

English Curriculum: Writing Skills Progression Map

COMPOSITION

Reception - The Early Years

Stages of Emergent writing:

- Drawing and Imitative Writing – the child writes a message with scribbling that imitate ‘grown-up’ writing
- Copying words
- Drawing and strings of letters
- Early phonetic writing
- Phonetic writing
- Conventional/some phonetic writing

- Develop listening and speaking skills in a range of contexts
 - Aware that writing communicates meaning
 - Give meaning to marks they make (pen disco/squiggle whilst you wiggle)
 - Understand that thoughts can be written down
 - Write their name copying it from a name card or try to write it from memory
 - Copies adult writing behaviour e.g. writing on a whiteboard, writing messages
 - Makes make marks and drawings using increasing control (pen disco/squiggle whilst you wiggle)
 - Know there is a sound/symbol relationship
 - Use some recognisable letters and own symbols
 - Write letters and strings, sometimes in clusters like words
 - Use appropriate letters for initial sounds/CVC words
 - Build words using known letter sounds in writing
 - Continue to build on knowledge of letter sounds to build words in writing within play
 - Use familiar words in their writing
 - Write short sentences with words with known letter-sound correspondences, beginning to use a capital letter and full stop
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- I can use talk to link ideas, clarify thinking and feelings
 - I understand that thoughts and stories can be written down
 - I can orally compose a sentence and hold it in memory before attempting to write it
 - I can orally compose a simple sentence/caption and hold it in memory before attempting to write it
 - I recognise that after a word there is a space
 - I can use talk to organise describe events and experiences
 - I can begin to write a simple caption/sentence with support (discuss features of a sentence capital letter/finger spaces/full stop)

- I can write a simple sentence with a full stop
- I can write different text forms for different purposes (e.g., lists, stories, instructions) within play
- I can begin to write a simple narrative (using short phrases/sentences) with known letter-sound correspondences
- My simple phrases and sentences can be read by others

Year 1

- I say a sentence out loud before I write it down. (Hold a sentence)
- I can use capital letters and full stops
- I can use spaces in between my words
- I plan my writing by saying what I am going to write about. (Build a sentence)
- I read my own writing aloud so it can be heard by others and check for sense. (*'Oops, I forgot to put a capital letter after that full-stop.'*; *'I used my sounds to help me spell that long word.'*)
- I sequence sentences to form short narratives. (Beginning/middle/end-sentences link and build on from each other – *The cat walked down the road. It was bright orange and fluffy. It wanted to get home.'*)
- I use sequence sentences in chronological order to recount an event/experience. (*Basic adverbials for when – First, Then, Next, After that*)

Year 2

- I develop stamina for writing by writing for different purposes. (*Real and fictional/own and other's experiences – including simple narrative, poems and recounts*)
- I plan and discuss the content of my own writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)
- I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (re-reading to check for sense; verbs used correctly e.g. pupil writes *'I sitted under the tree and eated my lunch'* becomes *'sat'* and *'ate'*)
- I write, from memory, simple dictated sentences.
- I proof-read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly. E.g. *'This should be an exclamation because she's shouting for help'* *'I forgot to double the p of stop when adding -ing'*)
- I make changes, sometimes independently and sometimes in discussion with an adult and impact of my writing.

Year 3

- I write a non-narrative using organisational devices such as headings and sub-headings.
- In narrative writing, I develop resolutions and endings.
- I make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/tenses)
- I look at and discuss different models of writing taking account of purpose and audience.

- I plan my writing by discussing and recording ideas (timeline, flowchart, spider diagram, jottings)
- I write a narrative with a clear structure, setting, characters and plot.
- I suggest improvement to my writing through assessing the writing with peers and through self-assessment.
- I identify structure, grammatical features and use of vocabulary for effect in texts.
- I can compose sentences using a wider range of structures linked to the grammar objectives. (E.g. tenses – including present perfect/subordinate clauses/co-ordinating conjunctions)
- I begin to organise paragraphs around a theme. (Supported by planning then moving to independence)

Year 4

- I write from memory simple dictated sentences that include words and punctuation taught.
- My narrative writing is organised into clear sequence with more than a basic beginning, middle and end.
- I write with a clear structure, setting, characters and plot.
- I include key vocabulary and grammar choices that link to the style of writing. (E.g. Scientific words/historical words/words that fit with the context, e.g. science fiction)
- I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs and how to demarcate them).
- My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.

