

## **Writing Progression Map**

### **Government Guidance**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Aims in the Writing curriculum**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Children will be able to:

- plan, revise and evaluate their writing
- spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words
- formulate, articulate and communicate ideas, organising them coherently for a reader
- write with an awareness of the audience, purpose and context
- utilise an increasingly wide knowledge of vocabulary and grammar
- write down their ideas with fluent, legible and joined handwriting

## **Early Years Foundation Stage**

We teach Literacy in the EYFS as an integral part of the school's work. We relate the Literacy aspects of the pupils' work to the objectives set out in the Development Matters Statements which underpin the curriculum planning for pupils, birth to five. We give all pupils the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. The pupils begin their phonics training on entry and participate in daily phonics sessions and comprehension activities.

They then progress on to the Oxford Reading Tree scheme to extend their phonic knowledge and nurture their love of reading stories.

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## **Time allocation**

| <b><u>Literacy</u></b>  | <b><u>Phonics</u></b>  | <b><u>Spelling</u></b>  | <b><u>Handwriting</u></b>  | <b><u>SPaG</u></b>  |
|---|--|---|--|---|
| Each class has a literacy-based lesson for an hour a day, four times a week. These lessons focus on narrative, non-fiction or poetry. | Early Years and KS1 children take part in phonics sessions daily for 20 minutes. These sessions focus on spelling and composition. | KS1 and KS2 children are given spellings to learn weekly. Children start by focusing on high frequency and common exception words, then moving onto spelling rules. Early Years children are taught 'tricky words' through phonics sessions and are tested on these in the Summer term. | Early Years children should be taught letter formation through their phonics sessions and fine motor activities. KS1 children take part in 10 minutes of daily handwriting focusing on pre-cursive strokes. LKS2 take part in daily handwriting focusing on joins. | SPaG is usually taught through Literacy lessons and is linked to the focus of the lesson. Some SPaG lessons are stand alone and are separate to daily Literacy lessons. |

# Phonic and Spelling Rules

|  | <b>EYFS</b><br>(30-50 months – ELG)   | <b>KS1</b>  |   | <b>KS2</b>   |  |   |  |
|--|---|---|---|--|--|---|--|
|  | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
|  | <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</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. (ELG)</p> | <p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance.</p> <p><a href="#">See Phonics Progression Map</a></p> | <p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance.</p> <p><a href="#">See Phonics Progression Map</a></p> | <p>To spell words with the /ei/ sound spelt 'ei', 'eight', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p> | <p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> | <p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> | <p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> |

| Common Exception Rules | EYFS<br>(30-50 months – ELG)   | KS1  |   | KS2  |  |   |   |
|------------------------|--|--|---|--|--|---|---|
|                        | EYFS   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|                        | To write some irregular common words. (ELG)  | To spell all Y1 common exception words correctly*<br><br>To spell days of the week correctly.        | To spell most Y1 and Y2 common exception words correctly.   | To spell many of the Y3 and Y4 statutory spelling words correctly.   | To spell all of the Y3 and Y4 statutory spelling words correctly.  | To spell many of the Y5 and Y6 statutory spelling words correctly.  | To spell all of the Y5 and Y6 statutory spelling words correctly. |
| Prefixes and suffixes  | To use -s and -es to form regular plurals correctly.<br><br>To use the prefix 'un-' accurately.<br><br>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. | To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).<br><br>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.<br><br>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).<br><br>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). | To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).<br><br>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).<br><br>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). | To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).<br><br>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).<br><br>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).<br><br>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). | To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).<br><br>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).<br><br>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). |   |

| Further Spelling Conventions | EYFS<br>(30-50 months – ELG) | KS1   |   | KS2  |  |   |   |
|------------------------------|------------------------------|---|---|--|--|---|---|
|                              | EYFS                         | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|                              |                              | <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> | <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p> | <p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p> | <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p> | <p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> | <p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p> |

|  |  |   |   |  |  |   |  |
|--|--|---|---|--|--|---|--|
| <b>Letter formation, placement and positioning</b> | <b>EYFS</b><br>(Nursery, Reception)  |   | <b>KS1</b>  |  | <b>KS2</b>   |   |  |
|  | <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
|  | <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p> | <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> | <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> | <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>   | <p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> | <p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> | <p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> |
| <b>Joining letters</b>                             | <b>EYFS</b><br>(30-50 months – ELG)  |   | <b>KS1</b>  |  | <b>KS2</b>   |   |  |
|  | <b>EYFS</b>  | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
|  |  |   | <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>  | <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>  | <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>   | <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>  |

