

Grayswood CE Primary School Progression Map



Subject: Writing

Intent

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 language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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

At Grayswood we understand the importance of writing and how it is vital to becoming successful communicators. We pride ourselves on delivering an interesting, broad and balanced curriculum that encourages children to strive to be the best learners they can. We recognise that writing is a critical skill and when the children enter the school, we encourage them to build a love of writing and provide them with a vast range of opportunities to write. We aim to inspire all children to develop a love of language. We seek to link the teaching of reading and writing closely, using the key texts shared in Guided Reading. We encourage children to realise the importance of writing in everyday life and understand the importance of the skills necessary to become confident writers.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Children handle equipment and tools effectively, including pencils for writing.	Sit correctly at the table, holding pencil comfortably and correctly.	Form lower-case letters of the correct size relative to one another.	Use the diagonal and horizontal strokes needed to join letters and understand which	Use the diagonal and horizontal strokes needed to join letters and understand which	Write legibly, fluently, with increasing speed by:	Write legibly, fluently, with increasing speed by:

	<p>Children print their letters.</p> <p>Children follow Little Wandle letter formation catchphrases to aid their formation.</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>Understand which letters belong to which handwriting 'families' and practise these.</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>	<p>letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes 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>letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes 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>-Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>-Choosing the writing implement that is best suited for the task.</p>	<p>-Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>-Choosing the writing implement that is best suited for the task.</p>
Writing Punctuation and Grammar	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can</p>	<p>Use simple sentence structures that are accurately punctuated with a capital letter and a full stop.</p> <p>Use simple conjunctions (and, but) to link ideas in sentences.</p>	<p>Use the present tense and the past tense mostly correctly and consistently.</p> <p>Form sentences with different forms: statement, question, exclamation, command.</p> <p>Use co-ordination (or/and/but)</p>	<p>Maintain the correct tense (including the present perfect tense)</p> <p>Throughout a piece of writing with accurate subject/verb agreement.</p> <p>Use 'a' or 'an' correctly</p>	<p>Maintain an accurate tense throughout a piece of writing.</p> <p>Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>Use a range of adverbs and modal verbs to indicate degrees of</p> <p>Possibility, e.g. surely, perhaps, should, might, etc.</p> <p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>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.</p> <p>Use the subjunctive form in formal writing.</p>

	<p>be read by themselves and others.</p>	<p>Form simple compound sentences.</p> <p>Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use full stops to end sentences.</p> <p>Use question marks and exclamation marks.</p>	<p>Use some subordination (when/if/that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>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;</p>	<p>throughout a piece of writing.</p> <p>Use simple conjunctions confidently and accurately. 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>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Use the full range of punctuation from previous year groups.</p>	<p>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>Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>Use a range of conjunctions accurately, varying the position within the sentence. 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>Use relative clauses beginning with a relative pronoun with confidence.</p> <p>Use the passive voice.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the passive voice accurately within appropriate pieces.</p> <p>Use question marks in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.")</p> <p>Use the full range of punctuation taught at key stage 2 correctly</p>
<p>Spelling rules and patterns</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words.</p>	<p>Spell words containing each of the 40+ phonemes taught spell common exception words</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p>	<p>Use further prefixes and suffixes and understand how to add them.</p>	<p>Use further prefixes and suffixes and understand how to add them</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p>

	<p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>Spell some taught common exception/ high frequency and familiar words.</p>	<p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person</p>	<p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words distinguish between homophones and near-homophones.</p> <p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
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		<p>singular marker for verbs</p> <p>Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>	<p>ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p>				
Key vocabulary to recognise and use the terms:	<ul style="list-style-type: none"> * Capital letter * Word * Sentence * Full stop * Question mark * Digraph * Trigraph * Phoneme * Grapheme * Finger spaces 	<ul style="list-style-type: none"> * Letter * Capital letter * Word * Singular * Plural * Sentence * Punctuation * Full stop * Question mark * Exclamation mark * Digraph * Trigraph * Phoneme * Grapheme * Finger spaces 	<ul style="list-style-type: none"> * Noun * Noun phrase * Statement * Question * Exclamation * Command * Compound * Suffix * Adjective * Verb 	<ul style="list-style-type: none"> *Preposition *Conjunction * Word family * Prefix * Clause * Subordinate clause * Direct speech * Consonant * Vowel * Inverted commas (speech marks) 	<ul style="list-style-type: none"> *Determiner *Pronoun * Possessive pronoun * Adverbial 	<ul style="list-style-type: none"> * Modal verb * Relative pronoun * Relative clause * Parenthesis * Brackets * Dash * Cohesion * Ambiguity 	<ul style="list-style-type: none"> *Subject * Object *Active * Passive * Synonym * Antonym * Ellipsis * Hyphen * Colon * Semi-colon
Planning, editing and drafting	<p>Compose a sentence orally before writing</p> <p>Say a sentence out loud before writing it – oral rehearsal.</p>	<p>Compose a sentence orally before writing.</p> <p>Say a sentence out loud before writing it – oral rehearsal.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p>	<p>In addition to KS1 children can:</p> <p>Use ideas from their own reading and modelled examples to plan their writing.</p>	<p>In addition to KS1 and Year 3, Children can:</p> <p>Compose and rehearse sentences orally (including dialogue),</p>	<p>In addition to KS1 and Year 4:</p> <p>Plan their writing by identifying the audience for and purpose of the writing, selecting</p>	<p>In addition to KS1 and Year 5:</p> <p>Note down and develop initial ideas, drawing on reading and</p>

