

Writing progression map

		Key S	Stage		Key Stage 2			
	Reception	Year I	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	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	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	



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



		Identify	est in		did instead of I		How words are
		adjectives.	adjectives and	Make and	done.		related by
			the use of -ly	understand			meaning as
		Understand	in Standard	word families			synonyms and
		how the prefix	English to turn	based on			antonyms. For
		un-changes	adjectives into	common words.			example, big,
		the meaning of	adverbs.	showing how			large, little.
		verbs and	daverus.	words are			turge, tittle.
		adjectives.		related in form			
		aajectives.		,			
				and meaning.			
				For example, solve, solve,			
				solve, solution,			
				insoluble.			
•	\A/ · · · · · · · · · · · · · · · · · · ·	Combine words	11		Use technical	Use relative	11 11 .
Grammar	Write simple		Use	Express time,			Use the passive
.	sentences	to make	subordination	place and	nouns for	clauses	to affect the
Sentence	which can be	sentences.	(using when, if,	cause using	precision.	beginning with	presentation of
	read by	T	that, because)	conjunctions.		who, which,	information in
	themselves and	Join words and	and co-	For example,	Use phrases	where, when,	a sentence. For
	others.	clauses using	ordination	when, before,	expanded by	whose, that, or	example, I
		an, but, so and	(using or, and,	after, while, so,	the addition of	an omitted	broke the
		σr.	but).	because.	modifying	relative	window in the
					adjectives,	pronoun.	greenhouse
			Use expanded	Use	nouns and		versus the
			noun phrases.	subordinating	preposition	Indicate degrees	window in the
				conjunctions	phrases. For	of possibility	greenhouse was
			Identify and	(when, before,	example, the	using adverbs.	broken (by me).
			use statements,	after, until,	teacher	For example,	
			questions	while and	expanded to:	perhaps, surely.	Understand the
			exclamations or	since) at the	the strict maths		difference
			commands.	start of and	teacher with	Indicate degrees	between
				within my	curly hair.	of possibility	structures
				sentences.		using modal	typical of



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



	themselves and		throughout	Use headings	Recognise and	after that, this,	cohesive
	others		writing.	and sub-	use first	firstly.	devices such
			Use the	headings to aid	person, second	J=1 4==9.	repetition of a
			progressive	presentation.	person and	Link ideas	word or phrase.
			form of verbs in	presentation.	third person	across	word or prirase.
			the present and	Use the present	nouns.	paragraphs	Link ideas
			past tense to	perfect form of	nounts.	using	across
			mark actions in	verbs instead	llee annranriate	adverbials of	
			progress. For	of the simple	Use appropriate choice of	time. Place,	paragraphs
			1 3	,	,	-	using
			example, she is	past. For	pronouns or nouns within	number or tense choices.	grammatical connections. For
			drumming, he	example, he has	and across	cnoices.	
			was shouting.	gone out to			example, the
				play contrasted with he went	sentences to aid cohesion		use of adverbials
				out to play.	and avoid		such as on the
					repetition.		other hand, in
							contrast, or as
							a consequence,
							and ellipsis.
							Use layout
							devices. For
							example,
							headings, sub-
							headings,
							columns,
							bullets, or
							tables, to
							structure text
							to organise
							writing.
Writing	Planning	Planning	Planning	Planning	Planning	Planning	Planning
Writing	Planning	Planning	Planning	Planning	Planning	Planning	



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



their peers and	sentence and	Create settings,	Create settings,	cohesion within	cohesion within
the teacher.	that verbs to	characters and	characters and	and between	and between
	indicate time	plots.	plots.	paragraphs.	paragraphs.
	are used	'	'		
	correctly and	Evaluating and	Evaluating and	Consider how	Consider how
	consistently.	Editing	Editing	authors have	authors have
	J	Assess the	Assess the	developed	developed
	Proof-read to	effectiveness of	effectiveness of	characters and	characters and
	check for errors	their own and	their own and	settings in	settings in
	in spelling,	other's writing	other's writing	what pupils	what pupils
	grammar and	suggesting	suggesting	have read,	have read,
	punctuation.	improvements.	improvements.	listened to or	listened to or
	·			seen performed.	seen performed.
	Read aloud	Propose	Propose		
	what they have	changes to	changes to	Evaluating and	Evaluating and
	written so that	grammar and	grammar and	Editing	Editing
	the meaning is	vocabulary to	vocabulary to	Assess the	Assess the
	clear.	improve	improve	effectiveness of	effectiveness of
		consistency,	consistency,	their own and	their own and
		including the	including the	others' writing.	others' writing.
		accurate use of	accurate use of	Propose	Propose
		pronouns.	pronouns.	changes to	changes to
		Proof-read for	Proof-read for	vocabulary,	vocabulary,
		spelling and	spelling and	grammar and	grammar and
		punctuation	punctuation	punctuation to	punctuation to
		errors.	errors.	enhance effects	enhance effects
				and clarify	and clarify
		Read aloud	Read aloud	meaning.	meaning.
		their own	their own		
		writing, to a	writing, to a	Ensure that	Ensure that
		group or the	group or the	consistent and	consistent and
		whole class,	whole class,	correct use of	correct use of
		using	using	tense	tense



				appropriate intonation and controlling the	appropriate intonation and controlling the	throughout a piece of writing.	throughout a piece of writing.
				tone and volume so that the meaning is clear.	tone and volume so that the meaning is clear.	Ensure correct subject and very agreement when using singular and plural.	Ensure correct subject and very agreement when using singular and plural.
						Proof-read for spelling and punctuation errors.	Proof-read for spelling and punctuation errors.
						Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
Handwriting	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	. Begin to form	Start using	which letters,	which letters,	letter to use	letter to use
	lower-case	some of the	when adjacent	when adjacent	when given	when given
	letters in the	diagonal and	to one another,	to one another,	choices and	choices and
	correct	horizontal	are best left	are best left	deciding	deciding
	direction,	strokes needed	unjoined.	unjoined.	whether or not	whether or not
	starting and	to join letters			to join specific	to join specific
	finishing in the	and	Increase the	Continue to	letters.	letters.
	right place.	understand	legibility,	increase the		
		which letters,	consistency	legibility,	Choosing the	Choosing the
	Form capital	when adjacent	and quality of	consistency	writing	writing
	letters correctly.	to one another,	their	and quality of	implement that	implement that
		are best left	handwriting.	their	is best suited	is best suited
	Form digits 0-9.	unjoined.	For example, by	handwriting.	for a task.	for a task.
			ensuring that	For example, by		
	Understand	Write capital	the	ensuring that		
	which letters	letters and	downstrokes of	the		
	belong to which	digits of the	letters are	downstrokes of		
	handwriting	correct size,	parallel and	letters are		
	'families' (i.e.	orientation and	equidistant;	parallel and		
	letters that are	relationship to	that lines of	equidistant;		
	formed in	one another	writing are	that lines of		
	similar ways)	and to lower	spaced	writing are		
	and to practise	case letters.	sufficiently so	spaced		
	these.		that the	sufficiently so		
		Use spacing	ascenders and	that the		
		between words	descenders of	ascenders and		
		that reflects the	letters do not	descenders of		
		size of the	touch.	letters do not		
		letters.		touch.		