


Writing Curriculum Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Grammar</u></b></p>	<p>N/A</p>	<p>Write short sentences with words with known letter sound correspondences <b><u>using a capital letter and full stop</u></b></p>	<p>To use <b><u>finger spaces</u></b>.</p> <p>Beginning to use capital letters at the start of a sentence.</p> <p>To use capital letters for proper nouns and I.</p> <p>Beginning to use full stops at the end of sentences.</p> <p><b>Beginning to use and identify question marks and exclamation marks.</b></p> <p>To use adjectives to describe.</p> <p>Using '<b><u>and</u></b>' to join clauses and words independently.</p>	<p>To mostly use capital letters for proper nouns and I.</p> <p><b>Possessive</b> apostrophe (<b><u>singular</u></b>).</p> <p>Correctly using: full stops, capital letters, exclamation marks and question marks.</p> <p>To use <b><u>commas for lists</u></b>.</p> <p>To use apostrophes for <b><u>contracted</u></b> forms.</p> <p>To use <b><u>different sentences</u></b>: statement, question, exclamation and command</p> <p>To use expanded noun phrases.</p> <p>To use <b><u>adverbs</u></b>.</p> <p>To use the correct tense consistently, including the <b><u>progressive</u></b> form.</p> <p>To use <b><u>subordination</u></b> (using when, if, that, or because).</p> <p>To use <b><u>coordination</u></b> (using or, and, or but).</p>	<p><b>Possessive</b> apostrophe for regular plurals and irregular <b><u>plurals</u></b>.</p> <p>Extending sentences with more than one clause using a range of conjunctions.</p> <p>Use <b><u>present perfect</u></b> form of verbs.</p> <p>Use conjunctions, adverbs and <b><u>prepositions</u></b> to express time and cause.</p> <p>Use a range of adverbs.</p> <p>Punctuate <b><u>direct speech</u></b> mostly correctly.</p> <p>Use <b><u>a and an</u></b> correctly.</p> <p><b>Pronouns</b> to avoid repetition.</p> <p>Use contractions.</p> <p>Use <b><u>commas to separate clauses</u></b>.</p>	<p>Consistently organise writing into simple <b><u>paragraphs</u></b> around a theme.</p> <p><b>Fronted adverbials</b> followed by a comma consistently.</p> <p>Use a <b><u>colon</u></b> before a list.</p> <p>Use a range of subordinating conjunctions.</p> <p>Use possessive apostrophe for single and plural nouns.</p> <p>Use <b><u>verb inflections</u></b> correctly (we were not we was).</p> <p>Use <b><u>expanded noun phrases with prepositions</u></b>.</p> <p>Punctuate <b><u>direct speech</u></b> correctly and start a new paragraph for a <b><u>new speaker</u></b>.</p> <p>Modify adjectives and <b><u>prepositional phrases</u></b> – the strict teacher with curly hair.</p>	<p>Create complex sentences <b><u>omitting the relative pronoun</u></b>.</p> <p>To use <b><u>relative clauses</u></b> beginning with a relative pronoun.</p> <p>Consistently use <b><u>brackets, dashes or commas for parenthesis</u></b>.</p>	<p>Use devices to build cohesion: conjunctions, adverbials, pronouns, <b><u>synonyms and antonym</u></b> within and across paragraphs.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught Improve writing by using <b><u>semi colons</u></b>.</p> <p>Explore and use <b><u>active and passive</u></b>.</p> <p>Use <b><u>hyphens</u></b> to avoid ambiguity.</p> <p>Improve own writing by using <b><u>subjunctive forms</u></b>.</p>

