



Writing Curriculum Progression Map

Spelling and phonics

Year group	National Curriculum, key skills and knowledge
Foundation	Children at the expected level of development will: <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - 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
Year 1	Spell compound words correctly most of the time Spell most of the Y1 common exception words Spell words with the range of Y1 phonemes mostly correctly Add -er, -ed, -ing, -est to words where no change to the root word is needed Add -es and -s to words to make plurals where no change to the root word is needed Spell the days of the week Use the prefix -un
Year 2	Spell many words with the range of Y2 phonemes mostly correctly Spell many of the Y2 common exception words and homophones Spell most of the Y2 common exception words and homophones Spell most words with the range of Y2 phonemes mostly correctly Add -er, -ed, -ing, -est to words where a change to the root word is needed Add -ies to words to make plurals where a change to the root word is needed Spell words with the suffixes -ment, -ness, -less, -ly, -ful Spelling is mostly accurate with plausible errors in more ambitious word choice
Year 3	Spell many words from the Y3 word list and use these accurately in their writing Meet Year 3 expectations from the chosen spelling scheme Consistently apply Y3 spelling expectations across their writing
Year 4	Spell many words from the Year 4 word list and use these accurately in their writing Meet Y4 expectations from the chosen spelling scheme Consistently apply Y4 spelling expectations across their writing
Year 5	Spell many words from the Year 5 word list and use these accurately in their own writing Meet the Y5 expectations from the chosen spelling scheme Consistently apply Y5 spelling expectations across their writing
Year 6	Spell most words from the Y5/6 word list and use these accurately in their writing Meet the Y6 spelling expectations in the National Curriculum Consistently apply Y6 spelling expectations across their writing



Handwriting

Year group	National Curriculum, key skills and knowledge
Foundation	Children at the expected level of development will: <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed;- Write simple phrases and sentences that can be read by others- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
Year 1	Form lower-case letters of the correct size relative to one another, starting and finishing in the right place Use some diagonal and horizontal strokes needed to join letters – we don't think this is a year 1 objective Write capital letters and digits 0-9 of correct size and orientation to one another and to lower-case letters
Year 2	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing) Use diagonal and horizontal strokes to join some letters
Year 3	Lower- case, upper-case letters and numbers are consistently sized and spaced. Beginning to consistently use legible, joined writing.
Year 4	Use legible, joined writing consistently
Year 5	Use legible, joined writing consistently Writing is beginning to develop a personal style.



Year 6

Use legible, joined writing consistently when writing at speed
Writing is fluent, joined and legible with a developed personal style



Developing ideas

Year group	National Curriculum, key skills and knowledge	Key vocabulary
Foundation	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	
Year 1	Orally rehearse sentences before writing Write sequences of linked sentences Sequence sentences to form short texts	
Year 2	Orally rehearse sentences before writing Write with clear purpose to hold the reader's interest and beginning to engage with the reader. An increasing range of nouns, adjectives and technical vocabulary from across the curriculum is being included across writing.	
Year 3	Compose and rehearse sentences orally – including dialogue – before writing√ Write for a range of purposes and audiences based on personal experience and high-quality texts√√ (moved to composition) Write with increasing awareness of their reader, actively attempting to engage them√ (moved to composition) Writing is carefully planned and annotated with precise word choices (from across the curriculum) √	
Year 4	Compose and rehearse more complex sentences orally before writing, including those with dialogue Write for a range of purposes and audiences based on personal experience and high-quality texts (moved to composition) Choose vocabulary and structure for a purpose and to engage and impact on their identified reader Technical vocabulary is used purposefully in non-narrative writing Word choices are well considered and are used to build a description, an even, tension or emotion Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience	
Year 5	Compose and rehearse more complex sentences before writing, including dialogue Write for a range of purposes and audiences based on personal experience and high-quality texts (moved to composition) Consistently use vocabulary from across the curriculum in their writing Write with appropriate levels of formality for audience and purpose (moved to composition)	
Year 6	Write for a range of purposes and audiences, selecting language that shows good awareness of reader (moved to Composition) Compose and draft complex sentences before writing, including dialogue. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (Guidance): All samples have a clear purpose and audience with the reader successfully engaged All samples also show the individual 'voice' and style of the pupil as a writer	



Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent
 Distinguish between the language of speech and writing and choose the appropriate register
 Word choices are precise and selected for the purpose and audience (formal and informal language)

Composition

Year group	National Curriculum, key skills and knowledge	Key vocabulary
Foundation	Children at the expected level of development will: - Write simple phrases and sentences that can be read by others	
Year 1	Plan by talking about ideas Create simple story maps Write stories with characters based on class reading and role play Use simple narrative features: <input type="checkbox"/> story language (once upon a time, happily ever after) <input type="checkbox"/> 'power of three' (he walked and he walked and he walked) <input type="checkbox"/> Repetition (Then he waited and walked...and watched and waited...) <input type="checkbox"/> figurative language (alliteration, simile) Write stories based on familiar settings: <input type="checkbox"/> real life <input type="checkbox"/> traditional stories Use simple language features of non-fiction: <input type="checkbox"/> first person in recounts <input type="checkbox"/> accurate nouns and verbs <input type="checkbox"/> some use of specific vocabulary Use simple organisational features in fiction: <input type="checkbox"/> beginning, middle and end Use simple organisational features in non-fiction: <input type="checkbox"/> captions <input type="checkbox"/> instructions in the right order Write for simple audiences and purposes based on real-life experiences: we don't think this is a year 1 objective <input type="checkbox"/> thank-you letters, instructions, recounts, reports, stories Develop stamina by providing opportunities for children to write more extended pieces of writing. we don't think this is a year 1 objective	



	<p>Write for a purpose to hold the reader's interest we don't think this is a year 1 objective</p> <p>Write effectively for a particular audience we don't think this is a year 1 objective</p> <p>Write in a logical order, linking events and ideas we don't think this is a year 1 objective</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing we don't think this is a year 1 objective</p> <p>Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate we don't think this is a year 1 objective</p>	
Year 2	<p>Record ideas (eg. through story maps, flow charts..)</p> <p>Write for a range of purposes and audiences based on personal experience and high-quality texts</p> <p>Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures</p> <p>Create simple characters in narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Heroes and villains <input type="checkbox"/> 1 or 2 main characters <input type="checkbox"/> Describe appearance, feelings <p>Dialogue may be used in narrative writing with inverted commas beginning to be used accurately</p> <p>Sentences and ideas are sometimes linked together to form paragraphs.</p> <p>Use the main language features of narrative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> story language <input type="checkbox"/> powerful verbs <input type="checkbox"/> third person <input type="checkbox"/> tenses <input type="checkbox"/> power of three (He wore old shoes, torn trousers and a hat with a hole.) <p>Create simple settings in narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the woods, under the sea, space, desert island <p>Use the main language features of non-fiction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Imperative verbs for instructions <input type="checkbox"/> Adverbs such as firstly, next, then <input type="checkbox"/> Third person for reports <p>Use recurring language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> they searched far and wide <input type="checkbox"/> in a land far, far away <input type="checkbox"/> Once there was a boy <p>Use the main organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear beginning, middle and end <input type="checkbox"/> Headings for posters <input type="checkbox"/> Numbered instructions <input type="checkbox"/> Information in sections <p>Maintain stamina in longer pieces of writing (within TAF bullet 1)</p> <p>A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.</p> <p>Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)</p>	
Year 3	<p>Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames✓✓</p> <p>Write for a range of purposes and audiences based on personal experience and high-quality texts✓✓</p> <p>Write with increasing awareness of their reader, actively attempting to engage them✓</p> <p>Consistently use the language features of narrative:</p>	



- use of speech√√
- power of three (She leapt over the gate, through the long grass and into the barn.)

Create settings that are appropriate for the type of story/effect√

Consistently use the language features of non-fiction:

- technical language√
- precise nouns and pronouns (oak tree instead of tree, crow instead of bird) √

Use figurative language:

- similes (He was as calm as a cloud floating in the sky.) √
- alliteration (The sparkling sea danced in the scorching sunshine.)

