

Writing Progression Map

		Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught
Transcription	Handwriting						Pupils will be taught to:Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordinationReinforce letter heightsReinforce all letter families and numeralsReinforce optimal pencil holdWrite with flow and fluencyReinforce joining letters in words to increase the fluency of	Pupils will be taught to:Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordinationReinforce letter heightsReinforce all letter families and numeralsReinforce optimal pencil holdWrite with flow and fluencyReinforce joining letters in words to increase the fluency of	Pupils will be taught to: Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordinationReinforce letter heights Reinforce all letter families and numeralsReinforce optimal pencil holdWrite with flow and fluencyReinforce joining letters in words to increase the fluency of
		between first two fingers and thumb and uses it with good control. Beginning to learn the 6 basic movements that all letters are made up of down, bump,					writing	writing	writing

		Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught	Pupils will be taught
		to:	to:	to:	to:	to:	to:	to:
			Spell words containing	Spell common	Spell common	Spell statutory words	Spell statutory words	Spell statutory words
		Hear and say the initial	each of the 40+	exception words Y1 /	exception words Y1 /	Y3 / Y4.	Y3 / Y4.	Y5 / Y6.
		sound in words.	phonemes already	Y2.	Y2.	13711	13711	13710.
		sound in words.	taught.	12.	12.	Homophones	Spell statutory words	Homophones
		Cogmont the counds in	taught.	The /dz / cound chalt	Spoll statutory words	nomophones		nomophones
		Segment the sounds in		The /dʒ/ sound spelt –	Spell statutory words	The sufficiency	Y5 / Y6.	Destines and sufficient
		simple words and blend	Spell common	ge and –dge at the end	Y3 / Y4.	The suffix ly		Prefixes and suffixes
		them together	exception words Y1 /	of words			Prefixes	
			Y2.		Adding es to nouns and	Prefixes un, dis, mis, in,		Endings which sound
		Link sounds to letters,		The /dʒ/ sound spelt g	verbs ending in y	il, im, ir, re, sub, inter,	Suffixes	like /ʃəs/ spelt –cious or
		naming and sounding	Spell the days of the	elsewhere in words		super, anti and auto		-tious and /ʃəl/ spelt -
		the letters of the	week.	before e, i and y and j	Adding ed, ing , er and		Homophones	cial or -tial
		alphabet		before a, u and o	est to a root word	Adding suffixes		
			Name the letters of the		ending in y with a		Words with endings	Words ending in ant,
		Use their phonic	alphabet in order. Use	The "s" sound spelt c	consonant before it	Words with endings	sounding like /ʃən/,	ance/ancy, ent,
		knowledge to	letter names to	before e, i and y.		sounding like /ʒə/ or	spelt -tion, -sion, -	ence/ency
		write/spell words in	distinguish between		Adding the endings ing,	/tʃə/	ssion, -cian	
		ways which match their	alternative spellings of	The $/3/$ sound spelt s	ed, er, est and y to			Words with the /i:/
		spoken sounds.	the same sound.		words ending in e with	Words with endings	Words with endings	sound spelt ei after c
				Homophones and near	a consonant before it	sounding like /ʒən/	sounding like /ʒə/ or	
		Write some irregular	Use the spelling rule for	homophones	and to words of one		/tʃə/ or /ʒən/	Adding suffixes
		common words (red	adding –s or –es as the		syllable ending in a	Homophones		beginning with vowel
		words).	plural marker for nouns	The /l/ or /əl/ sound	single consonant letter		Words with endings	letters to words ending
			and the third person	spelt –le at the end of	after a single vowel	Words with endings	sounding like /ʃəl/ spelt	in fer
	ദ		singular marker for	words The /l/ or /əl/	letter	sounding like /[ən/,	-cial or -tial	
	III		verbs.	sound spelt –el at the		spelt -tion, -sion, -		Words containing the
	Spelling		VC105.	end of words	Homophones and near-	ssion, –cian	Endings which sound	letter-string ough
	S		Use the prefix un–.		homophones		like /ʃəs/ spelt –cious or	letter string ough
			ose the prenx un .	The /l/ or /əl/ sound	nomopriories	The suffix –ous	-tious	Words with 'silent'
			Use –ing, –ed, –er and	spelt –al at the end of	The suffixes ment,	The suffix –ous	-tious	letters
			est where no change	words Words ending –il	ness, ful, less and ly	Words with the /k/	Homophonos	letters
			is needed in the	words words ending –it	ness, iui, less and ly	sound spelt ch Words	Homophones	
			is needed in the		Contractions		Manda andina in ant	
				The /aɪ/ sound spelt –y	Contractions	with the /ʃ/ sound spelt	Words ending in ant,	
			spelling of root words	at the end of words		ch	ance/ancy, ent,	
			[for example, helping,		Rare GPCs		ence/ency	
			helped, helper, eating,	Adding –es to nouns		Words ending with the		
			quicker, quickest].	and verbs ending in –y	Words ending in tion	/g/ sound spelt –gue	Words ending in –able	
						and the /k/ sound spelt	and ible Words ending	
				Adding –ed, –ing, –er	Adding suffixes	–que	in ably and ibly	
				and –est to a root word	beginning with vowel			
				ending in –y with a	letters to words of	Words with the /s/		
				consonant before it	more that one syllable	sound spelt sc		
				Adding the endings –	The /I/ sound spelt y	Words with the /eɪ/		
				ing, –ed, –er, –est and –	elsewhere than at the	sound spelt ei, eigh, or		
				y to words ending in –e	end of words	ey		
				with a consonant				
				before it	Homophones			
				Adding –ing, –ed, –er, –	Prefixes un, dis, mis, in,			
				est and –y to words of	il, im and ir			
				one syllable ending in a	,			
II					1	I	1	I