## Writing Curriculum Progression Map

				To use and understand the <b>grammatical terminology</b> taught.		Choose nouns and pronouns appropriately to avoid repetition.  Use prepositions to add detail.		
<b>Composition</b>	<p><b>Develop their communication</b>, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p><b>Develop their pronunciation</b> but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p><b>Use longer sentences of four to six words.</b></p> <p><b>Start a conversation with an adult or a friend and continue it for many turns.</b></p> <p><b>Use talk to organise themselves and their play.</b></p> <p><b>Using print and letter knowledge in early writing.</b> For example: writing a</p>	<p><b>Articulate their ideas and thoughts in well-formed sentences.</b></p> <p><b>Connect one idea or action to another using a range of connectives</b></p> <p><b>Describe events in some detail.</b></p> <p>Spell words by <b>identifying the sounds</b> and then writing the sound with letter/s.</p> <p>Write short sentences <b>with words with known letter-sound correspondences</b> using a capital letter and full stop.</p> <p><b>Re-read</b> what they have written to check that it makes sense.</p> <p>Write <b>simple phrases and sentences</b> that can be read by others.</p>	<p>Saying <b>out loud</b> what they are going to write about.</p> <p>Composing a sentence <b>orally</b> before writing it.</p> <p><b>Sequencing</b> sentences to form short narratives.</p> <p>Write sentences in order.</p> <p>To write narratives and nonfiction.</p> <p>To use <b>some features</b> of different text types.</p> <p>To <b>reread</b> their writing to check it makes sense.</p> <p>To <b>discuss</b> their writing</p>	<p>Write simple and coherent sentences fiction and nonfiction.</p> <p>Write a range of genres.</p> <p><b>Planning</b> writing.</p> <p><b>Plan a range of vocabulary.</b></p> <p>Make simple additions and <b>corrections</b> to their writing.</p> <p><b>Proofreading</b> and read their writing aloud with intonation.</p> <p><b>Identify audience and purpose.</b></p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a <b>dictionary.</b></p> <p>To write simple sentences dictated by the teacher.</p> <p>Plan writing by <b>discussing writing similar</b> to that which they are planning, discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally.</p> <p>Use a range of <b>appropriate vocabulary.</b></p> <p>Organise and group material into <b>paragraphs</b> around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Use <b>organisational devices</b> (headings and sub-headings).</p> <p>Draft and redraft work.</p>	<p>Draft, redraft and edit <b>to check for errors</b> and ensure the meaning is clear.</p> <p>Create <b>detailed</b> settings, characters and plots in narratives to <b>engage</b> the reader.</p> <p>Use the appropriate structures for different text types.</p> <p>Accurate tense used consistently.</p> <p><b>Link ideas across paragraphs.</b></p> <p>Use organisational devices (headings and sub-headings).</p> <p>Build a <b>varied and rich vocabulary</b> and a range of sentence structures.</p>	<p><b>Identify the audience</b> and selecting and use appropriate language and structures.</p> <p><b>Blend</b> action, dialogue and description.</p> <p>Improve own writing <b>independently.</b></p> <p>Draw on <b>reading and research</b> when planning</p>	<p>Write for a range of purposes and audiences, selecting language that shows <b>good awareness of the reader.</b></p> <p>In narratives describe settings characters and atmosphere.</p> <p><b>Integrate dialogue</b> in narratives, blending dialogue, action and description.</p> <p>Draw on similar <b>writing models.</b> reading and research when planning.</p> <p>Discuss and use <b>formal and informal appropriately</b> Select vocabulary and grammar that reflect genre.</p>

## Writing Curriculum Progression Map

	pretend shopping list that starts at the top of the page; writing 'm' for mummy.							
<p><b>Spelling</b></p> <p>See spelling lists and rules for each year in the National Curriculum and on <b>Spelling Shed</b></p>	<p><b>Write some or all of their name.</b></p>	<p>Spell words by identifying the sounds and then <b>writing the sound with letter/s.</b></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p>To spell most words containing previously taught phonemes and GPCs.</p> <p>To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).</p> <p>To <b>use -s and -es to form regular plurals correctly.</b></p> <p>To use the <b>prefix</b> 'un'.</p> <p>To add the <b>suffixes</b> -ing, -ed, -er and -est to root words (with no change to the root word).</p>	<p><b>Segmenting spoken words into phonemes</b> and representing these by graphemes correctly.</p> <p>Spelling phonemes for which 1 or more spellings are already known.</p> <p>To spell common exception words.</p> <p>Spell words with <b>contracted</b> forms.</p> <p>Use suffixes to spell longer words (-ment, -ness, -ful, -less, -ly).</p> <p>Write simple sentences <b>dictated</b> by the teacher.</p>	<p>Spell further homophones.</p> <p>Spell words with <b>prefixes</b> and suffixes correctly.</p>	<p>Spell all words with prefixes and suffixes correctly.</p> <p>Spell further homophones correctly.</p>	<p>Spell further homophones correctly.</p> <p>Spell <b>all</b> words with prefixes and suffixes correctly.</p>	<p>Spell correctly most words from the year 5/ year 6 spelling list.</p> <p>Use a dictionary to check the spelling of <b>uncommon or more ambitious vocabulary.</b></p>
<p><b>Handwriting</b></p>	<p>Write <b>some</b> letters accurately.</p>	<p>Form <b>lower-case and capital letters</b> correctly</p> <p><i>Write recognisable letters, <b>most of which</b> are correctly formed.</i></p>	<p><b>Sit correctly at a table, holding a pencil comfortably and correctly.</b></p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing</p>	<p>Form lower-case letters of the correct <b>size.</b></p> <p><b>Start</b> using <b>diagonal and horizontal strokes</b> needed to join letters.</p> <p>Capital letters and digits of the correct size, orientation.</p> <p>Using <b>spacing</b> between words that</p>	<p><b>Use diagonal and horizontal</b> strokes to join letters.</p> <p>Increase the <b>legibility</b>, consistency and quality of handwriting.</p>	<p>Increase the legibility, consistency and quality of handwriting</p> <p>Join letters, <b>understand</b> which letters are best un-joined</p>	<p>Join letters, understand which letters are best un-joined.</p> <p>To write legibly, fluently and with <b>increasing speed.</b></p>	<p><b>Maintaining</b> legibility in joined writing when writing at speed.</p>

Writing Curriculum Progression Map

			in the right place with a good level of consistency.	reflects the size of the letters.				
--	--	--	--	-----------------------------------	--	--	--	--