

Writing Progression Map

Nursery	
Emergent Writing	
<ul style="list-style-type: none"> • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	
Reception	
Vocabulary, Grammar, Punctuation	Composition
<ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that fullstops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase with finger spaces that can be read back by themselves. • Write simple sentences using finger spaces that can be read by themselves and others. 	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to use simple sentence forms. • Can talk about the features of their own writing. • Write a simple narrative.

Writing Progression Map

	<ul style="list-style-type: none"> Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).
Year 1	
Vocabulary, Grammar, Punctuation	Composition
<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letter for the personal pronoun I. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use the joining word and to link words and clauses. Extend range of joining words to link words and clauses using but and or. Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind. 	<p>Planning</p> <ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers.
Year 2	
Vocabulary, Grammar, Punctuation	Composition
<p>As above and:</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use sentences with different forms: statement, question, command, exclamation. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas. <p>Drafting and Writing</p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing.

Writing Progression Map

- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use commas to separate items in a list.
- Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.
- Use apostrophes for singular possession in nouns, e.g. the girl's name.
- Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
- Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.
- Select, generate and effectively use verbs.
- Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.
- Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.
- Use present tense for non-chronological reports and persuasive adverts.
- Select, generate and effectively use nouns.
- Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker
- Create compound words using nouns, e.g. whiteboard and football.
- Select, generate and effectively use adjectives.
- Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).

- Develop a positive attitude to writing.
- Develop stamina for writing in order to write at length.
- Write about real and fictional events.
- Write simple poems based on models.
- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.

Evaluating and Editing

- Edit and improve own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.
- Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.

Performing

- Read aloud their writing with intonation to make the meaning clear.

Writing Progression Map

<ul style="list-style-type: none"> • Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. • Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. • Select, generate and effectively use adverbs. • Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. 	
Year 3	
Vocabulary, Grammar, Punctuation	Composition
<p>As above and:</p> <ul style="list-style-type: none"> • Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. • Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. • Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. • Use inverted commas to punctuate direct speech (speech marks). • Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). • Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. • Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. • Explore and collect nouns with prefixes super, anti, auto. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. <p>Drafting and writing</p> <ul style="list-style-type: none"> • Create and develop settings for narrative. • Create and develop characters for narrative. • Improvise, create and write dialogue. • Create and develop plots based on a model. • Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. <p>Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information.</p> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes with partners and in small groups.

Writing Progression Map

	<ul style="list-style-type: none"> • Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class.
Year 4	
Vocabulary, Grammar, Punctuation	Composition
<p>As above and:</p> <ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. • Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. • Use commas after fronted adverbials. • Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.” • Identify, select and effectively use pronouns. • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. • Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. • Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Read and analyse narrative, non-fiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. • Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. • Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. • Use different sentence structures (see VGP). • Use paragraphs to organise writing in fiction and nonfiction texts. • Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. • Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation.

Writing Progression Map

<ul style="list-style-type: none"> Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. 	<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences.
Year 5	
Vocabulary, Grammar, Punctuation	Composition
<p>As above and:</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion (see VGP). Use organisation and presentational devices e.g. underlining, bullet points, headings. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors.

Writing Progression Map

<ul style="list-style-type: none"> • Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. • Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. • Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. • Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. • Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. • Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. • Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. • Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-. 	<p>Performing</p> <ul style="list-style-type: none"> • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear.
Year 6	
Vocabulary, Grammar, Punctuation	Composition
<p>As above and:</p> <ul style="list-style-type: none"> • Manipulate sentences to create particular effects. • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. • Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. • Use ellipsis to link ideas between paragraphs. • Use repetition of a word or phrase to link ideas between paragraphs. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify audience and purpose. • Choose appropriate text-form and type for all writing. • Select the appropriate structure, vocabulary and grammar. • Draw on similar writing models, reading and research. • Compare how authors develop characters and settings (in books, films and performances). • Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. <p>Drafting and Writing</p>

Writing Progression Map

- Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
- Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
- Identify the subject and object of a sentence.
- Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.
- Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).
- Punctuate bullet points consistently.
- Identify and use colons to introduce a list.
- Identify and use semi-colons within lists.
- Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.
- Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.
- Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?"
- Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.

- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
- Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
- Consciously control the use of different sentence structures for effect.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.
- Combine text-types to create hybrid texts e.g. persuasive speech.
- Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.
- Précis longer passages.

Evaluating and Editing

- Reflect upon the effectiveness of writing in
- relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.

Writing Progression Map

	<ul style="list-style-type: none">• Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none">• Use appropriate and effective intonation and volume.• Add gesture and movement to enhance meaning.• Encourage and take account of audience engagement.
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