	1				single consonant letter	The suffix ation				
					after a single vowel					
					letter	The suffix ly				
					The /3:/ sound spelt or	The /ʌ/ sound spelt ou				
					after w					
					The /ɔ:/ sound spelt ar					
					after w					
					_					
					The /p/ sound spelt a					
					after w and qu					
					The suffixes –ment, –					
					ness, –ful, –less and –ly					
					Contractions					
					Contractions					
	Words ending in -tion									
	Revisited spelling concept from a previous year group									
Please reference the "English – Appendix 1: Spelling" for more explanation about the schwa sounds.										
	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf									

Composition	Pupils will be taught	Pupils will taught to:	Pupils Will be taught to	Pupils will be taught to	Pupil will be	Pupils will plan their	Pupils will plan their	Pupils will plan their
Composition	to:		write sentences by:	develop positive	introduced how to	writing and securely be	writing by:	writing by:
		Give meaning to marks		attitudes towards and	plan their writing by:	able to:		
	Give meaning to marks	they make as they	Saying out loud what	stamina for writing by:			Identifying the	Identifying the
	as they draw and paint.	draw, write and paint.	they are going to write	57	Discussing writing	Discuss writing similar	audience for and	audience for and
			about	Writing narratives	similar to that which	to that which they are	purpose of the writing,	purpose of the writing,
	Ascribe meanings to	Break the flow of		about personal	they are planning to	planning to write in	selecting the	selecting the
	marks that they see in	speech into words.	Composing a sentence	experiences and those	write in order to	order to understand	appropriate form and	appropriate form and
	different places	-	orally before writing it	of others (real and	understand and learn	and learn from its	using other similar	using other similar
	-	Use some clearly		fictional)	from its structure,	structure, vocabulary	writing as models for	writing as models for
		identifiable letters to	Sequencing sentences		vocabulary and	and grammar	their own	their own
		communicate meaning,	to form short	Writing about real	grammar			
		representing some	narratives	events		Discuss and record	Noting and developing	Noting and developing
		sounds correctly and in			Discussing and	ideas	initial ideas, drawing on	initial ideas, drawing on
		sequence.	Re-reading what they	Writing poetry	recording ideas		reading and research	reading and research
			have written to check			Pupils will draft and	where necessary	where necessary
		Write own name and	that it makes sense	Writing for different	Pupils will draft and	write by securely:		
		other things such as		purposes	write by beginning to:		In writing narratives,	In writing narratives,
		labels, captions.	Discussing what they			Composing and	considering how	considering how
			have written with the	Consider what they are	Compose and rehearse	rehearsing sentences	authors have	authors have
		Write short sentences	teacher or other pupils	going to write before	sentences orally	orally (including	developed characters	developed characters
		in meaningful contexts,		beginning by:	(including dialogue),	dialogue), progressively	and settings in what	and settings in what
		that can be read by	Reading aloud their		progressively building a	building a varied and	pupils have read,	pupils have read,
		themselves and others	writing clearly enough	Planning or saying out	varied and rich	rich vocabulary and an	listened to or seen	listened to or seen
			to be heard by their	loud what they are	vocabulary and an	increasing range of	performed	performed
			peers and the teacher	going to write about	increasing range of	sentence structures		
					sentence structures		Pupils will draft and	Pupils will draft and
				Writing down ideas and		Organising paragraphs	write by:	write by:
				/ or key words,	Organise paragraphs	around a theme		
				including new	around a theme		Selecting appropriate	Selecting appropriate
				vocabulary		In narratives, creating	grammar and	grammar and
					In narratives, create	settings, characters and	vocabulary,	vocabulary,
				Encapsulating what	settings, characters and	plot	understanding how	understanding how
