

Writing progression map

		Key S	tage 1		Key S	tage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology	• Letter • Word	 Word Sentence Letter Capital letter Full stop Punctuation Singular Plural Question mark Exclamation mark Noun Verb Adjective 	 Noun Noun phrase Statement Question Exclamation Command Adjective Verb Suffix Adverb Tense (past, present) Apostrophe comma 	 Adverb Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas 	 Determiner Pronoun Possessive pronoun Adverbial 	 Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity 	 Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points
Punctuation		Separate words with finger spaces. Punctuate sentences with a capital letter, full stop, question mark and exclamation mark.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list.	Use inverted commas to punctuate direct speech.	Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession.	Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.	Use the semi colon, colon and dash to mark the boundary between independent clauses. Use the colon to introduce a list and use of semi-



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



		changes the	adjectives into	showing how			example, big,
		meaning of	adverbs.	words are			large, little.
		verbs and		related in form			
		adjectives.		and meaning.			
				For example,			
				solve, solution,			
				solver, dissolve,			
				insoluble.			
Grammar	Write simple	Combine words	Use	Express time,	Use technical	Use relative	Use the passive
	sentences which	to make	subordination	place and cause	nouns for	clauses	to affect the
Sentence	can be read by	sentences.	(using when, if,	using	precision.	beginning with	presentation of
	themselves and		that, because)	conjunctions.		who, which,	information in a
	others.	Join words and	and co-	For example,	Use phrases	where, when,	sentence. For
		clauses using an,	ordination (using	when, before,	expanded by the	whose, that, or	example, I broke
		but, so and or.	or, and, but).	after, while, so,	addition of	an omitted	the window in
				because.	modifying	relative	the greenhouse
			Use expanded		adjectives,	pronoun.	versus the
			noun phrases.	Use	nouns and		window in the
				subordinating	preposition	Indicate degrees	greenhouse was
			Identify and use	conjunctions	phrases. For	of possibility	broken (by me).
			statements,	(when, before,	example, the	using adverbs.	
			questions	after, until,	teacher	For example,	Understand the
			exclamations or	while and since)	expanded to:	perhaps, surely.	difference
			commands.	at the start of	the strict maths		between
				and within my	teacher with	Indicate degrees	structures
				sentences.	curly hair.	of possibility	typical of
						using modal	informal speech
				Use adverbs. For	Use fronted	verbs. For	and formal
				example, then,	adverbials for	example, might,	speech and
				next, soon,	when and	should, will,	apply
				therefore.	where. For	must.	appropriately in
					example, Later		writing. For
							example, the use



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				Use	that day, I heard	Create and use	of question tags:
				prepositions. For	the good news.	complex	He's your friend,
				example, before,		sentences using	isn't he?
				after, during, in,	Create complex	'ing'/ 'ed'	
				because of.	sentences with	opening clauses.	Use the
					adverb starters.		subjunctive
						Create and	forms such as 'If
						punctuate	I were or were
						sentences using	they to come' in
						simile starters.	some very
							formal writing
							and speech.
							Use the past and
							present
							progressive and
							past and present
							perfect tense in
							my writing.
Grammar	Write simple	Sequence	Correctly and	Use paragraphs	Use paragraphs	Use devices to	Link ideas across
	sentences which	sentences to	consistently use	as a way to	to organise ideas	build cohesion	paragraphs using
Text	can be read by	form short	present and past	group related	around a theme.	within a	a wider range of
	themselves and	narratives.	tense	material.		paragraph. For	cohesive devices
	others		throughout		Recognise and	example, then,	such repetition
			writing.	Use headings	use first person,	after that, this,	of a word or
			Use the	and sub-	second person	firstly.	phrase.
			progressive form	headings to aid	and third person		
			of verbs in the	presentation.	nouns.	Link ideas across	Link ideas across
			present and past			paragraphs using	paragraphs using
			tense to mark	Use the present	Use appropriate	adverbials of	grammatical
			actions in	perfect form of	choice of	time. Place,	connections. For
			progress. For	verbs instead of	pronouns or	number or tense	example, the use
			example, she is	the simple past.	nouns within	choices.	of adverbials