Year 5

- My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade
- I organise writing into paragraphs to show different information or events (TIP TOP – Time Place, Topic, Person + Speaking)
- Paragraphs can be extended or developed – main point, topic, event, idea with an explanation or additional detail.
- I link ideas within paragraphs (connecting adverbs and adverbials for time (when); place (where); how (as/with))
- I develop characters through action, description and dialogue. Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly.
- Description of action through well chosen adjectives, verbs and adverbs.
- I add well chosen detail to interest the reader
(expanded noun phrases – the north coast beaches with the best surf...the old oak door creaked open...the tiny kitten barley had its eyes open)
- My settings are used to not only create atmosphere, but also to indicate a change
- Models from my reading are often used or integrated into my writing
- I manage shifts in time and place effectively and guide the reader through my text.

Year 6

- I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms

- I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP)
- I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (Choose the appropriate form and register/structure/layout)
- I create atmosphere and describe settings – I use antonyms and synonyms to enhance the description
- I describe and integrate dialogue to convey character and advance the action.
- I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.
- My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.
- My writing is evaluated as a matter of course and proof reading ensures high levels of accuracy.

PUNCTUATION

Reception - The Early Years

- I can leave finger spaces between words.
- I know that the start of a sentence has a capital letter.
- I know that the end of a sentence has a full stop.
- I can begin to form some capital letters.
- I am beginning to use capital letters at the start of a simple caption or sentence.
- I am beginning to use a full stop at the end of a simple caption or sentence.

Year 1

- I leave finger spaces between words.
- I use a capital letter for the start of a sentence.
- I begin to use other punctuation such as exclamation and question marks.
- I use a full stop accurately.
- I use capital letters for the names of people, places and days of the week

Year 2

- I use full stops and capital letter correctly across my writing.
- I use exclamation and question marks accurately to demarcate sentences.
- I use capital letters for the personal pronoun 'I' and for proper nouns.
- I begin to use commas to separate items in a list.
- I sometimes use apostrophes for singular possession.

Year 3

- I begin to use inverted commas for some direct speech punctuation.
- I use apostrophes for possession with increasing accuracy including plural possession.
- Commas are used to mark clauses and phrases.

Year 4

- All my sentences are correctly demarcated.
- I use the apostrophe for omission and possession – women’s rights, boys’ cloakroom.
- I secure the use of punctuation in direct speech – including a comma after the reporting clause. (The conductor shouted, ‘Sit down!’)
- I always use commas for fronted adverbials.

Year 5

- I use commas to clarify meaning or avoid ambiguity in writing
- I use colons to introduce a list
- I use inverted commas and other punctuation to accurately indicate direct speech
- I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling, (inside I could feel my anger bubbling and fizzing throughout my body).

Year 6

- I can use commas correctly to mark phrases and clauses for clarity
- I correctly use a range of punctuation across a range of writing: Colons to start lists, Semi-colons to separate items in lists and hyphens to emphasise ideas/use of semi-colon/colon to mark clauses – It’s raining; I’m fed up.
- I can use punctuation for parenthesis, mostly correctly – brackets/commas/hyphens.

GRAMMAR

Reception – The Early Years

- I can orally compose a simple sentence/caption
- I can hold it in memory before attempting to write it
- I can begin to use ‘and’ to join ideas within a simple sentence

Year 1

- I use the personal pronoun ‘I’.
- I use ‘and’ to join ideas within a sentence. (*I went to the park and played on the swing.*)
- I may attempt to use other conjunctions.