				they want to say,	plot		such choices can	such choices can
				sentence by sentence	1	In non-narrative	change and enhance	change and enhance
					In non-narrative	material, using simple	meaning	meaning
				Make simple additions,	material, using simple	organisational devices	1	
				revisions and	organisational devices	[for example, headings	In narratives,	In narratives,
				corrections to their	[for example, headings	and sub-headings]	describing settings,	describing settings,
				own writing by:	and sub-headings]	Dunile will evolute	characters and	characters and
				Evaluating their writing	Pupils will evaluate	Pupils will evaluate and edit by:	atmosphere and integrating dialogue to	atmosphere and integrating dialogue to
						and edit by.		
				with the teacher and other pupils	and edit by:	Assessing the	convey character and advance the action	convey character and advance the action
					Assessing the	effectiveness of their		
				Re-reading to check	effectiveness of their	own and others' writing	Précising longer	Précising longer
				that their writing	own and others' writing	and suggesting	passages	passages
				makes sense and that	and suggesting	improvements	Using a wide range of	Using a wide range of
				verbs to indicate time	improvements	Proposing changes to	devices to build	devices to build
				are used correctly and	Proposing changes to	grammar and	cohesion within and	cohesion within and
				consistently, including	grammar and	vocabulary to improve	across paragraphs	across paragraphs
				verbs in the continuous	vocabulary to improve	consistency, including	actions baragraphis	
				form	consistency, including	consistency, monuting		
		1	1		consistency, meluumg	1	1	1

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			the accurate use of	the accurate use of	Using further	Using further
		Proof-reading to check	pronouns in sentences	pronouns in sentences	organisational and	organisational and
		for errors in spelling,			presentational devices	presentational devices
		grammar and	Proofreading for	Proofreading for	to structure text and to	to structure text and to
		punctuation [for	spelling and	spelling and	guide the reader [for	guide the reader [for
		example, ends of	punctuation errors	punctuation errors	example, headings,	example, headings,
		sentences punctuated			bullet points,	bullet points,
		correctly]	Reading their own	Reading their own	underlining]	underlining]
			writing aloud to a	writing aloud to a		
		Reading aloud what	group or the whole	group or the whole	Pupils will evaluate	Pupils will evaluate
		they have written with	class, using appropriate	class, using appropriate	and edit by:	and edit by:
		appropriate intonation	intonation and	intonation and		-
		to make the meaning	controlling the tone	controlling the tone	Assessing the	Assessing the
		clear	and volume so that the	and volume so that the	effectiveness of their	effectiveness of their
		e.ea.	meaning is clear	meaning is clear	own and others' writing	own and others' writing
					stin and others writing	stand others writing
					Proposing changes to	Proposing changes to
					vocabulary, grammar	vocabulary, grammar
					and punctuation to	and punctuation to
					enhance effects and	enhance effects and
					clarify meaning	clarify meaning
					Ensuring the consistent	Ensuring the consistent
					and correct use of	and correct use of
					tense throughout a	tense throughout a
					piece of writing	piece of writing
					Ensuring correct	Ensuring correct
					subject and verb	subject and verb
					,	,
					agreement when using	agreement when using
					singular and plural,	singular and plural,
					distinguishing between	distinguishing between
					the language of speech	the language of speech
					and writing and	and writing and
					choosing the	choosing the
					appropriate register	appropriate register
					Proofreading for	Proofreading for
					•	U U
					spelling and	spelling and
					punctuation errors	punctuation errors
					Performing their own	Performing their own
					compositions, using	compositions, using
					appropriate intonation,	appropriate intonation,
					volume, and movement	volume, and movement
					so that meaning is clear	so that meaning is clear
					So that meaning is tieal	so that meaning is clear

