



# Writing

## Progression Map

<b>EYFS</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>
	Talk about ideas before writing.	Use simple sentences orally.	Begin to use spaces between words.	Form letters correctly.
	Begin writing simple words and phrases.	Begin to understand word order.	Occasional use of full stops.	Write own name.
	Use pictures and labels to convey meaning.			Use phonics to spell simple words.
<b>Year 1</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>
	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).	Combine words to form grammatically accurate sentences.	Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).	Spell common exception words.
	Compose sentences orally and in writing.	Join words and clauses using 'and'.	Use capital letters for names and the personal pronoun 'I'.	Apply phonics.
	Sequence sentences to form a short narrative or piece of information writing.			Begin to use finger spaces consistently.
	Use basic descriptive language.			Develop letter formation.
	Re-read and check writing makes sense.			
<b>Year 2</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>
	Write for different purposes (stories, instructions, letters).	Use expanded noun phrases.	Use commas in lists.	Spell common exception words.
	Organise ideas into sections.	Use present and past tense correctly.	Apostrophes for contractions and possession.	Use suffixes (-ed, -ing, -er).
	Edit and improve writing.	Introduce subordination (because, if, when).	Consistent use of capital letters and full stops.	Develop joined handwriting.
<b>Year 3</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>

➤ e	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	Spell correctly words that have been previously taught, including common exception words from KS1, previously taught homophones, those with known prefixes and suffixes.
	Write using a rich and varied vocabulary.	Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).	Use inverted commas to punctuate direct speech.	Use and spell correctly many words from the Year 3 / Year 4 spelling list.
	In narrative create simple settings, characters and plot.	Use present and past tense correctly, including use of the present perfect instead of the simple past.	Use apostrophes for contraction and singular possession correctly (secure from Year 2).	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.
	Begin to use direct speech within narratives.	Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).		Use joined up writing consistently and independently.
	Use paragraphs as a way of grouping related material.			Children will work through the Rising Stars spelling programme.
	Evaluate the effectiveness of writing and suggest improvements.			
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).			
	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>

	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	Spell correctly words that have been previously taught, including common exception words from KS1, previously taught homophones, those with known prefixes and suffixes.
	Write using a rich and varied vocabulary appropriate to purpose and form.	Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).	Use commas after fronted adverbials.	Use and spell correctly most words from the Year 3 / Year 4 spelling list.
	Write narratives with a clear plot, and describe settings and characters.	Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).	Use inverted commas and other punctuation to indicate direct speech accurately.	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.
	Make effective choices about using direct speech within narratives.	Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).	Use apostrophes correctly (contraction, singular and plural possession).	Use joined up writing consistently, independently and fluently.
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.	Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).		Children will work through the Rising Stars spelling programme.
	Use pronouns and nouns within and across	Choose grammar to suit the purpose and audience		

	sentences to aid cohesion and avoid repetition.			
	Evaluate the effectiveness of writing and suggest improvements.			
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).			
<b>Year 5</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>
	To write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text)	Select appropriate grammar and vocabulary to change and enhance meaning:	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	Spell correctly words that have been previously taught, including common exception words from KS1, Year 3/4 statutory words, previously taught homophones.
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.	Indicate parenthesis using brackets, commas or dashes.	Use and spell correctly many words from the year 5 / year 6 spelling list.
	Use dialogue in narratives to convey character or advance the action.	Use modals and adverbs to indicate possibility.	Use punctuation to ensure meaning is clear, particularly commas for clarity.	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.
	Use a range of devices to build cohesion within and across paragraphs:	Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.		Maintain legibility in joined handwriting when writing at speed.
	Secure the use of pronouns or nouns within and across sentences to	Use a range of clause structures, sometimes varying their position within the sentence for		Children will work through the Rising Stars spelling programme.

	aid cohesion and avoid repetition;	effect (secure and extend from Year 4).		
	Link ideas using adverbials of time, place and number;			
	Link ideas using tense choices (e.g. he had seen her before instead of he saw her before).			
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.			
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).			
<b>Year 6</b>	<b>Composition</b>	<b>Grammar</b>	<b>Punctuation</b>	<b>Transcription</b>
	Write effectively for a range of purposes and audiences, managing shifts in formality and tone.	Use a full range of clause structures, sometimes varying their position within the sentence for effect.	Use semi-colons, colons and dashes to mark boundaries between independent clauses.	Spell words from statutory list accurately.
	Use varied techniques for cohesion and effect across paragraphs.	Use passive and subjunctive forms where appropriate.	Use colons to introduce a list and semi-colons within lists.	Apply all spelling rules and strategies independently.
	Integrate dialogue to convey character and advance action.	Manipulate sentence structure for impact and clarity.	Use punctuation to ensure meaning is clear, including hyphens to avoid ambiguity.	Maintain neat, fluent handwriting at speed.
	Select vocabulary and grammatical structures that reflect what the writing requires, considering audience and purpose.	Use expanded noun phrases and relative clauses to convey complex information concisely.		Children will work through the Rising Stars spelling programme.

	Use organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining).			
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