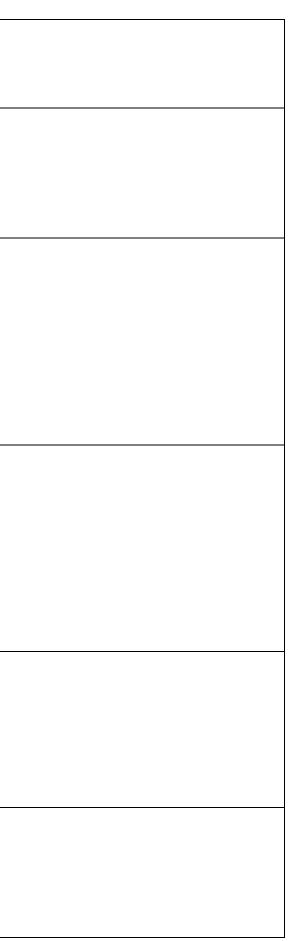
Writing Curriculum Progression Map

Spelling and phonics

National Curriculum, key skills and knowledge Year group Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Foundation Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be ready by others 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 Year 1 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 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 Year 2 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 Spell many words from the Y3 word list and use these accurately in their writing Year 3 Meet Year 3 expectations from the chosen spelling scheme Consistently apply Y3 spelling expectations across their writing Spell many words from the Year 4 word list and use these accurately in their writing Year 4 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

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	Year group	National Curriculum, key skills and knowledge	
	Foundation	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Write simple phrases and sentences that can be ready 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 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	





	Lower- case, upper-case letters and numbers are consistently sized and spaced.
Year 3	Beginning to consistently use legible, joined writing.
	Use legible, joined writing consistently
Year 4	
	Use legible, joined writing consistently
Year 5	Writing is beginning to develop a personal style.
	Use legible, joined writing consistently when writing at speed
Year 6	Writing is fluent, joined and legible with a developed personal style



Developing ideas



Year group	National Curriculum, key skills and knowledge
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 Write with increasing awareness of their reader, actively attempting to engage them 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 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

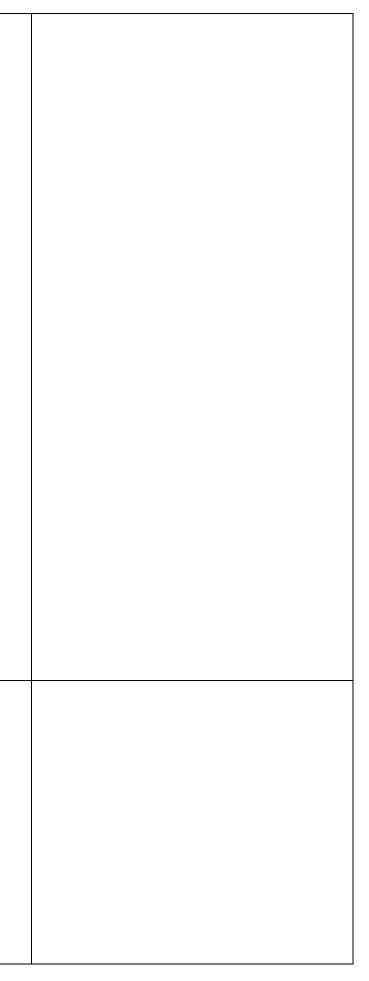
	Key vocabulary
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	Consistently use vocabulary from across the curriculum in their writing
	Write with appropriate levels of formality for audience and purpose
	Write for a range of purposes and audiences, selecting language that shows good awareness of reader
	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
Year 6	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

