

Writing Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Writing Progression Map

Phonics and spelling	Know all letters of the alphabet and the sounds which they most commonly represent. Recognise consonant digraphs which have been taught and the sounds which they represent. Recognise vowel digraphs which have been taught and the sounds which they represent. Recognise words with adjacent consonants. Accurately spell most words containing the 40+ previously taught phonemes and GPCs. Spell some words in a phonically plausible way, even if not always correct.	Segment spoken words into phonemes and represent these with graphemes, spelling many of these words correctly (and making phonically-plausible attempts at others). Recognise new ways of spelling phonemes for which one or more spellings are already known Learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). Apply further Y2 spelling rules and guidance.	Continue to make phonetically-plausible attempts at unknown words. Spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). Spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	Continue to make phonetically-plausible attempts at unknown words. 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). 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). 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).	Continue to make phonetically-plausible attempts at unknown words. Spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). Spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). Spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). pell 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).	Continue to make phonetically-plausible attempts at unknown words. Spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive,
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Writing Progression Map

	Apply Y1 spelling rules and guidance.		Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). Spell words ending with the /zher/ sound. Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	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). Spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). Continue to practise previously taught spellings and rules	Continue to practise previously taught spellings and rules.	receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). Spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). Spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). Continue to practise previously taught spellings and rules.
Common exception/ statutory spelling words	Spell all Y1 common exception words correctly Spell days of the week correctly.	Spell most Y1 and Y2 common exception words correctly.	Spell many of the Y3 and Y4 statutory spelling words correctly.	Spell all of the Y3 and Y4 statutory spelling words correctly.	Spell many of the Y5 and Y6 statutory spelling words correctly.	Spell all of the Y5 and Y6 statutory spelling words correctly.

Writing Progression Map

Prefixes and Suffixes	Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. Correctly 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).	Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). 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. 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). Spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,	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). Form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). 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). Continue to practise previously taught suffixes and prefixes	Change nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). Change nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). Change nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). Change nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). Continue to practise previously taught suffixes and prefixes.	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). 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). 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). Continue to practise previously taught suffixes and prefixes.
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Writing Progression Map

			e.g. forgotten beginning). Continue to practise previously taught suffixes and prefixes.			
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Writing Progression Map

Further spellings	Spell simple compound words (e.g. dustbin, football). Be able to read words that they have spelt. Participate in the process of segmenting spoken words into phonemes before choosing graphemes to represent the phonemes.	Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. Know how to use the possessive singular apostrophe (e.g. the girl's book). Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Segment spoken words into phonemes and then represent all of the phonemes using graphemes in the correct order for both for single-syllable and multi-syllabic words.	Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. Use the first two or three letters of a word to check its spelling in a dictionary. Self-correct misspellings of words that pupils have been taught to spell.	Spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). Use their spelling knowledge to use a dictionary more efficiently. Self-correct misspellings of words that pupils have been taught to spell.	Spell complex homophones and near- homophones, including who's/whose and stationary/stationery. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus to find synonyms and antonyms. Develop a knowledge of morphology and etymology in spelling. Recognise that the spelling of some words needs to be learnt specifically. Self-correct misspellings of words that pupils have been taught to spell.	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). Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Self-correct misspellings of words that pupils have been taught to spell.
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Writing Progression Map

		Self-correct misspellings of words that pupils have been taught to spell- this may require some support.				
Letter Formation and Joining	Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. Sit correctly at a table, holding a pencil comfortably and correctly. Form the digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Begin to use the diagonal and horizontal strokes necessary to join letters.	Use a neat, joined handwriting style with increasing accuracy and speed. Continue to use the diagonal and horizontal strokes necessary to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Develop the legibility and consistency 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). Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	Increase the speed of their handwriting. Recognise the standard of handwriting can be appropriate for the task, e.g. quick notes or a final draft. Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	Write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. 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).

Writing Progression Map

Planning, Writing and Editing	Orally say what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. Reread their writing to check that it makes sense Begin to independently make changes. Read their writing aloud clearly enough to be heard by their peers and the teacher. Use adjectives to describe.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry. Plan what they are going to write about, including by writing down ideas and/or key words and new vocabulary Summarise what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	Begin to use ideas from their own reading and modelled examples to plan their writing. Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Begin to organise their writing into paragraphs around a theme. Orally compose and rehearse sentences (including dialogue).	Compose and rehearse sentences orally (including dialogue) Progressively develop a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme and to add cohesion and to aid the reader. Proofread consistently and edit their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	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. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Consistently link ideas across paragraphs to create cohesion. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary edits and improvements.	Note down and develop initial ideas, drawing on reading and research where necessary. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Habitually proofread for spelling and punctuation errors. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make their writing more effective.
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Writing Progression Map

		Reread to ensure that their writing makes sense. Reread to ensure that the correct tense is used throughout. Proofread to check for errors in spelling, grammar and known punctuation.				
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Writing Progression Map

Audience, Purpose and Structure	Use a number of simple features of different text types and make relevant choices about subject matter and appropriate vocabulary choices. Use adjectives to engage their reader.	Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear for their audience.	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. Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate ambitious word choices to add detail. Begin to create settings, characters and plot in narratives.	Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). Write a range of narratives that are well- structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. 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 for their audience.	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. Describe settings, characters and atmosphere with carefully- chosen vocabulary to effectively enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	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.). Distinguish between the language of speech and writing. Choose the appropriate level of formality. Select appropriate 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).
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Writing Progression Map

Sentence Construction and Tense	Use simple sentence structures.	Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation and command. Use some features of written Standard English.	Aim to maintain the correct tense (including the present perfect tense) throughout a piece of writing. Use accurate subject/verb agreement. Use the articles 'a' or 'an' correctly throughout a piece of writing.	Consistently maintain an accurate tense throughout a piece of writing. Consistently and correctly use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing.	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.
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Writing Progression Map

Conjunctions, Phrases and Clauses	Use the conjunction and to link ideas and sentences. Begin to form simple compound sentences.	Use coordinating conjunctions e.g. or, and, but. Use some subordinating conjunctions e.g. when, if, that, because Use expanded noun phrases to describe and specific e.g. the fluffy dog.	Use, and name, previously taught conjunctions, phrase and clauses. 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. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.	Use, and name, previously taught conjunctions, phrase and clauses. 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. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently and correctly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Use, and name, previously taught conjunctions, phrase and clauses. 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). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)	Use, and name, previously taught conjunctions, phrase and clauses. Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Recognise, and use, active and passive voice.
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Writing Progression Map

Punctuation	Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use full stops to end sentences. Begin to use question marks and exclamation marks.	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.	Use, and name, the full range of punctuation from previous year groups. Punctuate direct speech accurately, including the use of inverted commas.	Use, and name, the full range of punctuation from previous year groups. Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for both singular and plural possession.	Use, and name, the full range of punctuation from previous year groups. Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis.	Use the full range of punctuation taught at key stage 2 correctly. Accurately use semi-colons, dashes, colons and hyphens (when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity)
Terminology	Understand the meaning of, and use, the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Understand the meaning of, and use, the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. Continue to use terms taught in previous year groups.	Understand the meaning of, and use, the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. Continue to use terms taught in previous year groups.	Understand the meaning of, and use, the terms determiner, pronoun, possessive pronoun and adverbial. Continue to use terms taught in previous year groups.	Understand the meaning of, and use, the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. Continue to use terms taught in previous year groups.	Understand the meaning of, and use, the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. Continue to use terms taught in previous year groups.