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)**	• 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;	• 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.	• 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.	• 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.	Write legibly, fluently and with increasing speed: • 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	• Spell words by identifying sounds in them and representing the sounds with a letter or letters;	• 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.	• 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.	• 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.	• 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**	• Write simple phrases and sentences that can be read by others.	• 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.	Develop positive attitudes and stamina towards writing: • 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.	• 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).	• 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.

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				• 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).	• 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.	• 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			• Use adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs.	• 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.	• In narratives, create settings, characters and plot. • Build a varied and rich vocabulary. • Use a range of descriptive devices, such as alliteration and similes.	• 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			• Re-read writing to check it makes sense. • Use present and past tense. • Organise ideas for writing.	• 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.	• 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.	• 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			• Write about more than one idea.	• Write about more than one idea and link ideas for coherence. • Group related information.	• Organise paragraphs around a theme. • Sequence paragraphs coherently.	• 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			• Write so that other people can understand the meaning of sentences.
			• Sequence sentences to form a short narrative.
				• Encapsulate ideas sentence by sentence.
				• Join sentences with conjunctions and connectives.
				• Vary the way sentences begin.
					• Use an increasing range of sentence structures, including simple, compound and complex.
					• Write sentences that include:
					    • conjunctions
					    • adverbs
					    • direct speech, punctuated correctly
					    • clauses
					    • adverbial phrases.
						• 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:
						    • 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			• Read aloud writing clearly enough to be heard by peers and the teacher.	• Read aloud writing with appropriate intonation to make the meaning clear.	• Read aloud writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Perform compositions, using appropriate intonation, volume and movement so that meaning is clear.

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| Vocabulary, Grammar and Punctuation **Appendix 2** | • Not applicable within Early Learning Goals. | • 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'.
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. | • 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 pas 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.
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. | • 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.
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). | • 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.
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) |

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