- I make sure that the word choices are relevant to the context and I use word banks to support this.
- I begin to use adjectives to add detail to my sentence.

Year 2

- My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
- I use expanded noun phrases to describe, expand and specify. (*'the delicate, blue butterfly flew off into the humid, summer sky'*)
- I use subordination (using when, if, that or because). (Consistent use of both e.g.: *You need to pack your raincoat because it is going to rain later.*)
- I use sentences with different forms: statements, questions, exclamations and commands. (*'The colourful butterfly flew from flower to flower'* *'Where do clouds come from?'* *'What big eyes you have!'* *Sift the flour and mix the other ingredients.'*)
- I use co-ordination (using or, and or but, e.g. *'You remembered your book bag but forgot your packed lunch.'*)
- I use present and past tenses correctly and consistently including progressive form. (Consistently makes the correct choices e.g.: *'She is drumming; she drummed; she was drumming.'*)
- I use adjectives, adverbs and expanded noun phrases to add detail and specify.

Year 3

- I can use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, because, although)
- I recognise and use determiners 'a', 'an' and 'the' appropriately. (*an apple; a house; the yellow car /the an a*)
- I use the perfect form of verbs instead of the simple past. (*I have written it down so we can check with he said, he has worked hard*)
- I understand the purpose of adverbs.
- I use adverbs effectively in my writing.
- I use conjunctions, adverbs and prepositions to express time and cause (*the next thing, next, soon, so, before, after, during, in, because of*)
- Word choices are adventurous and carefully selected to add detail and to engage the reader.
- Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials.

Year 4

- I use a range of sentences with more than one clause - through use of conjunctions.
- *'We put our umbrellas up when it rained'* becomes *'When it rained, we put our umbrellas up.'*
- I use a wider range of conjunctions, such as, although, however, despite, as well as.
- I use the correct article 'a' or 'an'
- My sentences are often opened in different ways to create effects.
- I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time, so that my writing was less repetitive.)

- I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. 'accurate use of pronouns in this sentence'; 'I forgot to put the comma after the fronted adverbial'; 'realise the spelling of properly is wrong')
- I use expanded noun phrases with modifying adjectives ('The strict teacher with curly hair')
- I use adverbs and prepositions to express time, place and cause.
- I build cohesion within paragraphs through controlled use of tenses; subordinating and coordinating conjunctions.
- I use standard English for verb inflections – instead of spoken forms. (We were instead of we was, I did instead of I done. He is/his instead of he's.

Year 5

- I ensure the correct and consistent use of tense throughout a piece of writing
- I start sentences in different ways (-ed/-ing/-ly /similes openers/adverbials/conjunctions/not with the pronouns I, he, she, they, It Him, her etc or The) adverbials of time – Later/ When the/As the dawn broke, adverbials of place – Nearby/Inside/On top of/Over the rainbow/In a nearby village, or with a 'manner' – As quick as a flash/with legs swinging in the air
- I use a thesaurus
- I can use stylistic devices to create effects in writing (simile, metaphor personification)
- I use modal verbs or adverbs to indicate degrees of possibility. There might be...It could be...we may be...sometimes...possibly...occasionally...
- I use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted relative) relative pronoun (Drop in sentence)
- I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I use the perfect form of verbs to mark relationships of time and cause (e.g She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)
- I choose words for deliberate effect and I use them thoughtfully and with precision

Year 6

- I use the correct tense throughout a piece of writing
- I use modal verbs mostly appropriately to suggest degrees of possibility. (could would, might)
- I add precision, detail and qualification using prepositional phrases and adverbs
- I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect
- I use arrange of cohesive devices including (including adverbials, within and across sentences and paragraphs. (pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/repetition of key words for effect/prepositional phrases/ tenses are secure/ellipses in narratives
- I ensure correct subject verb agreement in singular and plural e.g was – I (one person) were- we (more than one – the children were)
- I use a wide range of clause structures, sometimes varying their position within the sentence (relative clauses/embedded clauses/subordinate and coordinating clauses/adverbials/prepositional clauses)
- I use structures typical of very formal speech. Subjunctive forms – If I were/Were they to come or questions tags he is your friend, isn't he?
- I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.
- I use as range of verb forms to create more subtle meanings

- I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse - the window in the greenhouse was broken (by me))
- My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.