# Planning writing and editing

|  | EYFS<br>(Nursery, Reception)   | KS1  |   | KS2   |   |   |  |
|--|--|--|---|---|---|---|--|
|  | EYFS   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
|  | <p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</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> | <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p> | <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To re-read to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proof-read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> | <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proof-read their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> | <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> | <p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> | <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> |

| Awareness of audience, purpose and structure | EYFS<br>(Nursery, Reception)   | KS1  |   | KS2   |   |   |   |
|--|--|--|---|---|---|---|---|
|  | EYFS   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|  | <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> | <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> | <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> | <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> | <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |

| Awareness of audience, purpose and structure | EYFS<br>(Nursery, Reception)   | KS1  |   | KS2   |   |   |   |
|--|--|--|---|---|---|---|---|
|  | EYFS   | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|  | <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> | <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> | <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p> | <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> | <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |

|  | EYFS<br>(Nursery, Reception)   | KS1  |   | KS2   |  |   |   |
|--|--|--|---|---|--|---|---|
|  | EYFS   | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
| <b>Sentence construction and tense</b> | <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> | To use simple sentence structures.   | <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English</p> | <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>  | <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>  | <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>   | To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.  |
| <b>Use of phrases and clauses</b>      | To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').  | <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> | <p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>  | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> | <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> | <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> | <p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p> |

| Punctuation        | EYFS<br>(Nursery, Reception)  | KS1  |  | KS2   |  |   |  |
|--------------------|---|--|--|---|--|---|--|
|                    | EYFS  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6   |
|                    |   | <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> | <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> | <p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>  | <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> | <p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> | <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> |
| Use of terminology | <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> | <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>  | <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>  | <p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> | <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>   | <p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>      | <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p>  |

## School Assessment Progression Map

|                    | Nursery         | Reception   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
|--------------------|-----------------|---|---|--|--|---|--|---|
|                    | Terrific Tigers |   | Marvellous Meerkats   |  | Wonderful Wolves   |   | Excellent Eagles   |   |
| <b>Spelling</b>    |                 | <p>Children use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Children write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> | <p>I can segment some spoken words into phonemes and represent these by graphemes, spelling some words correctly.</p> <p>I can make plausible attempts when trying to spell unfamiliar words.</p> <p>I can spell some common exception words correctly.</p> <p>I can some of the words from the Y1/2 list.</p> <p>I can use syllables to divide words when spelling.</p> <p>I can name all the letters of the alphabet in order.</p> <p>I can use letter names to show alternative spellings of the same phoneme.</p> | <p>Segment spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p>Spells many common exception words.</p> | <p>I can identify the root in longer words.</p> <p>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>I recognise and spell many common homophones.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell words which are in a family correctly.</p> <p>I can spell some of the commonly misspelt words from the Y3/4 word list.</p> | <p>I can spell words with prefixes and suffixes and can add them to root words.</p> <p>I can recognise and spell many common homophones.</p> <p>I can use the first two or three letters of a word to check a spelling in a dictionary.</p> <p>I can spell the commonly misspelt words from the Y3/4 word list.</p> | <p>I can spell most of the words from the 3/4 spelling list.</p> <p>I can spell some from the Y5/6 spelling list.</p> <p>I can use prefixes and suffixes correctly.</p> <p>I can distinguish between homophones and other commonly confused words.</p> <p>I can use a dictionary to check for meaning or spelling of uncommon or ambitious vocabulary.</p> | <p>I can spell correctly most words from the Year 5 / Year 6 Spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocab</p> |
| <b>Handwriting</b> |                 |   | <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form lower case letters in the correct direction, starting and</p>  | <p>Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>  | <p>I use the diagonal and horizontal strokes that are needed to join most letters.</p> <p>I understand which letters should be left unjoined.</p>  | <p>I can use the diagonal and horizontal strokes that are needed to join letters.</p> <p>I understand which letters should be left unjoined.</p>  | <p>I can maintain legibility and joined handwriting when writing at length/speed.</p>  | <p>I can maintain legibility in joined handwriting when writing at speed</p>  |

