Begin to show accuracy and care when drawing, eg. including detail.</li> </ul>