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			drumming, he	For example, he	and across		such as on the
			was shouting.	has gone out to	sentences to aid		other hand, in
				play contrasted	cohesion and		contrast, or as a
				with he went	avoid repetition.		consequence,
				out to play.			and ellipsis.
							Use layout
							devices. For
							example,
							headings, sub-
							headings,
							columns, bullets,
							or tables, to
							structure text to
							organise writing.
Writing	<u>Planning</u>	<u>Planning</u>	<u>Planning</u>	<u>Planning</u>	<u>Planning</u>	<u>Planning</u>	<u>Planning</u>
	Say aloud what	Jot down key	Plan or say aloud	Discuss writing	Discuss writing	Identify the	Identify the
Composition	they are going to	words and new	what they are	that is similar to	that is similar to	audience and	audience and
	write about.	vocabulary.	going to write.	the writing they	the writing they	purpose of the	purpose of the
				are planning in	are planning in	writing and	writing and
	<u>Drafting</u>	Say aloud what	Write down	order to	order to	select the	select the
	Compose a	they are going to	ideas/key words	understand and	understand and	appropriate	appropriate
	sentence orally	write about.	including new	learn from the	learn from the	form	form
	before they		vocabulary.	structure,	structure,		
	write it.	<u>Drafting</u>		vocabulary and	vocabulary and	Note and	Note and
		Compose a	<u>Drafting</u>	grammar.	grammar.	develop initial	develop initial
	Evaluating and	sentence orally	Encapsulate			ideas, drawing	ideas, drawing
	Editing	before they	what they want	<u>Drafting</u>	<u>Drafting</u>	on reading and	on reading and
	Discuss what	write it.	to say sentence	Compose and	Compose and	research, where	research, where
	they have		by sentence.	rehearse	rehearse	necessary	necessary
	written with the	Evaluating and		sentences orally	sentences orally		
	teacher and	<u>Editing</u>	Write narratives	(including	(including		
	other pupils.		about personal	dialogue)	dialogue)		



Re-reading what	experiences and	progressively	progressively	Drafting	Drafting
they have	those of others.	building a varied	building a varied	Select the	Select the
written to check		and rich	and rich	appropriate	appropriate
that it makes	Evaluating and	vocabulary and	vocabulary and	grammar and	grammar and
sense.	Editing	range of	range of	vocabulary,	vocabulary,
	Evaluate their	sentence	sentence	understanding	understanding
Discuss what	writing with the	structures.	structures.	how choices can	how choices can
they have	teacher and			change and	change and
written with the	other pupils.	Organise	Organise	enhance	enhance
teacher and		paragraphs	paragraphs	meaning.	meaning.
other pupils.	Re-read to check	around a theme.	around a theme.		
	that their writing			Precise longer	Precise longer
Read aloud their	makes sentence	Create settings,	Create settings,	passages.	passages.
writing clearly	and that verbs	characters and	characters and		
enough to be	to indicate time	plots.	plots.	Use a range of	Use a range of
heard by their	are used			devise to build	devise to build
peers and the	correctly and	Evaluating and	Evaluating and	cohesion within	cohesion within
teacher.	consistently.	<u>Editing</u>	<u>Editing</u>	and between	and between
		Assess the	Assess the	paragraphs.	paragraphs.
	Proof-read to	effectiveness of	effectiveness of		
	check for errors	their own and	their own and	Consider how	Consider how
	in spelling,	other's writing	other's writing	authors have	authors have
	grammar and	suggesting	suggesting	developed	developed
	punctuation.	improvements.	improvements.	characters and	characters and
				settings in what	settings in what
	Read aloud what	Propose changes	Propose changes	pupils have read,	pupils have read,
	they have	to grammar and	to grammar and	listened to or	listened to or
	written so that	vocabulary to	vocabulary to	seen performed.	seen performed.
	the meaning is	improve	improve		
	clear.	consistency,	consistency,	Evaluating and	Evaluating and
		including the	including the	<u>Editing</u>	<u>Editing</u>
		accurate use of	accurate use of	Assess the	Assess the
		pronouns.	pronouns.	effectiveness of	effectiveness of



