

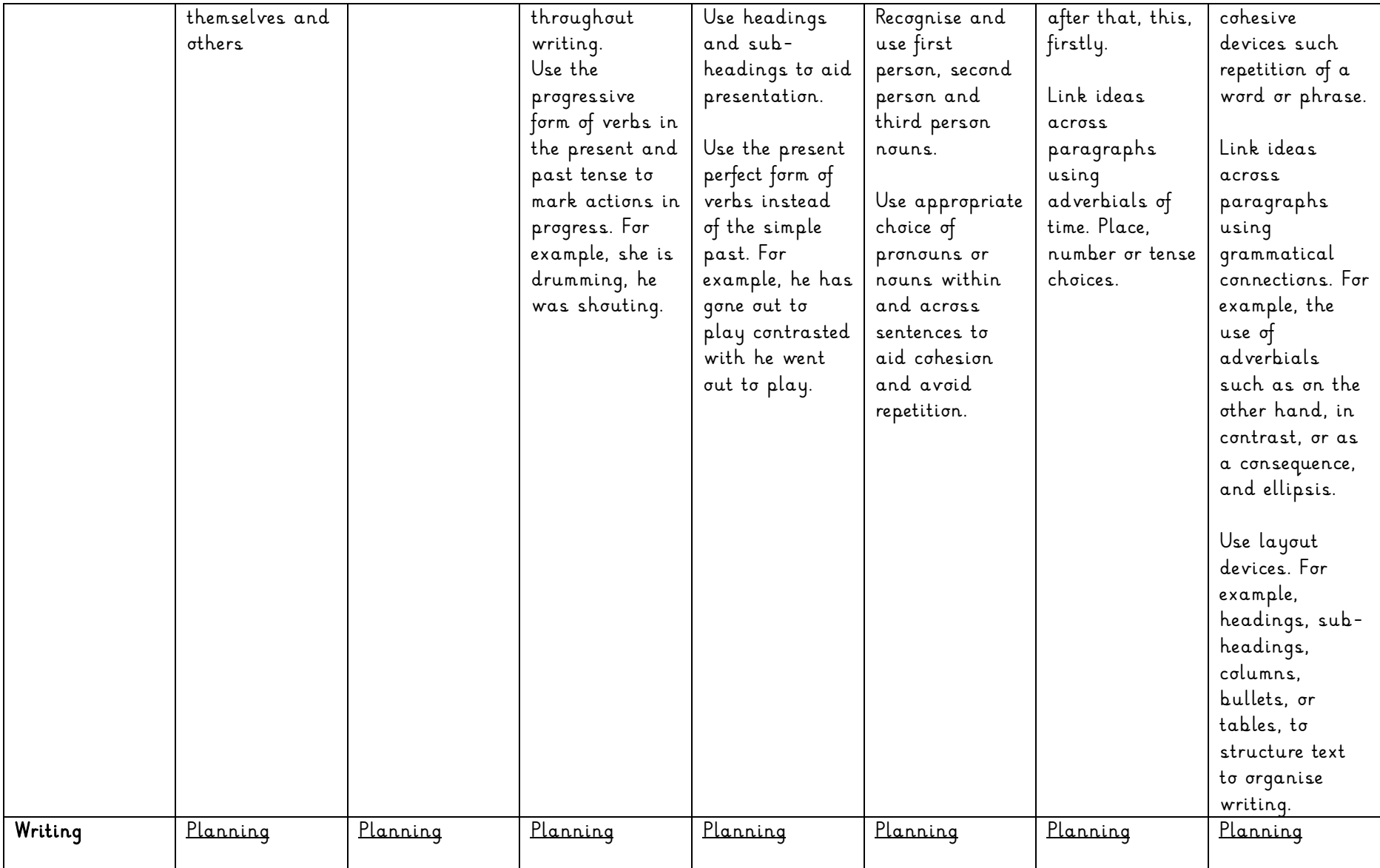
## Writing progression map

		Key Stage 1		Key Stage 2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Letter</li> <li>Word</li> </ul>	<ul style="list-style-type: none"> <li>Word</li> <li>Sentence</li> <li>Letter</li> <li>Capital letter</li> <li>Full stop</li> <li>Punctuation</li> <li>Singular</li> <li>Plural</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Noun</li> <li>Verb</li> <li>Adjective</li> </ul>	<ul style="list-style-type: none"> <li>Noun</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Exclamation</li> <li>Command</li> <li>Adjective</li> <li>Verb</li> <li>Suffix</li> <li>Adverb</li> <li>Tense (past, present)</li> <li>Apostrophe</li> <li>comma</li> </ul>	<ul style="list-style-type: none"> <li>Adverb</li> <li>Preposition</li> <li>Conjunction</li> <li>Word family</li> <li>Prefix</li> <li>Clause</li> <li>Subordinate clause</li> <li>Direct speech</li> <li>Consonant</li> <li>Vowel</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Determiner</li> <li>Pronoun</li> <li>Possessive pronoun</li> <li>Adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb</li> <li>Relative pronoun</li> <li>Relative clause</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Cohesion</li> <li>Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Object</li> <li>Active</li> <li>Passive</li> <li>Synonym</li> <li>Antonym</li> <li>Ellipsis</li> <li>Hyphen</li> <li>Colon</li> <li>Semi-colon</li> <li>Bullet points</li> </ul>
<b>Punctuation</b>		<p>Separate words with finger spaces.</p> <p>Punctuate sentences with a capital letter, full stop, question mark and</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use apostrophes to mark plural possession.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use the semi colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use the colon to introduce a list</p>

		<p>exclamation mark.</p> <p>Ask and write questions using: who, what, where, why, when and how.</p> <p>Punctuate the days of the week, names of people or places personal pronoun "I" with a capital letter.</p>	<p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing (for contraction) and to mark singular possession.</p>		<p>Use commas after fronted adverbials.</p>		<p>and use of semi-colons within lists.</p> <p>Punctuate bullet points correctly to list information.</p>