Use a range of organisational features in fiction and non-fiction:

- headings and sub-headings√
- columns
- logical sequencing√
- captions

Effectively use verbs and adverbs to add detail to events, settings and characters√√

Use paragraphs to group related ideas – non-chronological√√

Write in clear paragraphs and clearly show when they are writing about different events or information - narrative√

Sentence starters show greater variety; including the use of adverbials of time and place√

Confidently use a variety of sentence structures√

Write narratives that are very well-structured and that have a clear ending which directly relates to the beginning√

The impact of what they read is reflected in their writing. √√

Writing is beginning to demonstrate an understanding of formal and informal language dependent on purpose and audience.
E.g. formal letter of complaint/ informal letter to family member. √√

Year 4

Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames (moved to developing ideas)

Describe plots in narratives, linking the end to the opening

Develop characters in narratives

Structures of narratives is clear to follow and pupil has begun to draw on what they read to make openings and closing of narratives more interesting for the reader

Organisational features are carefully selected in fiction and non-fiction:

- balance of action, description and dialogue
- logical sequencing of paragraphs
- captions, tables, charts
- bullet points

Expand their use of narrative language features:

- Figurative language
- similes
- alliteration
- hyperbole
- 'Power of three' linked to sentence work:
- The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
- Descriptive language drawn from their own reading

Develop settings linked to the genre and intended effect



	<p>Expand their use of non-fiction language features:</p> <ul style="list-style-type: none"> □ Technical vocabulary linked to topic □ Precise nouns and pronouns (fernlike plants instead of plants, macaw instead of bird) □ Interesting and relevant descriptive language <p>Use paragraphs to organise ideas around a theme across the text Paragraphing is clear and ideas are developing and linked to guide the reader through the text Writing usually has a clear voice which is sustained through both shorter and more extended texts</p> <p>Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.</p>	
Year 5	<p>Explore and use their own techniques to note ideas, drawing on research where necessary (moved to developing ideas)</p> <p>Experiment with different ways of opening and closing narratives, drawing on what they have read .</p> <p>e.g. use of flashbacks</p> <p>Control plots:</p> <ul style="list-style-type: none"> □ Use of foreshadowing □ Dialogue to move the action on <p>Develop characterisation by drawing on their reading Develop settings and atmosphere in detail</p> <p>Extend and refine their use of narrative language features:</p> <ul style="list-style-type: none"> □ Reported speech instead of direct □ Repetition for effect □ ‘Power of three’ linked to grammar expectations: The wind whistled through the trees, tickling the autumn leaves, as the night drew in. <p>Use a range of figurative language:</p> <ul style="list-style-type: none"> □ similes (...as angry as an erupting volcano) □ metaphor (He was an erupting volcano.) □ personification (Gnarled fingers stretched out from the tree’s body..) □ allusion (It was a Pandora’s box of horrors..) □ idioms (Tom had been feeling under the weather for weeks.) <p>Extend and refine their use of non-fiction language features:</p> <ul style="list-style-type: none"> □ technical vocabulary linked to the topic □ precise description <p>Effective use of organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> □ balancing action, description and dialogue □ balancing fact and opinion □ bullet points □ tables, charts, diagrams <p>Writing is clearly structured and organised according to the text type</p> <p>Paragraphs:</p> <ul style="list-style-type: none"> □ are clearly constructed, guiding reader through text □ clearly signal changes in time, place and/or events <p>Provide a range of opportunities to write for varying levels of formality:</p> <ul style="list-style-type: none"> □ a formal persuasive letter to a company 	