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	Proof-read for	Proof-read for	their own and	their own and
	spelling and	spelling and	others' writing.	others' writing.
	punctuation	punctuation	Propose changes	Propose changes
	errors.	errors.	to vocabulary,	to vocabulary,
			grammar and	grammar and
	Read aloud their	Read aloud their	punctuation to	punctuation to
	own writing, to a	own writing, to a	enhance effects	enhance effects
	group or the	group or the	and clarify	and clarify
	whole class,	whole class,	meaning.	meaning.
	using	using		
	appropriate	appropriate	Ensure that	Ensure that
	intonation and	intonation and	consistent and	consistent and
	controlling the	controlling the	correct use of	correct use of
	tone and volume	tone and volume	tense	tense
	so that the	so that the	throughout a	throughout a
	meaning is clear.	meaning is clear.	piece of writing.	piece of writing.
			Ensure correct	Ensure correct
			subject and very	subject and very
			agreement when	agreement when
			using singular	using singular
			and plural.	and plural.
			Proof-read for	Proof-read for
			spelling and	spelling and
			punctuation	punctuation
			errors.	errors.
			Perform their	Perform their
			own	own
			compositions,	compositions,
			using	using
			appropriate	appropriate



Handwriting Handle equipment and tools effectively, including pencils for writing. Write in print. Begin to form lower-case letters in the correct strokes needed direction, starting and finishing in the right place. Form capital letters correctly. Form digits 0-9. Form digits 0-9. Write apital letters and digits of the correct size, when Algacent to one another, are best left unjoined. Write apital letters correct belong to which handwriting families? (i.e. letters that are formed in similar on and to lower case formed in similar and to lower case formed in similar of the correct size each of the diagonal and horizontal strokes that are needed to join letters and understand which letters, and understand which letters and understand which letters, are best left unjoined. Write in print. Begin to form lower-case letters in the correct strokes needed to join letters and understand which letters, are best left unjoined. 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 a sufficiently so sufficientl							intonation,	intonation,
Handwriting Handle equipment and tools effectively, including pencils for writing. Write in print. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form digits 0-9. Form digits 0-9. Use the diagonal and horizontal stokes that are formed in similar with the meaning is clear. Write in print. Begin to form lower-case letters of the diagonal and horizontal strokes that are formed in similar of the diagonal and horizontal strokes that are formed in similar on a table, holding a pencil correct size relative to one another, are best left unjoined. Write in print. Begin to form lower-case letters of the diagonal and horizontal strokes that are enceded to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write in print. Begin to form lower-case letters of the diagonal and horizontal strokes that are enceded to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting, families (i.e., letters that are formed in similar of mand relationship to one another, and to lower case letters. Increase the legibility, consistency and quality of their handwriting, families of writing are spaced sufficiently so							·	
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Handle equipment and tools effectively, including pencils for writing. Write in print. Begin to form lower-case letters in the correct strokes needed direction, starting and finishing in the right place. Form capital letters correctly. Form digits 0-9. Form digits 0-9. Write capital letters and which letters and which letters and digits on belong to which handwriting 'families' (i.e., letters that are formed in similar families' (i.e., letters that are formed in similar families' (i.e., letters that are formed in similar form letters of the correct size pencil letters of the correct size relative to one another, another. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, another. 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. Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding which letters, when adjacent to one another, are best left unjoined. Write legibly, when diparcat to one another, another, are best left unjoined. Write legibly, when diparcat to proceed to join letters, when adjacent to one another, are best left unjoined. Write legibly, when diparcat to one another, are best left unjoined. Write legibly, when diparcat to some another, are best left unjoined. Write legibly, which letters, when adjacent to one another, are best left unjoined. Which letters, when adjacent to one another, are best left unjoined. Which letters, when adjacent to one another, are best left unjoined. Which letters and understand which letters, when ad								
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tools effectively, including pencils for writing. Write in print. Begin to form lower-case letters in the correct strokes needed direction, starting and finishing in the right place. Form capital letters correctly. Form dajita One another, are best left unjoined. Understand which letters, when adjacent to one another, are best left unjoined. Write apital letters correctly. Write capital letters and understand which letters, when adjacent to one another, are best left unjoined. Understand which letters shell letters and understand which letters, are best left unjoined. Write capital letters correctly. Write capital letters and understand which letters, are best left unjoined. Write capital letters are belong to which handwriting 'families' (i.e. letters it the letters formed in similar letters and understand which letters and understand which letters are letters and understand which letters, are best left unjoined. Write a print. Begin to form lower-case letters in the correct strokes needed to join letters and understand which letters, and understand