<p><b>Grammar</b></p> <p><b>Word</b></p>	<p>Write simple sentences which can be read by themselves and others.</p>	<p>Identify nouns.</p> <p>Use regular plural noun suffixes -s or -es.</p> <p>Identify verbs.</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words.</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding. For example, whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -</p>	<p>Form nouns using a range of prefixes. For example, super-, anti-, auto-.</p> <p>Use a or an according to whether the next word begins with a consonant or a vowel. For example, a rock, an open box.</p>	<p>Understand grammatical difference between plural and possessive -s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms. For example, we were instead of we was, or I</p>	<p>Convert nouns or adjectives into verbs using suffixes. For example, -ate; -ise; -ify.</p> <p>Use verb prefixes. For example, dis-, de-, mis-, over- and re-.</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. For example, find out - discover; ask for - request; go in - enter.</p>

		<p>Identify adjectives.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives.</p>	<p>est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>Make and understand word families based on common words, showing how words are related in form and meaning. For example, solve, solution, solver, dissolve, insoluble.</p>	<p>did instead of I done.</p>		<p>How words are related by meaning as synonyms and antonyms. For example, big, large, little.</p>
<p><b>Grammar</b></p> <p><b>Sentence</b></p>	<p>Write simple sentences which can be read by themselves and others.</p>	<p>Combine words to make sentences.</p> <p>Join words and clauses using an, but, so and or.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases.</p> <p>Identify and use statements, questions exclamations or commands.</p>	<p>Express time, place and cause using conjunctions. For example, when, before, after, while, so, because.</p> <p>Use subordinating conjunctions (when, before, after, until, while and since) at the start of and within my sentences.</p>	<p>Use technical nouns for precision.</p> <p>Use phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. For example, the teacher expanded to: the strict maths teacher with curly hair.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs. For example, perhaps, surely.</p> <p>Indicate degrees of possibility using modal</p>	<p>Use the passive to affect the presentation of information in a sentence. For example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me).</p> <p>Understand the difference between structures typical of</p>