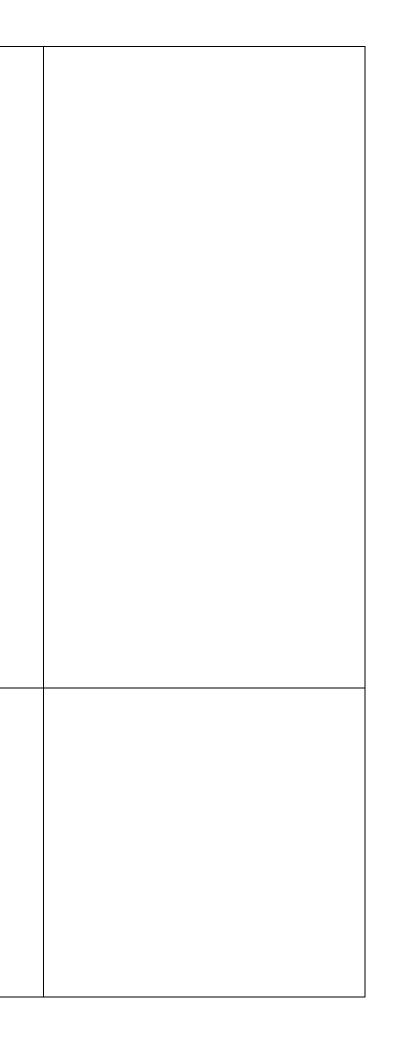
Year group	National Curriculum, key skills and knowledge	Key vocabulary
Foundation	Children at the expected level of development will: - Write simple phrases and sentences that can be ready by others	
Foundation		
	Plan by talking about ideas	
	Create simple story maps	
Year 1	Write stories with characters based on class reading and role play	
	Use simple narrative features:	
	• story language (once upon a time, happily ever after)	
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	 Repetition (Then he waited and walkedand watched and waited)
	· figurative language (alliteration, simile)
	Write stories based on familiar settings:
	· real life
	traditional stories
	Use simple language features of non-fiction:
	first person in recounts
	accurate nouns and verbs
	• some use of specific vocabulary
	Use simple organisational features in fiction:
	• beginning, middle and end
	Use simple organisational features in non-fiction:
	· captions
	· instructions in the right order
	Write for simple audiences and purposes based on real-life experiences:
	thank-you letters, instructions, recounts, reports, stories
	Develop stamina by providing opportunities for children to write more extended pieces of writing.
	Write for a purpose to hold the reader's interest
	Write effectively for a particular audience
	Write in a logical order, linking events and ideas
	Consistently use editing and revising strategies to improve the quality and accuracy of their writing
	Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate
	Record ideas (eg. through story maps, flow charts)
	Write for a range of purposes and audiences based on personal experience and high-quality texts
	Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures
	Create simple characters in narratives:
Year 2	Heroes and villains
	• 1 or 2 main characters
	Describe appearance, feelings
	Dialogue may be used in narrative writing with inverted commas beginning to be used accurately
	Sentences and ideas are sometimes linked together to form paragraphs.
	Use the main language features of narrative:



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	• story language
	• powerful verbs
	• third person
	· tenses
	• power of three (He wore old shoes, torn trousers and a hat with a hole.)
	Create simple settings in narratives:
	• the woods, under the sea, space, desert island
	Use the main language features of non-fiction:
	· Imperative verbs for instructions
	· Adverbs such as firstly, next, then
	Third person for reports
	Use recurring language:
	• they searched far and wide
	· in a land far, far away
	• Once there was a boy
	Use the main organisational features in fiction and non-fiction:
	· Clear beginning, middle and end
	· Headings for posters
	• Numbered instructions
	· Information in sections
	Maintain stamina in longer pieces of writing (within TAF bullet 1)
	A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.
	Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)
	Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
	Write for a range of purposes and audiences based on personal experience and high-quality texts
	Write with increasing awareness of their reader, actively attempting to engage them
	Consistently use the language features of narrative:
	· use of speech
Year 3	• 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.

Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames

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 reader

Organisational features are carefully selected in fiction and non-fiction: Year 4

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

Expand their use of narrative language features:

Figurative language

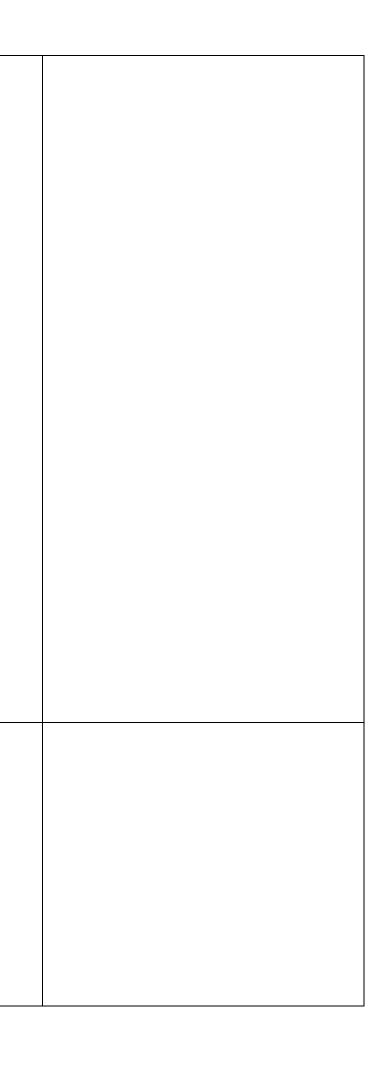
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	- alliteration
	- hyperbole
	'Power of three' linked to sentence work:
	- The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
	Descriptive language drawn from their own reading
	Develop settings linked to the genre and intended effect
	Expand their use of non-fiction language features:
	Technical vocabulary linked to topic
	 Precise nouns and pronouns (fernlike plants instead of plants, macaw instead of bird)
	Interesting and relevant descriptive language
	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
	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.
	Explore and use their own techniques to note ideas, drawing on research where necessary
	Experiment with different ways of opening and closing narratives, drawing on what they have read .
	e.g. use of flashbacks
	Control plots:
	· Use of foreshadowing
	· Dialogue to move the action on
loor 5	Develop characterisation by drawing on their reading
/ear 5	Develop settings and atmosphere in detail
	Extend and refine their use of narrative language features:
	· 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.
	Use a range of figurative language:
	· similes (…as angry as an erupting volcano)
	• metaphor (He was an erupting volcano.)

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	 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.)
	Extend and refine their use of non-fiction language features:
	 technical vocabulary linked to the topic
	• precise description
	Effective use of organisational features in fiction and non-fiction:
	• balancing action, description and dialogue
	• balancing fact and opinion
	• bullet points
	• tables, charts, diagrams
	Writing is clearly structured and organised according to the text type
	Paragraphs:
	• are clearly constructed, guiding reader through text
	· clearly signal changes in time, place and/or events
	Provide a range of opportunities to write for varying levels of formality:
	• a formal persuasive letter to a company
	• an informal letter/email to a friend
	• a friendly-formal information text
	• formal and informal sets of instructions
	• a formal police/eye-witness report
	Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing
	Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
	Control and maintain plots:
	· use of foreshadowing
	 dialogue to move the action on
Year 6	 stories told from more than one viewpoint
	Develop characters in detail:
	relationships between characters
	• how others react to them
	• use of grammatical features such as passive voice





Develop settings, characters and atmosphere in detail

Extend and refine their use of narrative language features:

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.)

Manipulate and control the use of narrative language features Use a range of figurative language

Use different ways of opening and closing narratives

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

Endings are clear and linked to openings dependent on the text type

Extend and refine their use of non-fiction language features:

technical vocabulary linked to topic

precise description

Manipulate and control the use of non-fiction language features

Manipulate and control the use of organisational features

Distinguish between the language of speech and writing and choose the appropriate register

Literary devices are well-chosen and used appropriately to create intended effects

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

Writing is carefully structured and organised according to its context

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

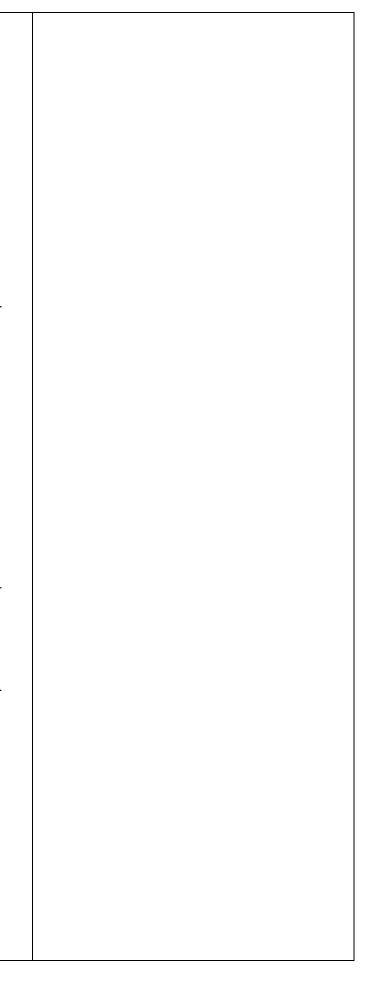
Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion

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

Distinguish between the language of speech and writing and choose the appropriate register Establish a convincing individual viewpoint and sustain it throughout the piece





Editing and improving writing:

