



Steyping C of E Primary School

Writing Progression Map



CURRICULUM AREA	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics and whole world spelling	<p>Develop their phonological awareness, so that they can:</p> <p>Spot and suggest rhymes</p> <p>Count and clap syllables in a word</p> <p>Recognise words with the same initial sound (3&4year olds)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. (Child in Reception, CIR)</p>	<p>children can apply phonic knowledge to decode words</p> <p>words containing each of the 40+ phonemes taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>learning 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.</p> <p>learning to spell common exception words.</p>	<p>spell further homophones</p> <p>spell words that are often misspelt</p>	<p>spell further homophones</p> <p>spell words that are often misspelt</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>

	Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)	spellings of the same sounds	distinguishing between homophones and near-homophones				
Prefixes, suffixes and other spelling strategies		<p>using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un– to change the meaning of adjectives and or adverbs</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules</p>	<p>learning the possessive apostrophe (singular)</p> <p>learning to spell more words with contracted forms</p> <p>add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules</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>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>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>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>Transcription</p>	<p>Enjoy drawing freely (Birth to 3)</p> <p>Add some marks to their drawings, which they give meaning to (Birth to 3)</p> <p>Make marks on their picture to stand for their name (Birth to 3)</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing 'm' for 'mummy'. (3&4)</p> <p>Write some or all of their name (3&4)</p> <p>Write short sentences with words with known letter-sound correspondences</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		
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	<p>using a capital letter and full stop (CIR).</p> <p>Write simple phrases and sentences that can be read by others (ELG)</p>						
Handwriting and presentation	<p>Write some letters accurately (3&4)</p> <p>Form lower-case and capital letters correctly (CIR)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>use correctly finger spaces between words</p> <p>form capital letters form digits 0-9</p> <p>understand which letters belong to which</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>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 un-joined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another</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 un-joined 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 un-joined increase the legibility, consistency and quality of their handwriting</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>

		handwriting 'families' (ie letters that are formed in similar ways) and to practise these	and to lower-case letters use spacing between words that reflects the size of the letters				
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CURRICULUM AREA	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Contexts for writing			<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>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>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>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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>

<p>Planning writing</p>	<p>Re-read what they have written to check that it makes sense (CIR).</p>	<p>saying out loud what they are going to write about.</p> <p>composing a sentence orally before writing it.</p>	<p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about.</p>	<p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue)</p> <p>progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue)</p> <p>progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p>
<p>Drafting writing</p>	<p>Re-read what they have written to check that it makes sense (CIR).</p>	<p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense.</p>	<p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence.</p>	<p>organise paragraphs around a theme</p> <p>in narratives creating settings, characters and plots</p> <p>In non-narrative, using simple organisational devices (headings and subheadings)</p>	<p>organise paragraphs around a theme</p> <p>in narratives creating settings, characters and plots</p> <p>In non-narrative, using simple organisational devices</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p>

						and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader	and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing writing	Re-read what they have written to check that it makes sense (CIR).	discuss what they have written with the teacher or other pupils	evaluating their writing with their teacher and other pupils make simple additions, revisions and corrections to their own writing by:	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to

			<p>reading 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>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p>	<p>improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb 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>	<p>enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb 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		read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and	read their own writing aloud, to a group or the whole class, using appropriate intonation and	perform their own compositions, using appropriate intonation, volume, and	perform their own compositions, using appropriate intonation, volume, and movement so

				controlling the tone and volume so that the meaning is clear	controlling the tone and volume so that the meaning is clear	movement so that meaning is clear	that meaning is clear
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Vocabulary		joining words and joining clauses using "and"	using expanded noun phrases to describe and specify.	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus to enrich vocabulary choices</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus to enrich vocabulary choices</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>
Grammar	Write short sentences with	combining words to make	combining words to make	using the present perfect form of	use front adverbials	using the perfect form of verbs to	recognising vocabulary and

	<p>words with known letter-sound correspondences using a capital letter and full stop. (CIR)</p>	<p>sentences some of which use 'and'</p> <p>demarcation using full stops, question marks or exclamation marks</p> <p>use of capital letters for names of people.</p> <p>use of capital letters for names of places.</p> <p>use of capital letters for days of the week</p> <p>use of capital letter for the pronoun I</p>	<p>sentences some of which use 'and'</p> <p>demarcation using full stops, question marks or exclamation marks and use of capital letters for proper nouns.</p>	<p>verbs in contrast to the past tense.</p> <p>form nouns using prefixes (e.g super-, anti- etc.)</p> <p>use the correct form of 'a' and 'an'</p> <p>understand word families based on common words (solve, solution, dissolve insoluble etc).</p>	<p>difference between plural and possessive -s</p> <p>use standard English verb inflections (I did vs I done)</p> <p>use extended noun phrases including with prepositions</p> <p>use appropriate choice of pronoun or noun to create cohesion</p>	<p>mark relationships of time and cause</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>converting nouns or adjectives into verbs/ verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p> <p>starting and joining sentences with complex conjunctions 'although' 'however' 'besides' 'even though'</p>	<p>structures that are appropriate for formal speech and writing</p> <p>including subjunctive forms using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>differences in informal and formal language</p> <p>synonyms and antonyms</p> <p>use further cohesive devices such as grammatical connectives and adverbials</p> <p>use of ellipsis</p>
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<p>Punctuation</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (CIR)</p>	<p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>learning how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech</p>	<p>commas after fronted adverbials indicating 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 dashes, commas or brackets to indicate parenthesis</p>	<p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
<p>Terminology</p>	<ul style="list-style-type: none"> ● letter ● capital letter ● word ● sentence ● full stop ● finger space ● line ● lower case ● nip, flip and grip 	<ul style="list-style-type: none"> ● letter ● capital letter ● word ● sentence ● full stop ● punctuation ● singular ● plural ● question mark ● exclamation mark 	<ul style="list-style-type: none"> ● noun phrase ● noun ● statement ● question ● exclamation ● command ● compound ● suffix ● adjective ● adverb ● tense (past and present) ● apostrophe 	<ul style="list-style-type: none"> ● adverb ● preposition ● conjunction ● word family ● prefix ● clause ● subordinate clause ● direct speech ● consonant ● consonant letter ● vowel ● vowel letter 	<ul style="list-style-type: none"> ● determiner ● pronoun ● possessive pronoun ● adverbial ● cohesion 	<ul style="list-style-type: none"> ● modal verb ● relative pronoun ● relative clause ● parenthesis ● bracket ● dash ● cohesion ● ambiguity 	<ul style="list-style-type: none"> ●subject ●object ●active ●passive ●synonym ●antonym ●ellipsis ●hyphen ●colon ●semi-colon ●bullet points

			<ul style="list-style-type: none">• comma	<ul style="list-style-type: none">• inverted commas			
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