which letters, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that of letters are belong to which handwriting are spaced sufficiently so that the withing are spaced sufficiently so that the wiffing are spaced sufficiently so that the wiffing and sudderstand which letters and understand which letters, when adjacent to one another, are best left unjoined. Unjoined. Choosing which shape of a letter to use when dijeven choices and deciding whether or not to join specific letters. Understand which letters, when adjacent to one another, are best left unjoined. Understand which letters, when adjacent to one another, are best left unjoined. Understand which letters are legibility, one and which letters are parallel and equidistant; that lines of writing are spaced supplied to join letters and understand which letters, when adjacent to one another are best left unjoined. Understand	nanawitting		•		_	_	• ,.	•
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direction, starting and finishing in the right place. Form capital letters correctly. Understand which letters and digits of the correct which letters belong to which handwriting families' (i.e. letters that are formed in similar direction, starting and finishing in the starting and finishing in the right place. to join letters and unjoined. Unicrease the legibility, consistency and quality of their handwriting. For example, by ensuring that to one another and relationship to one another some of letters are formed in similar to join specific letters. Choosing the writing implement that is best suited for a task. Whether or not to join specific letters. Choosing the writing implement that is best suited for a task.					-	•	•	•
starting and finishing in the right place. Form capital letters correctly. Understand which letters which letters and digits Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar starting and finishing in the right place. and understand which letters, when adjacent to one another, and undierstand which letters and digits one another after the right place. Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are of letters are formed in similar Increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are of letters are sufficiently so that the 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 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 their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so the writing implement that is best suited for a task.							_	_
finishing in the right place. Increase the legibility, consistency and letters. When adjacent to one another, are best left unjoined. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar Finishing in the right place. Which letters, when adjacent to one another right place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower formed in similar Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and to lower fight place. Which letters, when adjacent to one another and past 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 sufficiently so			•	l •	unjoined.	unjoined.		
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Form capital letters correctly. Write capital letters and digits Understand which letters belong to which handwriting families' (i.e. letters that are formed in similar letters. Form digits 0-9. Write capital unjoined. Write capital letters and digits of the correct size, orientation and relationship letters. Write capital unjoined. Write capital letters and digits of the correct of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the sufficiently so that the sufficiently so that the sufficiently so the correct of letters are parallel and equidistant; that lines of writing are spaced that the sufficiently so that the sufficiently so the correct of letters are parallel and equidistant; that lines of writing are spaced that the sufficiently so the correct of letters are parallel and equidistant; that lines of writing are spaced that the sufficiently so sufficiently so their duality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing at a task.			right place.	_	•			
letters correctly. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar letters correctly. Unipoined. Write capital letters and digits of the correct size, orientation and relationship to one another formed in similar letters correctly. Write capital letters and digits of the correct size, orientation and relationship to one another size, orientation and relationship to one another size, orientation and relationship to one another sufficiently so that the yauality 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 sufficiently so					•	legibility,	Choosing the	Choosing the
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Understand of the correct of letters are which letters belong to which handwriting 'families' (i.e. letters that are formed in similar					example, by	handwriting. For	is best suited for	is best suited for
Understand which letters size, orientation belong to which handwriting 'families' (i.e. letters that are formed in similar of the correct size, orientation and relationship to one another and to lower are spaced sufficiently so that the sufficiently so that the sufficiently so the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the sufficiently so			Form digits 0-9.	Write capital	ensuring that	example, by	a task.	a task.
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'families' (i.e. and to lower are spaced lines of writing letters that are formed in similar that the sufficiently so				to one another	•	equidistant; that		
letters that are formed in similar case letters. sufficiently so that the sufficiently so			•	and to lower	are spaced			
formed in similar that the sufficiently so			•	case letters.	•			
, , , , , , , , , , , , , , , , , , ,			formed in similar		•	•		
ascenders and that the					ascenders and	that the		



ways) and to	Use spacing	descenders of	ascenders and	
practise these.	between words	letters do not	descenders of	
	that reflects the	touch.	letters do not	
	size of the		touch.	
	letters.			