

## Writing Progression Map

		Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Handwriting	<p><b>Pupils will be taught to:</b> Make their bodies stronger to develop postural stability, fine motor control and coordination</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Hold pencil between thumb and two fingers, no longer using whole hand grasp.</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Beginning to learn the 6 basic movements that all letters are made up of down, bump,</p>	<p><b>Pupils will be taught to:</b> Continue to make their bodies stronger to develop postural stability, fine motor control and coordination</p> <p>Use anticlockwise movement and retrace vertical lines.</p> <p>Form recognisable letters, most of which are correctly formed</p> <p>Use a pencil and hold it effectively to form recognisable</p>	<p><b>Pupils will be taught to:</b> Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these</p>	<p><b>Pupils will be taught to:</b> Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordination</p> <p>Reinforce the 6 basic movements that all letters are made up of</p> <p>Reinforce letter heights</p> <p>Reinforce which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these</p>	<p><b>Pupils will be taught to:</b> Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordination</p> <p>Reinforce letter heights</p> <p>Reinforce all letter families and numerals</p> <p>Reinforce optimal pencil hold</p> <p>Write with flow and fluency</p> <p>Form joining letters in words to increase the fluency of writing</p>	<p><b>Pupils will be taught to:</b> Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordination</p> <p>Reinforce letter heights</p> <p>Reinforce all letter families and numerals</p> <p>Reinforce optimal pencil hold</p> <p>Write with flow and fluency</p> <p>Reinforce joining letters in words to increase the fluency of writing</p>	<p><b>Pupils will be taught to:</b> Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordination</p> <p>Reinforce letter heights</p> <p>Reinforce all letter families and numerals</p> <p>Reinforce optimal pencil hold</p> <p>Write with flow and fluency</p> <p>Reinforce joining letters in words to increase the fluency of writing</p>	<p><b>Pupils will be taught to:</b> Reinforce making their bodies stronger to develop/maintain postural stability, fine motor control and coordination</p> <p>Reinforce letter heights</p> <p>Reinforce all letter families and numerals</p> <p>Reinforce optimal pencil hold</p> <p>Write with flow and fluency</p> <p>Reinforce joining letters in words to increase the fluency of writing</p>

Spelling

<p><b>Pupils will be taught to:</b></p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use their phonic knowledge to write/spell words in ways which match their spoken sounds.</p> <p>Write some irregular common words (red words).</p>	<p><b>Pupils will be taught to:</b></p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words Y1 / Y2.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un–.</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p>	<p><b>Pupils will be taught to:</b></p> <p>Spell common exception words Y1 / Y2.</p> <p>The /dʒ/ sound spelt –ge and –dge at the end of words</p> <p>The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o</p> <p>The “s” sound spelt c before e, i and y.</p> <p>The /ʒ/ sound spelt s</p> <p>Homophones and near homophones</p> <p>The /l/ or /əɫ/ sound spelt –le at the end of words The /l/ or /əɫ/ sound spelt –el at the end of words</p> <p>The /l/ or /əɫ/ sound spelt –al at the end of words Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a</p>	<p><b>Pupils will be taught to:</b></p> <p>Spell common exception words Y1 / Y2.</p> <p>Spell statutory words Y3 / Y4.</p> <p><b>Adding es to nouns and verbs ending in y</b></p> <p><b>Adding ed, ing, er and est to a root word ending in y with a consonant before it</b></p> <p><b>Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter</b></p> <p><b>Homophones and near-homophones</b></p> <p><b>The suffixes ment, ness, ful, less and ly</b></p> <p><b>Contractions</b></p> <p><b>Rare GPCs</b></p> <p><b>Words ending in tion</b></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Homophones</p> <p>Prefixes <b>un</b>, dis, mis, in, il, im and ir</p>	<p><b>Pupils will be taught to:</b></p> <p>Spell statutory words Y3 / Y4.</p> <p><b>Homophones</b></p> <p>The suffix ly</p> <p>Prefixes <b>un, dis, mis, in, il, im, ir, re, sub, inter, super, anti</b> and auto</p> <p><b>Adding suffixes</b></p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Words with endings sounding like /ʒən/</p> <p>Homophones</p> <p>Words with endings sounding like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>The suffix –ous</p> <p>Words with the /k/ sound spelt ch Words with the /ʃ/ sound spelt ch</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p><b>Pupils will be taught to:</b></p> <p><b>Spell statutory words Y3 / Y4.</b></p> <p>Spell statutory words Y5 / Y6.</p> <p><b>Prefixes</b></p> <p><b>Suffixes</b></p> <p><b>Homophones</b></p> <p><b>Words with endings sounding like /ʃən/, spelt –tion, –sion, –ssion, –cian</b></p> <p><b>Words with endings sounding like /ʒə/ or /tʃə/ or /ʒən/</b></p> <p>Words with endings sounding like /ʃəl/ spelt –cial or –tial</p> <p>Endings which sound like /ʃəs/ spelt –cious or –tious</p> <p>Homophones</p> <p>Words ending in ant, ance/ancy, ent, ence/ency</p> <p>Words ending in –able and ible Words ending in ably and ibly</p>	<p><b>Pupils will be taught to:</b></p> <p>Spell statutory words Y5 / Y6.</p> <p><b>Homophones</b></p> <p><b>Prefixes and suffixes</b></p> <p><b>Endings which sound like /ʃəs/ spelt –cious or –tious and /ʃəl/ spelt –cial or –tial</b></p> <p><b>Words ending in ant, ance/ancy, ent, ence/ency</b></p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Adding suffixes beginning with vowel letters to words ending in fer</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters</p>
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					<p>single consonant letter after a single vowel letter</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Contractions</p> <p>Words ending in –tion</p>	<p>The suffix ation</p> <p>The suffix ly</p> <p>The /ʌ/ sound spelt ou</p>			
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**Revisited spelling concept from a previous year group**

