

## Writing progression map

Writing concept		Nursery	Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Composition</b>	<p><b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build and extend vocabulary that reflects the breadth of their experiences.</p> <p>To explore new words by grouping and naming.</p>	<p>To express themselves effectively, showing awareness of listeners' needs.</p>	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
	<p><b>Use imaginative description</b> This concept involves developing an appreciation of how best</p>	<p>To engage in imaginative roleplay to retell experiences.</p>	<p>To develop their own spoken narrative and explanations by connecting</p>	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration,</li> </ul>

	to convey ideas through description.	To use talk to pretend that objects might be for something else e.g. <i>'this box is a castle'</i>  To introduce a storyline into play	ideas or events.	<ul style="list-style-type: none"> <li>• Use names of people, places and things.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>	<p>similes, metaphors and personification.</p> <ul style="list-style-type: none"> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
	<p><b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>	<p>To speak to retell an event in the correct order e.g. <i>'I went down a slide'</i>.</p> <p>To use to talk to connect ideas and predict what might happen next or relive a past experience.</p>	<p>To answer 'how' and 'why' questions in response to stories.</p> <p>In speech, to use past, present and future forms accurately when talking about events that have happened.</p>	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
	<p><b>Use paragraphs</b> This concept involves understanding how to group ideas</p>	In speech, to begin to use more complex sentences to link thought when speaking e.g.	In speech, to confidently use more complex sentences to link thought when speaking e.g.	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> </ul>

	so as to guide the reader.	using 'and' and 'because'.	using 'and' and 'because'. To begin to use these in writing			<ul style="list-style-type: none"> <li>• Write cohesively at length.</li> </ul>
	<p><b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<p>To write their own name and other things such as labels, caption.</p> <p>To attempt to write short sentences in meaningful contexts.</p>	<p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives</li> <li>• Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul>	<p>• Write sentences that include:</p> <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul>
<b>Transcription</b>	<p><b>Present neatly</b> This concept involves</p>	To draw lines and circles	To show a preference for a	<ul style="list-style-type: none"> <li>• Sit correctly and hold a</li> </ul>	<ul style="list-style-type: none"> <li>• Join letters, deciding</li> </ul>	Write fluently and legibly with a personal style.

	<p>developing an understanding of handwriting and clear presentation.</p>	<p>To give meaning to marks as they draw and paint</p> <p>To begin to use anticlockwise moment &amp; trace vertical lines</p> <p>To begin to manipulate a pencil or mark making implement</p>	<p>dominant hand</p> <p>To form clearly identifiable letters to communicate meaning.</p> <p>To hold a pencil correctly, using thumb and two fingers.</p> <p>To have good control when using a pencil</p>	<p>pencil correctly.</p> <ul style="list-style-type: none"> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p>which letters are best left un-joined.</p> <ul style="list-style-type: none"> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	
--	---	---	--	--	--	--

	<p><b>Spell correctly</b> This concept involves understanding the need for accuracy</p>	<p>To hear and say the initial sound in words.</p> <p>To begin to segment and blend</p>	<p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• 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 (I drink - he drinks).</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> <li>• Spell the vast majority of words correctly.</li> </ul>
--	---	---	---	--	---	---

• Use the prefix un.

• Use suffixes where no change to the spelling of the root word is needed: **helping**, **helped**, **helper**, **eating**, **quicker**, **quickest**.

• Use spelling rules.

• Write simple sentences dictated by the teacher.

• Spell by segmenting words into phonemes and represent them with the correct graphemes.

• Learn some new ways to represent phonemes.

punctuation taught so far.

				<ul style="list-style-type: none"> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul>		
	<p><b>Punctuate accurately</b> This concept involves understanding that punctuation</p>		<p>To leave spaces between words and begin to know that sentences</p>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and</li> </ul> </li> </ul>

	<p>adds clarity to writing.</p>		<p>end in a full stop.</p> <p>To use a pause in speech to indicate an awareness of 'spoken' punctuation.</p>	<p>words and sentences.</p> <ul style="list-style-type: none"> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> </ul>	<p>wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul>	<p>writing, including subjunctive forms.</p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> </ul> </li> </ul>
--	---------------------------------	--	--	---	---	---

						<ul style="list-style-type: none"> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul>
<b>Analysis and presentation</b>	<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.	To use a range of tenses in speech during play, sometimes accurately	To use a range of tenses in speech during play, mainly accurately. For this to begin to be transferred into writing.	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing:</li> </ul> <b>Year 1</b> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark,</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <b>Year 3</b> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <b>Year 4</b>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading:</li> </ul> <b>Year 5</b> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <b>Year 6</b> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>

				<p>exclamation mark.</p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul>	
	<p><b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.</p>	<p>To be able to tell an adult what their 'says' or means. To communicate meaning in their work.</p>	<p>To be able to read most of their work, sometimes needing the help of an adult.</p>	<ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<p>Perform compositions, using appropriate intonation and volume.</p>