



Sheldwich Primary School – Key Stage 1 and 2 – English Progression Map – **WRITING**



	Class1	Class 2	Class 3	Class 4	Class 5	Class 6
Grammar Word	Use plural noun suffixes - s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	Form nouns using suffixes such as ness, er and by compounding [for example, whiteboard, superman] Form adjectives using suffixes such as ful, less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes er, est in adjectives and use ly in Standard English to turn adjectives into adverbs.	Form nouns with a range of prefixes [for example super , anti , auto] Use a or an according to whether the next word begins with a vowel or con-sonant	Recognise the grammatical difference between plural and possessives Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Convert nouns or adjectives into verbs using suffixes [for example, ate; ise; ify] Use verb prefixes [for example, dis , de , mis , over and re]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Grammar Sentence Cohesion Detail		Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	
Grammar Sentence Cohesion Varying Sentence Type	Combine words to make sentences Leave spaces between words Join words and clauses using and Sequence sentences to form short narratives	Use subordination (using when, if, that, because) and coordination (using or, and, but) Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	

Grammar Cohesion Paragraphs			Group related ideas into paragraphs Use headings and subheadings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar Cohesion Within Paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
Grammar Cohesion Between Paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.]	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
Grammar Cohesion Tenses		Use present and past tenses correctly and consistently	Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Revisit progressive and perfect verb forms for past and present. Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech

Grammar Punctuation Tenses	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question or explanation mark.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (-for example, the girl's name)	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession (-for example, the girl's name / the girls' names) Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit Down!"	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up) Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover
Writing Composition	Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Reread and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher.	Develop positive attitudes towards and stamina for writing: Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry. Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence. Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils Re-read to check sense Proofread to check for	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas. Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, subheadings. Evaluate and edit: Assess the effectiveness of own and others' writing,	Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas. Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, subheadings. Evaluate and edit: Assess the	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices. Evaluate and edit: Propose changes to vocabulary, grammar	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices Evaluate and edit: Propose changes to vocabulary, grammar

		errors in spelling, grammar and punctuation Read aloud with intonation	Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	effectiveness of own and others' writing, Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors	and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors
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Sheldwich Primary School – Early Years Foundation Stage – English Progression Map – **WRITING**

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception	Literacy	- Spell words by identifying the sounds and then writing the sound with the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Shows a preference for a dominant hand.
	Literacy	Write some letters accurately.
Reception	Physical Development	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	Form lower case and capital letters correctly.

	Physical Development	• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	• Write recognisable letters, most of which are correctly formed.

Writing: Composition

Planning, Writing and Editing

Three and Four-Year-Olds	Communication and Language	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
	Expressive Arts and Design	• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language	• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

	Literacy		• Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
	Expressive Arts and Design		• Develop storylines in their pretend play.
ELG	Literacy	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.

ELG	Communication and Language	Speaking	- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

Three and Four-Year-Olds	Communication and Language	- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words.
Reception	Communication and Language	- Learn new vocabulary. - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Use of Phrases and Clauses

Three and Four-Year-Olds	Communication and Language	Use longer sentences of four to six words.
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Reception	Communication and Language		• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		• Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.

		Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
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Non-Fiction			
Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.