Progression Map: Writing

Year	Punctuation
R	Spaces between words Full stops Capital letters for names
1	Capital letters at the start of sentences Question marks Exclamation marks
2	Commas in a list Apostrophe (omission) Apostrophe (singular possession) Introduction to paragraphs: write under headings
3	Inverted commas for direct speech Apostrophe for singular and plural possession Paragraphs: write under headings and sub-headings
4	Comma after fronted adverbial (Later that day, I heard bad news) Commas to mark clauses in a sentence Commas to separate the speaker from what is said. Paragraphs are connected through openers
5	Brackets Dash Commas to clarify meaning Commas around subordinating clauses Speech punctuated correctly, including new speaker/news line Link ideas across paragraphs using adverbials of time (eg later…), place (eg nearby…) and number (eg secondly)
6	Semi-colon Colon Dash to mark the boundary between independent clauses Correct punctuation in bullet points Hyphens to avoid ambiguity Full range of punctuation matched to the requirement of the text type. Paragraphs used to signal change in time, scene, action, mood or person. Wide range of devices to build cohesion within and across paragraphs (eg repetition of word or phrase, grammatical connections, adverbials, ellipsis…)

Year	Handwriting
R	Develop an efficient and comfortable pencil grip Write their name with the correct lower case and upcase letters Form each of the single letters correctly
1	Correct formation of each letter, starting and finishing in the correct place Correct formation of capital letters Correct formation of digits 0 to 9 Appropriate spacing between words Some consistency of sizing
2	Ascenders and descenders correctly placed on the lines Letters of a consistent size in relation to one another Some letters joined
3	Legible, joined handwriting
4	Legible, joined handwriting of a consistent quality
5	Legible and fluent style of writing
6	Legible and fluent style of writing

Year	Spellings
	See National Curriculum English Programme of Study **Appendix 1** for details on the **spelling rules** taught in each year group. See **Appendix 2** for phonics progression across YR and KS1
R	Recognise and use one way of writing each of the 40+ phonemes Begin to write longer words and compound words which are spelt phonetically Some early CEWs spelt correctly (eg the, I, to, no, go)
1	Learn and begin to use alternative ways to spell 40+ phonemes (see appendix) Spell words from Appendix 1 Days of the Week Prefix: un- Suffixes added to verbs: -er, -ed, -ing Suffixes added to adjectives: -er, -est
2	Continue to learn and use alternative ways to spell phonemes (see appendix) Spell words from Appendix 1 Most CEWs spelt correctly begin to spell some homophones correctly (see Appendix 1) Numbers to twenty
3	Spell words from Appendix 1 First 100 high frequency words Months of the year Numbers to one hundred
4	Spell words from Appendix 1 First 200 High Frequency Words
5	Spell words from Appendix 1
6	Spell words from Appendix 1 Increasing awareness of formal/informal language Synonyms and antonyms

Year	Sentence structure
R	Writes a simple sentence which can be read by themselves and others
1	Writes sentences clearly demarcated. **Conjunctions:** and, so, but, because Simple **adjectives**
2	**Expanded noun phrases** to add description and specification **Subordination:** because, so, after, before, with, when, if **Co-ordination:** and, but, or Correct and consistent use of present and past tence Simple **adverbs.**
3	**Conjunctions:** when, so, before, after, while, because **Subordination:** because, after, before, as, when, as soon as, if **Adverbs of time:** then, next, soon **Prepositions (when or where):** before, after, during, next to… **Subject-verb agreement:** correctly use verbs in the first, second or third person Choice of **adjectives** for impact
4	**Openers** used to vary sentence structure **Adjectival phrases** (eg biting cold wind) Appropriate choice of noun or pronoun **Subordination using:** although, because, after, before, once, as, since, when, until, whenever, wherever, while, whilst, unless, as soon as, if
5	**Phrasing** to make sentences more precise and detailed **Range of openers** – judging the impact or effect needed **Sentence structure** adapted to suit the **text type** **Pronouns** used to avoid repetition **Subordination using:** although, because, after, before, once, as, since, when, until, wherever, whenever, while, whilst, unless, as soon as, if
6	**Subordinate clauses** used with effect to write a range of complex sentences **Passive voice** used where appropriate **Sentence structure and layout** matched to text type **Use of columns** where appropriate