	<ul style="list-style-type: none"> □ an informal letter/email to a friend □ a friendly-formal information text □ formal and informal sets of instructions □ a formal police/eye-witness report <p>Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing</p>	
Year 6	<p>Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary (moved to developing ideas)</p> <p>Control and maintain plots:</p> <ul style="list-style-type: none"> □ use of foreshadowing □ dialogue to move the action on □ stories told from more than one viewpoint <p>Develop characters in detail:</p> <ul style="list-style-type: none"> □ relationships between characters □ how others react to them □ use of grammatical features such as passive voice <p>Develop settings, characters and atmosphere in detail</p> <p>Extend and refine their use of narrative language features:</p> <ul style="list-style-type: none"> □ reported speech instead of direct □ repetition for effect □ power of three linked to grammar expectations (The storm howled through the harbour, sails flapping and metal clanging, as the night drew in.) <p>Manipulate and control the use of narrative language features (within TAF bullets 1, 2, 3 and 4)</p> <p>Use a range of figurative language (within TAF bullets 1 and 4)</p> <p>Use different ways of opening and closing narratives</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Endings are clear and linked to openings dependent on the text type</p> <p>Extend and refine their use of non-fiction language features:</p> <ul style="list-style-type: none"> □ technical vocabulary linked to topic □ precise description <p>Manipulate and control the use of non-fiction language features (within TAF bullets 1 and 4)</p> <p>Manipulate and control the use of organisational features (within TAF bullets 1, 4 and 5)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Literary devices are well-chosen and used appropriately to create intended effects</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Writing is carefully structured and organised according to its context</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion</p>	



	<p>Use formal and informal question tags Distinguish between the language of speech and writing and choose the appropriate register Demonstrate an assured and conscious control over levels of formality</p> <p>Distinguish between the language of speech and writing and choose the appropriate register Establish a convincing individual viewpoint and sustain it throughout the piece</p>	
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Editing and improving writing:

Year group	National Curriculum, key skills and knowledge	Key vocabulary
Foundation		
Year 1	<p>Re-read their writing to check it makes sense and make simple changes as necessary (eg. spotting omissions)</p> <p>Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations. Use spelling resources to help them identify and correct errors.</p>	
Year 2	<p>Evaluate their writing through discussion and make improvements to clarify the meaning and sense</p> <p>Read their writing aloud with intonation to make the meaning clear</p> <p>Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations</p> <p>Use a dictionary</p> <p>Discuss the effectiveness of their writing and may make changes without prompting</p>	
Year 3	<p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations✓</p> <p>Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy✓</p> <p>Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear✓</p> <p>Proof-read and edit their writing after indication from adult. ✓</p> <p>Use a dictionary✓</p>	



Year 4	<p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear Proof-read and edit their writing after some indication from adult but increasingly independent.</p> <p>Use a dictionary</p>	
Year 5	<p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations</p> <p>Editing process can involve taking out or simplifying rather than just adding or amending Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear Proof-read and edit their writing at the end of a piece of work independently.</p> <p>Use a dictionary and thesaurus effectively</p>	
Year 6	<p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations</p> <p>Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear</p> <p>Proof-read and edit their writing as part of drafting process during writing. Use a dictionary and thesaurus effectively</p> <p>Editing process improves the overall quality of the text and can involve:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvement of language choice <input type="checkbox"/> Improved clarity and range of punctuation <input type="checkbox"/> Adding and amending 	

Grammar and punctuation:

Year group	National Curriculum, key skills and knowledge	Key vocabulary
Foundation	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write simple phrases and sentences that can be read by others 	
Year 1	<p>Demarcate most sentences using a full stop</p> <p>Demarcate most sentences using a capital letter</p> <p>Use a capital letter for proper nouns</p> <p>Use 'and' to join a simple sentence</p> <p>Join words using 'and'</p>	



	<p>Use the present and past tense mostly accurately we don't think this is a year 1 objective</p> <p>Begin to demarcate sentences using question marks</p> <p>Begin to use some features of standard English we don't think this is a year 1 objective</p> <p>Begin to use dialogue in their writing.</p> <p>Begin to demarcate sentences using exclamation marks</p> <p>Use simple noun phrases we don't think this is a year 1 objective</p> <p>Use 'because' and 'but' to join clauses</p>	
Year 2	<p>Use full stops and capital letters consistently</p> <p>Use a variety of simple, compound and complex sentences (within TAF bullet 5)</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use question marks accurately</p> <p>Use sentences with different forms: questions</p> <p>Use some features of standard written English (within TAF bullets 1 and 4)</p> <p>Use exclamation marks as an indication to the reader</p> <p>Use sentence with different forms: exclamations</p> <p>Use noun phrases to describe and specify</p> <p>Use subordination (when/if/that/because) to add extra information</p> <p>Use co-ordination (and/but/or/yet/so)</p> <p>Use a variety of simple pronouns (within TAF bullet 1)</p> <p>Use the progressive form of verbs</p> <p>Use sentences with different forms: commands</p> <p>Use sentences with different forms: statements</p> <p>Use commas in lists</p> <p>Use apostrophes for contractions</p> <p>Use apostrophes for singular possession</p> <p>Punctuation taught so far is used to ensure meaning is clear.</p>	
Year 3	<p>Use a or an correctly√</p> <p>Use adjectives to add detail to form noun phrases. √√</p> <p>Writing includes the use of short and longer sentences. √</p> <p>Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</p> <p>Use the present perfect form of verbs</p>	