	1	Pupils will be taught	Pupils will be taught	Pupils will be	Pupils will be secure	Pupils will be	Pupils will be secure
VGPS		1 5		introduced how to:		introduced to:	with:
		to:	to: Use both familiar and	Introduced now to:	with how to:	Introduced to:	with:
		Leaving spaces between words	new punctuation	Extend the range of	Extend the range of	Recognising vocabulary	Recognising vocabulary
		between words	correctly including full	sentences with more	sentences with more	and structures that are	and structures that are
		Join words and join	stops, capital letters,	than one clause by	than one clause by	appropriate for formal	appropriate for formal
		clauses using and	exclamation marks,	using a wider range of	using a wider range of	speech and writing,	speech and writing,
		clauses using and	question marks,	conjunctions, including:	conjunctions, including:	including subjunctive	including subjunctive
		Punctuate sentences	commas for lists and	when, if, because,	when, if, because,	forms	forms
		using a capital letter	apostrophes for	although	although	101113	101113
		and a full stop	contracted forms and	annough	annough	Using passive verbs to	Using passive verbs to
			the possessive	Choose nouns or	Use the present perfect	affect the presentation	affect the presentation
		Begin to use a questior		pronouns appropriately	form of verbs in	of information in a	of information in a
		mark or exclamation	(Singular)	for clarity and cohesion	contrast to the past	sentence	sentence
		mark	Use sentences with	and to avoid repetition	tense	Sentence	Sentence
		THAT N	different forms:			Using the perfect form	Using the perfect form
		Use a capital letter for	statement, question,	Use conjunctions,	Choose nouns or	of verbs to mark	of verbs to mark
		names of people,	exclamation, command	adverbs and	pronouns appropriately	relationships of time	relationships of time
		places, the days of the	Expanded noun phrases	prepositions to express	for clarity and cohesion	and cause	and cause
		week, and the persona		time and cause	to avoid repetition		
		pronoun 'l'				Using expanded noun	Using expanded noun
		P	Use the present and	Use fronted adverbials	Use conjunctions,	phrases to convey	phrases to convey
			past tenses correctly		adverbs and	complicated	complicated
			and consistently	Use commas after	prepositions to express	information concisely	information concisely
			including the	fronted adverbials	time and cause	,	· · · · · · · · · ,
			progressive form			Using modal verbs or	Using modal verbs or
			Subordination (using	Use and punctuating	Use fronted adverbials	adverbs to indicate	adverbs to indicate
			when, if, that, or	direct speech		degrees of possibility	degrees of possibility
			because) and co-		Use commas after	,	J , ,
			ordination (using or,	Adopt and sustain the	fronted adverbials	Using relative clauses	Using relative clauses
			and, or but)	appropriate		beginning with who,	beginning with who,
				perspective	Indicate possession by	which, where, when,	which, where, when,
					using the possessive	whose, that or with an	whose, that or with an
				Recognise and use	apostrophe with plural	implied (i.e. omitted)	implied (i.e. omitted)
				conventions for formal	nouns	relative pronoun	relative pronoun
				and informal writing		Using commas to clarify	Using commas to clarify
					Use and punctuate	meaning or avoid	meaning or avoid
					direct speech	ambiguity in writing	ambiguity in writing
					Adopt and sustain the	Using brackets, dashes	Using hyphens to avoid
					appropriate	or commas to indicate	ambiguity
					perspective	parenthesis	
							Using brackets, dashes
					Recognise and use	Using a colon to	or commas to indicate
					conventions for formal	introduce a list	parenthesis
					and informal writing		
						Adopt and sustain the	Using semicolons,
						appropriate	colons or dashes to
						perspective	mark boundaries
							between independent
						Demarcating dialogue	clauses
L							

				Using a colon to introduce a list
				Punctuating bullet points consistently
				Adopt and sustain the appropriate perspective
				Demarcating dialogue