	<p>Read are encouraged to read back what they have written and make simple improvements with support.</p>	<p>Sequence sentences to form short narratives.</p> <p>Read their writing to check that it makes sense to themselves and to an adult.</p> <p>Begin to independently make a change to their writing so that they improve their writing</p>	<p>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.</p> <p>Sequence what they want to say sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Read and check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</p> <p>Check for errors in spelling, grammar and punctuation with the help of an adult where necessary.</p>	<p>Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – green editing pens introduced A1. Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).</p>	<p>progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using green editing pens</p>	<p>the appropriate form and using other similar writing as models for their own.</p> <p>Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.</p> <p>Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Link ideas across paragraphs using cohesive devices.</p> <p>Proofread their work to assess the effectiveness of their own and others' writing and</p>	<p>research where necessary.</p> <p>Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Consistently proofread for spelling and punctuation errors.</p> <p>Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge</p>
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						to make necessary corrections and improvements using green editing pens	to make improvements to their writing. Use green editing pens independently.
Audience, purpose and structure	<p>Begin to engage readers in stories and news, building up to include adjectives.</p> <p>Begin to write for different purposes.</p> <p>Expose children to different features of writing via different models, drawing on own experiences.</p>	<p>Use a number of simple features of different text types.</p> <p>Make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Start to engage readers in stories and news telling by using adjectives to describe.</p> <p>Begin to write for a range of different purposes.</p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>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>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>In addition to KS1 Children can:</p> <p>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>Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Make deliberate, ambitious word choices to add detail.</p>	<p>In addition to KS1 and year 3 children can:</p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices eg: text boxes, bullet points etc)</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Use dialogue to convey a character</p>	<p>In addition to KS1 and year 4 children can:</p> <p>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>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Use dialogue to convey a character and to advance the action.</p>	<p>In addition to KS1 and year 5 children can:</p> <p>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>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Select vocabulary and grammatical structures that</p>

				<p>Create settings, characters and plot in narratives.</p> <p>Begin to use dialogue to convey a character.</p>	and to start to advance the action.	<p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>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>
Writing genres	<p>Writing to entertain: Free writing</p> <p>Writing to inform: Bird books Letters (linked to current affairs) Recounts of news</p>	<p>Writing to entertain: Story planning Story writing Postcard writing Elf Diary writing Describing a Superhero Character Descriptions Letter writing</p> <p>Writing to inform: Newspaper reports Writing questions Information leaflets Recount of class trip</p>	<p>Writing to entertain: Diary entries Descriptive writing Sensory writing Postcard writing Playscripts Writing speeches</p> <p>Writing to inform: Letter writing Comparison fact files Information posters Newspaper reports Holiday brochures Recount writing</p> <p>Writing to persuade: Persuasive writing Reflective writing</p>	<p>Writing to entertain: Character descriptions Narrative – creating chapters for given stories. Diary entries Descriptive writing Story writing Blackout poetry Letter writing Playscripts</p> <p>Writing to inform: Recounts Newspaper reports Instructional writing Non Chronological reports Recounts</p> <p>Writing to persuade:</p>	<p>Writing to entertain: Story writing Diaries Postcards Character descriptions Poetry – Tankas Setting descriptions</p> <p>Writing to inform: Recounts Non Chronological Reports Reports Explanations Note taking Fact files</p> <p>Writing to persuade: Letter to persuade</p>	<p>Writing to entertain: Story planning Story writing Story writing in 1st person. Mythical story writing Character descriptions. Character creations - Setting descriptions Diary entries.</p> <p>Writing to inform: Note taking Fact files Information pages NC reports Newspaper reports Letters Biographies</p>	<p>Writing to entertain: Settings, imagery Character descriptions Fairytales Story planning and writing Letters and diary entries (linking to WW1) Journey/Historical narrative Christmas animal short story Diaries Narrative based and inspired by a short animation Continued narrative inspired by short animation Poetry Postcards/ diary entries</p>

				Letters to persuade		Writing to persuade: Posters Leaflets Letters Writing to discuss: Biased argument	Writing to inform: Research and information page on a WW1 veteran Research and notetaking Biographies Newspaper report Polar animal non-chronological report Recount of trip Newspaper report Book review Collection of school memories Writing to persuade: Persuasive letter (Climate Change) Writing to discuss: Discursive arguments
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