

English Curriculum - Writing Progression Map

English Primary Curriculum

		EYFS	Year 1	Year 2	Years 3 & 4 (Milestone 2)	Years 5 & 6 (Milestone 3)
(Milestone 1)						
Transcription	Handwriting (To present neatly)	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand letters that are formed in similar ways and to practise these. 	<ul style="list-style-type: none"> 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. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 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. Understand which letters, when adjacent to one another, are best left unjoined. Make handwriting legible, consistent and high quality, by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<p>Write legibly, fluently and with increasing speed:</p> <ul style="list-style-type: none"> Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choose the writing implement that is best suited for a task.
	Spelling (To spell correctly) Appendix 1	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<ul style="list-style-type: none"> Spell words containing 40+ learned phonemes. Spell common exception words. Spell days of the week. Name letters of the alphabet in order. Use letter names to describe spellings of words. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs. Use the prefix un-. Use -ing, -ed, -er and -est suffixes where no change is needed. Apply spellings rules. 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"> Spell by segmenting spoken words into phonemes and representing them correctly by graphemes. Learn some new ways of spelling phonemes for which one or more are already known, learn some words with each spelling, including common homophones. Spell common exception words. Spell more words with contracted forms. Use the possessive apostrophe. (singular) (for example, the girl's book) Distinguish between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, ly. Apply spellings rules. 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"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell correctly words that are often misspelt. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use further prefixes, applying guidelines for adding them. Spell some words with silent letters (knight, psalm, solemn). Distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus.
Composition	To write with purpose	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Say out loud what they are going to write about. Compose a sentence orally before writing it. Write for a range of purposes. Discuss what they have written with the teacher or other pupils. 	<p>Develop positive attitudes and stamina towards writing:</p> <ul style="list-style-type: none"> Write for a variety of purposes and forms, including narratives about personal experiences and those of others, real events and poetry. Consider what to write before beginning: Plan or say out loud what they are going to write about. 	<ul style="list-style-type: none"> Write for a wide range of purposes using the main features identified in reading. Plan by discussing writing similar to that which they are planning to write in order to understand from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> Identify the audience for and the purpose of the writing. Select the appropriate form of writing using other similar writing as models. Note, develop and research ideas. In writing narratives, consider how authors have developed characters and settings (from what they have read, listening to or seen performed). Précis longer passages.

'Nobody else is quite like me'

			<ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary. • Use some of the characteristic features of the type of writing used. • Evaluate writing with the teacher and other pupils (write, review and improve). 	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements. • Propose changes to grammar and vocabulary to improve consistency, including the use of pronouns. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Plan, draft, write, evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs. 	<ul style="list-style-type: none"> • Use more ambitious, well-chosen adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use well-chosen adverbs for extra detail. 	<ul style="list-style-type: none"> • In narratives, create settings, characters and plot. • Build a varied and rich vocabulary. • Use a range of descriptive devices, such as alliteration and similes. 	<ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification.
	To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use present and past tense. • Organise ideas for writing. 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use verbs correctly and consistently to indicate time, including verbs in the continuous form. • Proof-read to check for errors. • Use present and past tense correctly and consistently. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices such as headings and sub headings. • Proof-read for spelling and punctuation errors. • Use the present perfect form of verbs to mark relationships of time and cause. • Use devices that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within and across paragraphs. • Select appropriate grammar and vocabulary to enhance meaning. • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Ensure the consistent and correct use of tense throughout a piece of writing. • Proof-read for spelling and punctuation errors.
	To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. 	<ul style="list-style-type: none"> • Write about more than one idea and link ideas for coherence. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs coherently. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
	To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. 	<ul style="list-style-type: none"> • Encapsulate ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use an increasing range of sentence structures, including simple, compound and complex. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural (distinguishing between language of speech and writing and choosing the appropriate register). Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
	To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. 	<ul style="list-style-type: none"> • Read aloud writing with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation, volume and movement so that meaning is clear.

<p>Vocabulary, Grammar and Punctuation Appendix 2</p>	<ul style="list-style-type: none"> • Not applicable within Early Learning Goals. 	<ul style="list-style-type: none"> • Leave spaces between words. • Join words and join clauses using 'and'. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week and the personal pronoun, 'I'. <p>Develop the use and understanding of concepts and terminology set out in Appendix 2: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<ul style="list-style-type: none"> • 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). • Use sentences with different forms: statement, question, exclamation and command. • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). • Use the present and past tenses correctly and consistently including the progressive form. • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. <p>Develop the use and understanding of concepts and terminology set out in: Appendix 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.</p>	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use the present perfect form of verbs in contrast to the past tense. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use conjunctions, adverbs and prepositions to express time and cause. • Use fronted adverbials. • Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. • Use and punctuate direct speech. <p>Develop the use and understanding of concepts and terminology set out in: Appendix 2: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (Year 3); determiner, pronoun, possessive pronoun, adverbial (Year 4).</p>	<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use passive verbs to affect the presentation of information in a sentence. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Use commas to clarify meaning or avoid ambiguity in writing. • Use hyphens to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. <p>Develop the use and understanding of concepts and terminology set out in: Appendix 2: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Year 5); subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points (Year 6)</p>
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