

Beam County Primary School: Progression Map

Subject: Writing



Key Concepts

Composition (organisation devices, paragraphing, sentence structure)

Transcription (handwriting, spelling, punctuation)

Analysing (editing, grammar choices for effect,

Creative expression (purpose/type, figurative language)

Nursery	Reception	EYFS End Point	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS2 End Point
<p>To add marks to pictures which are given meaning.</p> <p>To make marks on pictures to stand for their name.</p> <p>To write your name.</p>	<p>Write for different purposes.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Create and adapt narratives and recounts using simple features and vocabulary from each genre.</p>	<p>To orally rehearse ideas before transcribing.</p> <p>To sequence sentences to create short narratives.</p> <p>To describe events and characters by using their own experiences.</p>	<p>To write narratives about fictional events.</p> <p>To begin to write in more complex narrative structures.</p> <p>To write about personal experiences and real events.</p> <p>To write poetry.</p> <p>To write headings and sub-headings for non-fiction.</p>	<p>To plan and draft different text genres.</p> <p>To use a variety of words to describe settings and characters.</p> <p>To write in a similar style of an author in response to their text.</p> <p>To write clear paragraphs with purpose and plot.</p> <p>To discuss and record ideas before writing poetry.</p>	<p>To create a narrative with setting, character and plot.</p> <p>To use layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>To organise paragraphs around more complex themes.</p> <p>To recognise different forms of poetry.</p>	<p>To organise paragraphs by identifying a new person, place or jump in time.</p> <p>To use a flashback in narratives.</p> <p>To compare and analyse effectiveness of a playscript and novel.</p> <p>To propose changes to vocabulary to enhance writing.</p> <p>To include appropriate language when writing in different genres.</p>	<p>To identify the audience and purpose for writing selecting the correct form and literary devices.</p> <p>To convey complicated information concisely.</p> <p>To independently select appropriate grammar and vocabulary to enhance the effect on the reader.</p> <p>To draft and write at length, selecting appropriate vocabulary.</p> <p>To distinguish between the language of speech and writing choosing the appropriate register.</p>	<p>To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p>

							To precis longer passages of text.		
							To write at length.		

Early Learning Areas

Literacy: Writing involves composition (articulating ideas and structuring them in speech, before writing).

NC Alignment

They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar.

	Identify simple adjectives and combine them with simple subjects. To write a simple sentence with an adjective describing a noun.	Write simple phrases and sentences that can be read by others.	To use similes with 'like' to compare. To use adjectives after state of being verbs (I have two pineapples) To apply a range of adjectives and verbs in description.	To use expanded noun phrases to describe and specify. To use the suffix -er and -est to form adjectives (comparative and superlative). To use -ful and -less to form adjectives. To use the technique of alliteration. To use the technique of onomatopoeia.	To use a variety of words to describe settings and characters. To plan and write the opening paragraphs to introduce the setting and character. To use more complex expanded noun phrases.	To create a narrative with setting, character and plot. To explore and use personification. To explore and use metaphors.	To apply action, dialogue and description within a paragraph for effect. To use expanded noun phrases to convey complicated information concisely.	To use a range of figurative language devices to enhance mood and create pace.	To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood and create pace.
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Early Learning Areas

Literacy: Writing involves composition (articulating ideas and structuring them in speech, before writing).

NC Alignment

Emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their writing.

				To use dialogue between characters in a narrative.	To use inverted commas and other punctuation to accurately punctuate direct speech.	To use a variation in reporting clauses in terms of position and verb when using direct speech.	To use reported speech in a newspaper article. To examine the impact of	To use a blend of direct and reported speech. To use dialogue to convey character	To integrate dialogue in narratives to convey character and
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		To write new paragraphs for a new speaker on a new line.		opening a paragraph with direct speech. To apply action, dialogue and description within a paragraph for effect.	and advance the action.	advance the action.
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NC Alignment

Pupils should be beginning to understand how writing can be different from speech.

	Write simple captions. Write simple phrases and sentences.	Write simple phrases and sentences that can be read by others.	To identify and write statements, exclamations and questions To apply a range of adjectives and verbs in description. To use aspects of standard English in their writing.	To use apostrophes for contractions. To use features of written Standard English. To use commas to separate items in lists.	To identify and write topic sentences that start new paragraphs. To choose first, second or third person depending on text type. To use formal or informal language depending on text type.	To write new paragraphs for a new speaker on a new line. To use layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text. To use conjunctive adverbs to open sentences. To punctuate bullet points consistently.	To apply modal verbs to indicate degrees of possibility. To use relative clauses at the end of a main clause with a range of punctuation. To use reported speech in a newspaper article. To use passive verbs.	To use active and passive voice for effect. To use a blend of direct and reported speech. To write simple sentences to enhance the mood/add emphasis. To use an ellipsis as an incomplete thought or an elongated pause. To use indefinite pronouns to create mood/effect. To use anaphora. To use oxymorons. To use epistrophe.	To select vocabulary and grammatical structures that reflect what the writing requires.
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Early Learning Areas

Literacy: Writing involves composition (articulating ideas and structuring them in speech, before writing).

