



# Read St John's CE Key Writing Skills Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar & punctuation	<ul style="list-style-type: none"> <li>Build up an increasing range of vocabulary from books and the environment around us. Begin to write simple words, then eventually short sentences that can read by themselves and others. Beginning to separate words with finger spaces. Use capital letters and full stops most of the time when writing. Begin to understand the use of question marks.</li> </ul>	<ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li> <li>Write simple <b>sentences</b> that can be read by themselves and others.</li> <li>Separate <b>words</b> with spaces.</li> <li>Use <b>punctuation</b> to demarcate simple <b>sentences</b> (<b>capital letters</b> and <b>full stops</b>).</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</li> <li>Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> <li>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if because, although, while, since, until, before, after, so.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses in complex sentences.</li> <li>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> <li>Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> </ul>	<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> </ul>
Composition	<ul style="list-style-type: none"> <li>Beginning to sequence ideas and events verbally. Beginning to verbalise sentences breaking the flow of speech into words before writing. Beginning to self-assess own writing by using check lists to ensure the use of capitals, finger spaces, full stops, phonics knowledge, writing on the line, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative.</li> <li>Orally compose every <b>sentence</b> before writing.</li> <li>Re-read every <b>sentence</b> to check it makes sense.</li> <li>Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Develop stamina for writing in order to write at length.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i></li> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> <li>Use paragraphs to organise writing in fiction and non-fiction texts</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use different sentence structures with increasing control (see VGP).</li> <li>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> <li>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes</li> </ul>

							and audiences e.g. headings, sub-headings, columns, bullet points, tables.
<b>Spelling</b>	<ul style="list-style-type: none"> <li>Beginning to spell using the correct phonemes, in accordance with the individual's phonics phase. Being able to spell words that are phonetically plausible. Beginning to write tricky words and 100 high-frequency words from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>Name the letters of the alphabet in order.</li> <li>Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn to spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Use the first two letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Use the first three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Developing pencil grip for good control. Beginning to use handwriting lines to demonstrate tall, short and long letters. Beginning to clearly define capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil with an effective grip.</li> <li>Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented.</i></li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case <b>letters</b> of the correct size relative to one another.</li> <li>Orientate <b>capital letters</b> correctly.</li> <li>Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> </ul>	<ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly</li> </ul>	<ul style="list-style-type: none"> <li>Write with consistency in size and proportion of letters, e.g. <i>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.</i></li> </ul>	<ul style="list-style-type: none"> <li>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></li> </ul>	<ul style="list-style-type: none"> <li>Write, using a joined style, with increasing speed.</li> <li>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></li> </ul>

NB. Please see KLIPs for more detail.