HANDWRITING

Reception – The Early Years

- To know that print carries meaning and in English, is read from left to right and top to bottom
- Explore drawing lines/circles/patterns/making marks
- Shows a dominant hand
- Forms letters from name correctly
- Write from left to right and top to bottom
- Begin to form recognisable letters using the correct formation
- Introduce joining of digraphs. *This begins when children are showing willingness and readiness for this. (The reason for teaching joining of digraphs is to help children cement their phonic knowledge of what a digraph is (two letters that make one sound))*
- Hold a pencil effectively to form recognisable letters- (encourage tripod grip)
- Form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. (At this stage the formation is more important than the size or position of letters on a line)
- Use a pencil/writing tools confidently to write letters that can be clearly recognised and begin to form some capital letters correctly
- To hold paper in position and use their preferred hand for writing. Begin to encourage children to write on lines and control letter size when they are ready and willing.
- When children are ready, introduce 'feeders'.



*Handwriting N.B. The letters children can form correctly will relate to their name and phonics phases. Fine and Gross Motor provision will be prominent for **all** to start with and will continue throughout the year with those who need it, in order to help with the development of handwriting and pencil grip.*

Year 1

- To sit at the table correctly and hold a pencil comfortably and correctly.
- To continue to form lower case letters and upper case letters accurately, reinforcing the correct formation, orientation and size of both, with increasing consistency. (EXS)

- To be able to write letters in the correct position on a line, encouraging the correct starting and finishing points of ascenders and descenders, with a good level of consistency. (EXS)
- To begin to join (horizontal/vertical joins), starting with digraphs. (GDS)
- Teach the formation of letters in families.



- Reinforce the following 'feeders'.



- When children are ready, introduce the following new 'feeders'.



- To continue to reinforce the joining of digraphs (including qu).

Year 2

- To form lower and upper case letters using the correct formation, size and orientation, as well as the relationship to one another. To continue and reinforce joining digraphs previously taught. To consistently write on a line using ascenders and descenders (EXS).
- As above, as well as using diagonal and horizontal strokes to join letters in most of their writing. To use diagonal and horizontal strokes in parts of words, according to the length of the word (GDS).
- Refer to letter families if necessary and reinforce 'feeders' already taught.



- To encourage joining of every letter (including letters that finish on the left known as break letters) **excluding f, x, and z**.
- To introduce 'looping' of j, g and y.



Year 3

- To use a neat joined handwriting style with increasing accuracy (EXS).
- To use a neat joined handwriting style with increasing accuracy and speed (GDS).
- Every letter (including letters that finish on the left known as break letters) to be joined **excluding x and z**.

- Reinforce 'feeders' and 'loops' previously taught in KS1.



- To introduce the f join.



Year 4

- To consistently use a neat joined handwriting style (EXS).
- To consistently use a neat joined handwriting style with increasing speed (GDS).
- Every letter (including letters that finish on the left known as break letters) to be joined **excluding x and z**.
- When modelling joined words, reinforce 'feeders' and 'loops' previously taught in KS1.



- To reinforce the 'f' join previously taught in Year 3.



Year 5

- To write legibly, fluently and with increasing speed (EXS).
- To write legibly, fluently and with increasing speed (beginning to develop their own style) (GDS).
- Every letter (including letters that finish on the left known as break letters) to be joined **excluding x and z**.



- When modelling joined words, reinforce 'feeders' and 'loops' previously taught.

Year 6

- To maintain legibility in joined handwriting when writing at speed (EXS).
- Every letter (including letters that finish on the left known as break letters) to be joined, excluding x and z. However, when working at 'Greater Depth', it is acceptable if children are joining these letters because they are developing their own style.