Year group	National Curriculum, key skills and knowledge
Foundation	
Year 1	Re-read their writing to check it makes sense and make simple changes as necessary (eg. spotting omissions) 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.
Year 2	Evaluate their writing through discussion and make improvements to clarify the meaning and sense Read their writing aloud with intonation to make the meaning clear Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations Use a dictionary
	Discuss the effectiveness of their writing and may make changes without prompting
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations√
Year 3	Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy 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 indication from adult.
	Use a dictionary

	Key vocabulary
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	•
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spellin expectations
Year 4	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.
	Use a dictionary
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spellin expectations
Voor F	Editing process can involve taking out or simplifying rather than just adding or amending
Year 5	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.
	Use a dictionary and thesaurus effectively
	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spellin
	expectations
	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear
Voor 6	Proof-read and edit their writing as part of drafting process during writing.
Year 6	Use a dictionary and thesaurus effectively
	Editing process improves the overall quality of the text and can involve:
	· Improvement of language choice
	· Improved clarity and range of punctuation
	· Adding and amending

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Grammar and punctuation:

Year group	National Curriculum, key skills and knowledge
Foundation	Children at the expected level of development will: - Write simple phrases and sentences that can be ready by others
	Demarcate most sentences using a full stop Demarcate most sentences using a capital letter
	Use a capital letter for proper nouns
	Use 'and' to join a simple sentence
	Join words using 'and'
Year 1	Use the present and past tense mostly accurately
	Begin to demarcate sentences using question marks
	Begin to use some features of standard English
	Begin to use dialogue in their writing.
	Begin to demarcate sentences using exclamation marks
	Use simple noun phrases
	Use 'because' and 'but' to join clauses
	Use full stops and capital letters consistently
	Use a variety of simple, compound and complex sentences
Year 2	Use the present and past tenses correctly and consistently
	Use question marks accurately
	Use sentences with different forms: questions

Key vocabulary

U	se some features of standard written English
U	se exclamation marks as an indication to the reader
U	se sentence with different forms: exclamations
U	se noun phrases to describe and specify
U	se subordination (when/if/that/because) to add extra information
U	se co-ordination (and/but/or/yet/so)
U	se a variety of simple pronouns
U	se the progressive form of verbs
U	se sentences with different forms: commands
U	se sentences with different forms: statements
U	se commas in lists
U	se apostrophes for contractions
U	se apostrophes for singular possession
Pι	unctuation taught so far is used to ensure meaning is clear.
U	se a or an correctly
U	se adjectives to add detail to form noun phrases.
w	riting includes the use of short and longer sentences.
U	se a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences
U	se the present perfect form of verbs
U	se a range of adverbs, conjunctions \sqrt{and} prepositions: cause
U	se a range of adverbs, conjunctions \checkmark and prepositions: place
U	se a range of adverbs, conjunctions \checkmark and prepositions: time
C	onsistently use features of standard English and explore when non-standard English could be used $\scriptscriptstyle \!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!\!$
U	nderstand the concept of a main and subordinate clause
U	se nouns and pronouns to aid cohesion within sentences
D	emarcate direct speech with inverted commas (speech marks)

Year 3

	Lies apostrophes for singular passession and contraction
	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
	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
	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
Year 4	Use noun phrases expanded with prepositional phrases
	Identify main and subordinate clauses
	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs
	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
	Use a range of verb forms:
	· progressive
	· perfect
	· modal
Year 5	
	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

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
Indicate degrees of possibility using modal verbs
Indicate degrees of possibility using modal adverbs
Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects
Use commas to separate main and subordinate clauses
Use embedded clauses/
Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning
Use brackets and dashes to mark parenthesis
Use dashes for afterthoughts
Begin to use semi-colons to separate main clauses
Use a range of verb forms for effect:
• progressive
· perfect
• modal
Use verb tenses consistently and accurately
Use passive voice to create empathy or suspense
Use passive voice to create a formal tone
Use dialogue to convey character and advance the action
Use expanded noun phrases across their writing to convey complicated information precisely
Use a range of devices to build cohesion within and between paragraphs
Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause
Distinguish between the language of speech and writing and choose the appropriate register
The use of sentences is controlled and a range of structures are used to create specific effects
Write sentences with the subordinate clause at the start and the end of the sentence
Use commas to mark non-defining relative clauses
Use the range of punctuation taught at KS2 mostly correctly
Use semi-colons to mark independent clauses
Use colons to mark independent clauses
Use the range of punctuation taught at KS2 correctly
Use punctuation to avoid ambiguity or enhance meaning

Year 6