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|--------------------|--|---|--|--|---|---|---|--|
|                    |  |   | <p>finishing in the right place.</p> <p>I can form lower case letters of the correct size relative to one another in some of my writing.</p> <p>I can form capital letters and digits 0-9.</p> <p>I can use spacing between words.</p>             | <p>Uses spacing between words that reflects the size of the letters.</p>   |   | <p>My handwriting is legible and consistent.</p>  |   |  |
| <b>Composition</b> | <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Ascribes meanings to marks that they see in different places</p> | <p>Children write simple sentences which can be read by themselves and others</p> | <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences in chronological order to recount an event or experience.</p> <p>I can write sentences that are sequenced to form a short narrative (real or fictional).</p> | <p>Writes simple, coherent narratives about personal experiences and those of others.</p> <p>Writes about real events, recording these simply and clearly.</p> | <p>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can produce non-narrative writing using simple organisational devices such as headings and sub-headings to produce non-fiction texts.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation after</p> | <p>I can compose sentences using a range of sentence structures.</p> <p>I can orally rehearse a sentence or a sequence of sentences.</p> <p>I can write a narrative with a clear structure, setting and plot.</p> <p>I can improve my writing by changing grammar and vocabulary to improve consistency.</p> <p>I use a range of sentences which have more than one clause.</p> | <p>I can write using the features of non-fiction texts: recounts, instructions, explanations, letters and non-chronological reports.</p> <p>When writing narratives, I can describe settings.</p> <p>When writing narratives, I can describe characters.</p> <p>I can build cohesion within paragraphs.</p> <p>I can select appropriate vocabulary to match the genre, avoiding unnecessary repetition through the use of synonyms.</p> | <p>I can write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader</p> <p>In narratives I can describe settings, characters and atmospheres</p> <p>I can integrate dialogue in narratives to convey character and advance the action</p> |

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|                                |  |  |  |  | <p>proofreading some pieces of writing.</p> <p>I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I use the correct verb form within sentences.</p>   |   | <p>I can mostly select appropriate grammatical structures.</p> <p>I can use expanded noun phrases to add detail to my writing.</p> <p>I can use a range of conjunctions in my writing to create cohesion.</p> <p>I can use pronouns cohesively.</p> <p>I can use adverbial phrases, including time adverbials.</p> <p>I can use verb tenses correctly and consistently across my writing.</p> |   |
| <b>Grammar and punctuation</b> |  |  | <p>I can combine words to make a sentence.</p> <p>I can join two sentences using 'and'.</p> <p>I can use capital letters to start some sentence.</p> <p>I can use a full stop to end some sentences.</p> | <p>Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Uses present and past tense mostly correctly and consistently.</p> <p>Uses co-ordination (e.g. or /and /but) and some subordination (when/if/that/because) to join clauses</p> | <p>I can use prepositions appropriately.</p> <p>I can use adverbial phrases, including time adverbials.</p> <p>I am starting to use paragraphs.</p> <p>I can use inverted commas to punctuate direct speech.</p> <p>I can use sentence ending punctuation correctly in most pieces of writing.</p> | <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can use fronted adverbials.</p> <p>I can write in paragraphs.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p> <p>I can use appropriate nouns and pronouns</p> | <p>I can punctuate speech mostly accurately.</p> <p>I can use commas to mark clauses.</p> <p>I can use punctuation for parenthesis.</p> <p>I use sentence ending punctuation (!?...) mostly accurately.</p>   | <p>I can select vocab and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>I can use a range of devices to build cohesion within and across paragraphs</p> <p>I can use verb tenses consistently and correctly throughout my writing</p> <p>I can use verb tenses consistently and correctly</p> |

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|  |  |  |  |  |  | <p>within and across sentences to support cohesion and avoid repetition.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I can use commas after fronted adverbials.</p> |  | <p>throughout my writing</p> <p>I can use the range of punctuation taught at Key Stage 2 mostly correctly</p> |
|--|--|--|--|--|--|--|--|---|