Year	Planning, Drafting and Editing Writing
R	Re-read what they have written with an adult to check it makes sense.
1	Creating whole-class plans for writing Re-reading their writing to check it makes sense Discuss what they have written with a teacher or other pupils
2	Planning or saying out loud what they are going to write about Writing down ideas and/or key words Encapsulating what they want to say, sentence by sentence Evaluating their writing with the teacher and peers Proofreading to check for errors in spelling, grammar and punctuation
3	Discussing and recording ideas Organising paragraphs around a theme Creating settings, characters and plot Using simple organisational devices to plan (eg headings and subheadings) Assessing the effectiveness of their own and others' writing; suggesting improvements Proposing changes to grammar/vocabulary Proofreading for spelling, grammar and punctuation errors
4	As for Y3
5	Selecting appropriate grammar and vocabulary to change and enhance meaning Describe settings, characters, atmosphere Integrate dialogue to convey character and advance the action Precising longer passages Using a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure the text Assessing the effectiveness of their own and others' writing. Proposing changes to vocualary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece Ensure appropriate language and register for the piece
6	As for Y5

Year	Genre (suggested) While teaching the genres below, emphasis should always be placed on the purpose of the writing and who the audience is.
R	Simple sentence writing with a purpose, with child led learning Write for different purposes Talk about what they are going to write about
1	Simple story-telling (Once upon a time, one day, unfortunately, luckily, finally) Recount Character description Poetry
2	Diary entry Instructions Fact Files Stories Letter writing Poetry
3	Instructions Explanations Diary Entry Non-Chronological Report Letter Writing Narratives Playscripts Balanced Arguments News Reports Posters Blogs/Emails Recounts Poetry
4	See Y3
5	**As Y3/4, plus:** Persuasive Writing Biography
6	See Y5

Year	Terminology
R	Letter, capital letter, sound, word, sentence, full stop, finger space
1	Conjunction Adjective, verb, noun question singular, plural punctuation, question mark, exclamation mark
2	Noun phrase adverb Past tense, present tense Apostrophe, comma Suffix
3	Inverted commas/speech marks Preposition prefix Clause, subordinate clause Modal verb direct speech consonant, vowel
4	Subject, object Determiner Pronoun Possessive pronouns Adverbial Direct/report speech Bullet points
5	Synonym, antonym Relative pronouns Relative clause Parenthesis, bracket, dash Determiner
6	Active, passive Ellipsis Hypen Semi-colon, colon

Appendix 1: Vocabulary, Grammar and Punctuation Statutory Requirements

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
	Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
	How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or undoing: *untie the boat*]
Sentence	How **words** can combine to make **sentences**
	Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
	Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter
	word, singular, plural
	sentence
	punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard, superman*]
	Formation of **adjectives** using **suffixes** such as *–ful*, *–less*
	(A fuller list of **suffixes** can be found on page 46 in the year 2 spelling section in English Appendix 1)
	Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*)
	Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing
	Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
	Commas to separate items in a list
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase
	statement, question, exclamation, command
	compound, suffix
	adjective, adverb, verb
	tense (past, present)
	apostrophe, comma

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–, anti–, auto–*]
	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
	Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
Text	Introduction to paragraphs as a way to group related material
	Headings and sub-headings to aid presentation
	Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction
	word family, prefix
	clause, subordinate clause
	direct speech
	consonant, consonant letter vowel, vowel letter
	inverted commas (or 'speech marks')

Appendix 1: Vocabulary, Grammar and Punctuation Statutory Requirements

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]

Year 6: Detail of content to be introduced (statutory requirement)	
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points