				<p>Use adverbs. For example, then, next, soon, therefore.</p> <p>Use prepositions. For example, before, after, during, in, because of.</p>	<p>Use fronted adverbials for when and where. For example, Later that day, I heard the good news.</p> <p>Create complex sentences with adverb starters.</p>	<p>verbs. For example, might, should, will, must.</p> <p>Create and use complex sentences using 'ing' / 'ed' opening clauses.</p> <p>Create and punctuate sentences using simile starters.</p>	<p>informal speech and formal speech and apply appropriately in writing. For example, the use of question tags: He's your friend, isn't he?</p> <p>Use the subjunctive forms such as 'If I were or were they to come' in some very formal writing and speech.</p> <p>Use the past and present progressive and past and present perfect tense in my writing.</p>
<b>Grammar</b>  <b>Text</b>	Write simple sentences which can be read by	Sequence sentences to form short narratives.	Correctly and consistently use present and past tense	Use paragraphs as a way to group related material.	Use paragraphs to organise ideas around a theme.	Use devices to build cohesion within a paragraph. For example, then,	Link ideas across paragraphs using a wider range of



<b>Composition</b>	Say aloud what they are going to write about.	Jot down key words and new vocabulary.	Plan or say aloud what they are going to write.	Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.	Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar.	Identify the audience and purpose of the writing and select the appropriate form	Identify the audience and purpose of the writing and select the appropriate form
	<p><u>Drafting</u> Compose a sentence orally before they write it.</p> <p><u>Evaluating and Editing</u> Discuss what they have written with the teacher and other pupils.</p>	<p>Say aloud what they are going to write about.</p> <p><u>Drafting</u> Compose a sentence orally before they write it.</p> <p><u>Evaluating and Editing</u> Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher and other pupils.</p> <p>Read aloud their writing clearly enough to be heard by</p>	<p>Write down ideas/key words including new vocabulary.</p> <p><u>Drafting</u> Encapsulate what they want to say sentence by sentence.</p> <p>Write narratives about personal experiences and those of others.</p> <p><u>Evaluating and Editing</u> Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes</p>	<p><u>Drafting</u> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p>	<p><u>Drafting</u> Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures.</p> <p>Organise paragraphs around a theme.</p>	<p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p><u>Drafting</u> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>Precise longer passages.</p> <p>Use a range of devise to build</p>	<p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p><u>Drafting</u> Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>Precise longer passages.</p> <p>Use a range of devise to build</p>

		<p>their peers and the teacher.</p>	<p>sentence and that verbs to indicate time are used correctly and consistently.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written so that the meaning is clear.</p>	<p>Create settings, characters and plots.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and other's writing suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using</p>	<p>Create settings, characters and plots.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and other's writing suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using</p>	<p>cohesion within and between paragraphs.</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure that consistent and correct use of tense</p>	<p>cohesion within and between paragraphs.</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Evaluating and Editing</u> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure that consistent and correct use of tense</p>
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				appropriate intonation and controlling the tone and volume so that the meaning is clear.	appropriate intonation and controlling the tone and volume so that the meaning is clear.	throughout a piece of writing.  Ensure correct subject and very agreement when using singular and plural.  Proof-read for spelling and punctuation errors.  Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	throughout a piece of writing.  Ensure correct subject and very agreement when using singular and plural.  Proof-read for spelling and punctuation errors.  Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
<b>Handwriting</b>	Handle equipment and tools effectively, including pencils for writing.	Sit correctly at a table, holding a pencil comfortably and correctly.	Form lower-case letters of the correct size relative to one another.	Use the diagonal and horizontal strokes that are needed to join letters and understand	Use the diagonal and horizontal strokes that are needed to join letters and understand	Write legibly, fluently and with increasing speed by:  Choosing which shape of a	Write legibly, fluently and with increasing speed by:  Choosing which shape of a



	Write in print.	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</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 unjoined.</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.</p>	<p>which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>which letters, when adjacent to one another, are best left unjoined.</p> <p>Continue to increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>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>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>
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