NC Alignment

Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas

	<p>Identify and write simple subjects, including personal pronouns.</p> <p>Identify nouns as names of people, places, things and ideas.</p> <p>To write sentences with simple subjects and past tense action verbs.</p>	<p>Express ideas and feelings using past and present tense.</p>	<p>To use the conjunction 'and' to coordinate.</p> <p>To use 'and' to connect compound subjects and objects.</p> <p>To capitalise and use the personal pronoun 'I' as an object and subject.</p>	<p>To distinguish between common and proper nouns.</p> <p>To use coordination: 'and', 'or', 'but'.</p> <p>To use subordination: 'when', 'if', 'that', 'because'.</p> <p>To use simple prepositions (inside, outside, across, under etc).</p>	<p>To use conjunctions to express time, place and cause (when, before, after, while, so, because).</p> <p>To use prepositions to express time, place and cause (before, after, during, in, because of).</p> <p>To write complex sentences that contain a subordinate clause, marked with a subordinate conjunction, after a main clause.</p> <p>To use adverbs to express time, place and cause (then, next soon, therefore) in different locations within a sentence.</p> <p>To write complex sentences that contain a</p>	<p>To use a wider range of conjunctions.</p> <p>To make appropriate choice of noun or pronoun across sentences to aid cohesion and avoid repetition.</p> <p>To use conjunctive adverbs to open sentences.</p>	<p>To link ideas across paragraphs using adverbials of time, place and number.</p> <p>To embed relative clauses which begin with who, which, where, when, whose or that.</p> <p>To use appositives embedded and at the end of a clause for parenthesis.</p>	<p>To link across a paragraph using a wide range of cohesive devices.</p> <p>To produce extended complex sentences with more ambitious conjunctions.</p> <p>To use a conjunctive adverb after a semi-colon to combine and link two main clauses.</p> <p>To use indefinite pronouns to create mood/effect.</p> <p>To use anaphora.</p> <p>To use epistrophe.</p>	<p>To use a range of devices to build cohesion.</p>
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					subordinate clause before a main clause (fronted adverbial) marked with a comma.				
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Early Learning Areas

Literacy: Writing involves composition (articulating ideas and structuring them in speech, before writing).

NC Alignment

Ensuring that children can consciously control sentence structure in their writing and understand why sentences are constructed as they are

	<p>To identify and write past tense action verbs.</p> <p>To write sentences with simple subjects and past tense action verbs.</p>	<p>Express ideas and feelings using past and present tense.</p>	<p>To write sentences containing a past tense verb, simple subject and direct object.</p> <p>To identify a consistent past tense across multiple sentences.</p> <p>To use state of being verbs (to have, I am etc).</p> <p>To introduce verb/adverb relationship.</p> <p>To apply a range of adjectives and verbs in description.</p>	<p>To use correct subject/verb agreement.</p> <p>To make the correct choice of past or present tense when writing.</p> <p>To use the progressive form of verb in the past and present tense to mark actions in progress.</p>	<p>To use the present perfect form of verb instead of the simple past (He has gone out).</p>	<p>To use Standard English forms for verb inflections (we were, I did).</p>	<p>To use the perfect form of verbs to mark the relationship between time and cause.</p> <p>To apply modal verbs to indicate degrees of possibility.</p> <p>To use passive verbs.</p>	<p>To use active and passive voice for effect.</p> <p>To ensure correct subject/verb agreement when using singular or plural.</p> <p>To use and apply a consistent tense throughout a piece of writing.</p> <p>To apply formal writing features such as subjunctive form.</p>	<p>To use verb tenses consistently and correctly.</p>
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Early Learning Areas

Literacy: Writing involves composition (articulating ideas and structuring them in speech, before writing).

NC Alignment

Pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology should be consolidated.