	<p>Use a range of adverbs, conjunctions ✓ and prepositions: cause Use a range of adverbs, conjunctions ✓ and prepositions: place Use a range of adverbs, conjunctions ✓ and prepositions: time Consistently use features of standard English and explore when non-standard English could be used ✓</p> <p>Understand the concept of a main and subordinate clause Use nouns and pronouns to aid cohesion within sentences ✓ Demarcate direct speech with inverted commas (speech marks) ✓</p> <p>Use apostrophes for singular possession ✓ and contraction. Begin to use commas to separate main and subordinate clauses Writing is punctuated accurately to ensure meaning is clear ✓ Begin to demarcate speech with all necessary punctuation ✓ Use commas in lists</p>	
Year 4	<p>Write complex sentences with the subordinate clause at the start and at the end of the sentence Use a range of tenses and verb forms confidently and effectively Use fronted adverbials for time, manner and place</p> <p>Use inverted commas and other punctuation accurately to mark speech Control the use of standard and non-standard English Use noun phrases expanded with modifying adjectives Use noun phrases expanded with modifying nouns Use noun phrases expanded with prepositional phrases Identify main and subordinate clauses Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs</p> <p>Use possessive pronouns Different sentence types and varied word order are used to create specific effects Use commas after fronted adverbials Commas are used securely to separate main and subordinate clauses Understand the difference between plural and possessive –s Use apostrophes for plural possession</p>	
Year 5	<p>Use a range of verb forms: <input type="checkbox"/> progressive <input type="checkbox"/> perfect <input type="checkbox"/> modal</p> <p>Use dialogue to advance the action of a narrative Begin to experiment using the passive voice Manipulate formality in different types of writing Expanded noun phrases and sentence starters with effective word choices add detail</p> <p>Use defining and non-defining relative clauses – Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas Use a range of devices between paragraphs Use relative pronouns</p>	



	<p>Indicate degrees of possibility using modal verbs</p> <p>Indicate degrees of possibility using modal adverbs</p> <p>Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects</p> <p>Use commas to separate main and subordinate clauses</p> <p>Use embedded clauses/</p> <p>Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning</p> <p>Use brackets and dashes to mark parenthesis</p> <p>Use dashes for afterthoughts</p> <p>Begin to use semi-colons to separate main clauses</p>	
Year 6	<p>Use a range of verb forms for effect:</p> <ul style="list-style-type: none">□ progressive□ perfect□ modal <p>Use verb tenses consistently and accurately</p> <p>Use passive voice to create empathy or suspense (within TAF bullets 1 and 4)</p> <p>Use passive voice to create a formal tone (within TAF bullets 1 and 4)</p> <p>Use dialogue to convey character and advance the action</p> <p>Use expanded noun phrases across their writing to convey complicated information precisely</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within TAF bullets 1, 4 and 5)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>The use of sentences is controlled and a range of structures are used to create specific effects</p> <p>Write sentences with the subordinate clause at the start and the end of the sentence</p> <p>Use commas to mark non-defining relative clauses</p> <p>Use the range of punctuation taught at KS2 mostly correctly</p> <p>Use semi-colons to mark independent clauses</p> <p>Use colons to mark independent clauses</p> <p>Use the range of punctuation taught at KS2 correctly</p> <p>Use punctuation to avoid ambiguity or enhance meaning</p>	