Please reference the "English – Appendix 1: Spelling" for more explanation about the schwa sounds.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

<p>Composition</p>	<p><b>Pupils will be taught to:</b></p> <p>Give meaning to marks as they draw and paint.</p> <p>Ascribe meanings to marks that they see in different places</p>	<p><b>Pupils will be taught to:</b></p> <p>Give meaning to marks they make as they draw, write and paint.</p> <p>Break the flow of speech into words.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels, captions.</p> <p>Write short sentences in meaningful contexts, that can be read by themselves and others</p>	<p><b>Pupils Will be taught to write sentences by:</b></p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><b>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</b></p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p><b>Consider what they are going to write before beginning by:</b></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and / or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p><b>Make simple additions, revisions and corrections to their own writing by:</b></p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p><b>Pupil will be introduced how to plan their writing by:</b></p> <p>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>Discussing and recording ideas</p> <p><b>Pupils will draft and write by beginning to:</b></p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><b>Pupils will evaluate and edit by:</b></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including</p>	<p><b>Pupils will plan their writing and securely be able to:</b></p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas</p> <p><b>Pupils will draft and write by securely:</b></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><b>Pupils will evaluate and edit by:</b></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including</p>	<p><b>Pupils will plan their writing by:</b></p> <p>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>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Pupils will draft and write by:</b></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p><b>Pupils will plan their writing by:</b></p> <p>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>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><b>Pupils will draft and write by:</b></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>
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				<p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Reading aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>the accurate use of pronouns in sentences</p> <p>Proofreading for spelling and punctuation errors</p> <p>Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>the accurate use of pronouns in sentences</p> <p>Proofreading for spelling and punctuation errors</p> <p>Reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><b>Pupils will evaluate and edit by:</b></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofreading for spelling and punctuation errors</p> <p>Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><b>Pupils will evaluate and edit by:</b></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofreading for spelling and punctuation errors</p> <p>Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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VGPS			<p><b>Pupils will be taught to:</b> Leaving spaces between words</p> <p>Join words and join clauses using and</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Begin to use a question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p><b>Pupils will be taught to:</b> Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Use sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p><b>Pupils will be introduced how to:</b></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and punctuating direct speech</p> <p>Adopt and sustain the appropriate perspective</p> <p>Recognise and use conventions for formal and informal writing</p>	<p><b>Pupils will be secure with how to:</b></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech</p> <p>Adopt and sustain the appropriate perspective</p> <p>Recognise and use conventions for formal and informal writing</p>	<p><b>Pupils will be introduced to:</b></p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using a colon to introduce a list</p> <p>Adopt and sustain the appropriate perspective</p> <p>Demarcating dialogue</p>	<p><b>Pupils will be secure with:</b></p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p>
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