	<p>To identify and write a capital letter to begin a sentence.</p> <p>To identify and write a full stop to end a sentence.</p>	<p>Use a capital letter and a full stop at the beginning and end of each sentence.</p>	<p>To identify and write statements, exclamations and questions with appropriate punctuation marks.</p> <p>To capitalise and use the personal pronoun 'I' as an object and subject.</p> <p>To use a capital letter for people and places.</p>	<p>To use apostrophes for contractions.</p> <p>To use apostrophes for the possessive singular.</p> <p>To use commas to separate items in lists.</p>	<p>To use inverted commas to punctuate direct speech.</p> <p>To write complex sentences that contain a subordinate clause before a main clause (fronted adverbial) marked with a comma.</p> <p>To use the apostrophe for plural possession.</p>	<p>To write complex sentences where clauses are separated with commas.</p> <p>To punctuate bullet points consistently.</p>	<p>To use commas to indicate parenthesis.</p> <p>To substitute commas for dashes and brackets when indicating parenthesis.</p> <p>To use semi-colons to link two main clauses in a compound sentence.</p> <p>To use semi-colons in a list-like sentence.</p>	<p>To use hyphens appropriately between compound words to avoid ambiguity.</p> <p>To use an ellipsis as an incomplete thought or an elongated pause.</p> <p>To use colons to explain and introduce a list.</p>	<p>To use the range of KS2 punctuation.</p>
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Early Learning Areas

Literacy: Writing involves transcription.

NC Alignment

Pupils should be able to write down their ideas quickly and with good sentence punctuation. Their grammar and punctuation should be broadly accurate.

<p>To write your name.</p> <p>To identify and articulate initial and final sounds in words.</p>	<p>To spell CVC and CVCC words by identifying sounds in them and representing those with letters.</p> <p>To spell words with digraphs by identifying sounds in them and representing those with letters.</p>	<p>Write recognisable letters, most of which are correctly formed, and spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>To spell words containing the 40+ phonemes and common exception words.</p>	<p>To segment spoken words into phonemes and represent by graphemes.</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>To learn to spell common exception words.</p>	<p>To apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>To use some prefixes and suffixes and understand how to add them.</p> <p>To spell further homophones.</p>	<p>To apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>To read further common exception words noting unusual correspondences between spelling and sound and where they occur in words.</p>	<p>To apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>To use more prefixes and suffixes and understand the guidance for adding them.</p>	<p>To apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words met.</p> <p>To apply a range of prefixes and suffixes to broaden vocabulary knowledge.</p> <p>To spell more words with silent letters.</p> <p>To continue to distinguish between homophones and</p>	<p>To apply knowledge of morphology and etymology, including using a dictionary, to spell increasingly complex words.</p>
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	<p>To spell words by segmenting sounds in them and representing sounds with a letter(s) (grapheme).</p> <p>To spell words containing adjacent consonants.</p>			<p>To learn to spell words with contracted forms.</p> <p>To learn the singular possessive apostrophe.</p> <p>To distinguish between homophones and near homophones.</p> <p>To add suffixes to spell longer words.</p>	<p>To place the possessive apostrophe accurately in words with regular plurals.</p> <p>To use the first two or three letters in a word to check its spelling in a dictionary.</p>	<p>To use further prefixes and suffixes and understand how to add them.</p> <p>To spell words that are often misspelt.</p> <p>To place the possessive apostrophe accurately in words with regular and irregular plurals.</p>	<p>To spell some words with silent letters.</p> <p>To distinguish between homophones and words that are often confused.</p> <p>To know that some words need to be learnt specifically.</p> <p>To use dictionaries to check spelling and meaning in words.</p>	<p>words that are often confused.</p> <p>To use knowledge of morphology and etymology in spelling.</p>	
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Early Learning Areas

Literacy: Writing involves transcription.

NC Alignment

Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

<p>To use finger spaces.</p> <p>To write some letters accurately.</p>	<p>Develop the foundations of a writing style.</p> <p>Use a tripod grip.</p> <p>Form most lower case and capital letters correctly.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Sit at a table holding a pencil comfortably and correctly.</p> <p>Form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits from 0-9.</p>	<p>Form lower case letters of the correct size relative to one another.</p> <p>Start using diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.</p> <p>Write capital letters and digits of the correct</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Often show legibility, quality and consistency of their handwriting.</p>	<p>Understand which letters adjacent to each other do not need joining.</p>	<p>Write legibly, fluently and decide whether to join particular letters.</p> <p>Choose the writing implement best suited to the task.</p>	<p>Choose which shape of a letter to use and whether or not particular letter combinations should be joined.</p> <p>Consider whether the writing task requires joined up writing or singular letters (email address, filling in a form etc).</p>	<p>To maintain legibility in joined handwriting at speed.</p>
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				size, orientation and relationship to each other and lower case letters. Use spacing between words that reflects the size of the letters.					
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Early Learning Areas

Literacy: Writing involves transcription.

NC Alignment

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should be able to write down their ideas quickly.