

Ready-to-Progress Writing Progression Map

	EYFS (30-50mths to ELGs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>30-50 months</p> <p>40-60 months</p> <p>Early Learning Goals</p>						
Phonic & Spelling Rules	<p>Use some of their print and letter knowledge in their early writing</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught recognise digraphs and sounds represent spelling words with vowel digraphs and trigraphs recognise words with adjacent consonants name the letters of the alphabet in order and sounds they represent spell words in phonically plausible way using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words spell simple compound words apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these with graphemes, spelling many correctly and make phonically plausible attempts at others 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 apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly to self-correct misspellings of words that pupils have been taught to spell (with support) 	<ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) spell some more complex homophones and near homophones (break/brake) spell words that are often misspelt (Appendix 1) use further prefixes and suffixes and understand how to add them (see Appendix 1) place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) spell increasingly complex homophones and near homophones (meddle/medal) spell words that are often misspelt (Appendix 1) use further prefixes and suffixes and understand how to add them (see Appendix 1) place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) spell increasingly complex homophones and near homophones (stationary/stationery) use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> apply simple spelling rules and guidance from Appendix 1* (see Curriculum Overview) spell homophones and near homophones which include nouns that end in -ce/-cy and verbs that end in -se/-sy use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use dictionaries and thesaurus to check the spelling and meaning of words and confidently find synonyms and antonyms
Common exception words		<ul style="list-style-type: none"> spell Y1 common exception words the days of the week 	<ul style="list-style-type: none"> spell most Y1 and Y2 common exception words correctly 	<ul style="list-style-type: none"> spell many of the Y3 and Y4 statutory spelling words correctly *See Appendix 2 	<ul style="list-style-type: none"> spell all Y3 and Y4 statutory spelling words correctly *See Appendix 2 	<ul style="list-style-type: none"> spell many of the Y5 and Y6 statutory spelling words correctly *See Appendix 2 	<ul style="list-style-type: none"> spell all of the Y5 and Y6 statutory spelling words correctly *See Appendix 2
Transcription		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<p>Write some letters accurately</p> <p>Use a comfortable grip with good control when holding pencils and pens</p> <p>Show a preference for a dominant hand</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case and capital letters in the correct direction, starting and finishing in the right place form digits 0-9 understand which letters belong to which handwriting ‘families’ and to practise these 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters form lower-case letters of the correct size relative to one another 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 use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting 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 	<ul style="list-style-type: none"> increase the speed of handwriting confidently use horizontal and diagonal joining strokes and decide whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task recognise when to use an unjoined style (e.g. labelling a diagram/data/email address/algebra) and capital letters (e.g. filling in a form)

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Planning Writing		<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning what they are going to write about, including writing down ideas and/or key words and new vocabulary 	<ul style="list-style-type: none"> begin to use ideas from own reading and modelled examples to plan their writing and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Developing vocabulary		<ul style="list-style-type: none"> make relevant choices about subject matter and appropriate vocabulary choices 	<ul style="list-style-type: none"> use new vocabulary from reading, discussions and wider experiences (real and fictional) 	<ul style="list-style-type: none"> make deliberate and ambitious word choices to add detail 	<ul style="list-style-type: none"> use a wide range of ambitious vocabulary 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary to enhance mood, clarify meaning and create pace 	<ul style="list-style-type: none"> use synonyms and antonyms to improve their writing
Drafting Writing	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<ul style="list-style-type: none"> to sequence sentences to form short narratives to use a number of simple features of different text types and to start to engage reader by using adjectives to describe 	<ul style="list-style-type: none"> to write for different purposes with an awareness of an increased amount of fiction and non fiction structures write narratives about personal experiences and those of others' to write about real events writing simple poetry encapsulate what they want to say sentence by sentence 	<ul style="list-style-type: none"> begin to organise paragraphs around a theme begin to use the structure of a wide range of text types, including the use of simple organisational devices in non-fiction (e.g. headings & subheadings) begin to create settings, characters and plot in narratives 	<ul style="list-style-type: none"> organising paragraphs around a theme write narratives and non-fiction pieces using a consistent and appropriate structure create detailed settings, characters and plot 	<ul style="list-style-type: none"> write sustained and accurate narratives and non fiction pieces with appropriate structure, organisation and layout devices for a range of audiences and purposes describe settings, characters and atmosphere integrate dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader using a wide range of devices to build cohesion within and across paragraphs write effectively for a range of purposes and audiences selecting the appropriate form including literary language, characterisation, structure, etc. distinguish between the language of speech and writing and choose the appropriate level of formality selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Editing Writing	<p>Form lower-case and capital letters correctly Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> to make simple additions, revisions and corrections by evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that the correct tense is used proof reading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> begin to assess the effectiveness of their own and others' writing and suggest improvements begin to propose changes to grammar and vocabulary to improve consistency proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning habitually proof read for spelling and punctuation errors
Performing Writing	<p>Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others</p>	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Sentence construction and tenses	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others</p>	<ul style="list-style-type: none"> to use simple sentence structures to combine words to make sentences, including using 'and' to begin to form simple compound sentences 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> always maintain accurate tense throughout with accurate subject and verb agreement extending the range of sentences with more than 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural

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			<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form mostly subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English 	<p>one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> expand noun phrases with the addition of adjectives and prepositional phrases choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition always maintain accurate tense throughout with accurate subject and verb agreement Standard English verb inflections (I did vs I done) using fronted adverbials 	<ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register using modal verbs or adverbs to indicate degrees of possibility use a thesaurus using expanded noun phrases to convey complicated information concisely using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> distinguishing between the language of speech and writing and choosing the appropriate register use the subjunctive form in formal writing use the perfect form of verbs to mark the relationship of time and cause use the passive voice differences in informal and formal language (e.g. use question tags in informal writing) use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation	Write short sentences with words with known letter-sound correspondences using a capital	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' leaving spaces between words 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> use the full range of punctuation from previous year groups begin to use and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) difference between plural and possessive -s 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology		letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, 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