



Writing Knowledge and Skills Progression Map

	EYFS	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Composition	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 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. Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others.	Pupils can say out loud what they are going to write about. Pupils can sequence short sentences to form narratives. Pupils can read aloud their writing. Pupils can reread what they have written to check it makes sense. <u>Greater Depth</u> <u>Pupils always think of the reader as they write, making precise word choices</u> <u>Pupils improve writing after discussion with the teacher.</u>	Pupils can plan and say out loud what they are going to write about. Pupils can write short narratives, real events and poetry. Pupils can evaluate their writing with a teacher and other pupils. Pupils can proofread their writing to check for errors in spelling, punctuation and grammar. <u>Greater Depth</u> <u>Pupils write effectively and coherently for narratives and real events, drawing on their reading to inform the vocabulary and grammar of their writing.</u> <u>Pupils make simple additions, revisions, and proof-reading corrections to their own writing.</u>	Pupils can write for both fictional and non-fictional purposes. Pupils can use others' writing to plan their own. Pupils can draft by rehearsing sentences. Pupils can create characters, settings and plots. Pupils can evaluate their own and others' writing and suggest improvements. <u>Greater Depth</u> <u>Pupils can write for a range of fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</u>	Pupils can write for both fictional and non-fictional purposes, with a growing awareness of the reader. Pupils can organise paragraphs around a theme. Pupils can use organisational devices in non-fiction writing. Pupils can evaluate their writing and consider the effect of their writing on the reader. <u>Greater Depth</u> <u>Pupils can write effectively for a range of purposes, selecting language that shows good awareness of the reader.</u> <u>Pupils can use dialogue sparingly.</u>	Pupils can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. Pupils can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils can consider how authors have developed settings and characters. Pupils can begin to integrate dialogue to convey character and advance the action. <u>Greater Depth</u> <u>Pupils can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and the purpose of the text.</u> <u>Pupils can use dialogue sparingly so that it effectively adds detail to the writing.</u>	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and use similar writing as a model. Pupils can select appropriate grammar and vocabulary, understanding how these choices can change and enhance meaning. Pupils can identify the audience for and purpose of their writing, selecting the appropriate form. Pupils can precise longer passages of writing. Pupils can create atmosphere and integrate dialogue in narratives to convey character and advance the action. <u>Greater Depth</u> <u>Pupils can write effectively for a range of purposes and audiences,</u>



							selecting the appropriate form and drawing independently on what they have read as models for their own writing. Pupils exercise an assured and conscious control over levels of formality. Pupils distinguish between the language of speech and writing and choose the appropriate register.
Sentence Construction	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Write simple phrases and sentences that can be read by others.	Pupils know how words can go together to make sentences. Pupils use single clause (simple) sentences. Pupils can use the joining word and to join clauses. <u>Greater Depth</u> Pupils always know when to use the joining word and in a sentence, using it appropriately and sparingly.	Pupils use coordination: or, and, but. Pupils use subordination: when, if, that, because. Pupils can use adjectives to expand noun phrases to describe and specify (e.g. the blue butterfly, plain flour, the man in the Moon) Pupils can use the four sentence types: statement, question, exclamation, command.	Pupils can use coordinating conjunctions (for, and, nor, but, or, yet, so) to join clauses. Pupils use subordinating conjunctions including: when, if, that, because, although, after, while. Pupils to use adverbs (e.g. then, next, soon, therefore). Pupils to use prepositions (e.g. before, after, during, in, because of) and to express time, place and cause. <u>Greater Depth</u> Pupils can use a wider range of conjunctions and adverbs appropriately.	Extend the range of sentences with more than one clause by using a wider range of conjunctions for coordination and subordination including: after, while, when, if, because, although, despite, since. Pupils can use prepositional phrases to expand their noun phrases. Pupils can use fronted adverbials (e.g. <u>Later that day</u>, I heard the bad news.). Pupils start to varying the opening of their sentences, including 'ing' and 'ed' starters. <u>Greater Depth</u> Pupils can consistently use a wide range of	Pupils use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a prepositional phrase. Pupils can use relative clauses beginning with who, which, where, when, whose, that, (e.g. the dog, <u>who</u> was hiding under a bush, ran out and scared the neighbour) or an omitted relative pronoun (e.g. instead of the house that he owns, the house he owns). Pupils can use adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) to indicate degrees of possibility.	Pupils can use the passive voice to make their writing more effective (e.g. I packed the bags versus All the bags were packed). Pupils use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a prepositional phrase. Pupils use the full range of conjunctions, lengthening and shortening sentences for effect and meaning. Pupils can use the subjunctive form to make their writing more formal.



				Pupils can use some precise vocabulary choices (nouns, verbs, adjectives).	conjunctions and adverbs to support cohesion. Pupils can use more of a range of precise vocabulary choices (nouns, verbs, adjectives) and consider word choice and intensity.	Pupils use a wide range of clause structures, sometimes varying their position within the sentence. Pupils use the full range of conjunctions. Pupils varying the opening of their sentences, including 'ing' and 'ed' starters e.g. terrified by the dragon, George ran home. Greater Depth Pupils use the full range of conjunctions. Lengthening and shortening sentences for meaning/effect. Pupils can use a wide range of precise vocabulary and effectively consider their choice to create atmosphere, different levels of intensity and consider purpose and audience.	Pupils can use an informal tone where appropriate (e.g. when talking to the reader or in dialogue).
Punctuation	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Pupils use finger spaces. Pupils are beginning to use capital letters, full stops, question marks and exclamation marks. Pupils can use capital letters for names and I.	Pupils can use capital letters, full stops, question marks and exclamation marks. Pupils can use commas to separate items in a list.	Pupils can demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and	Pupils use the a range of punctuation taught previously mostly correctly. Pupils can use inverted commas and a comma after the reporting clause.	Pupils use a range of punctuation taught previously correctly. Pupils can use commas to mark relative and subordinate clauses and to clarify meaning or avoid ambiguity.	Pupils use the range of punctuation taught at key stage 2 mostly correctly. Pupils use semicolons, colons and dashes to mark the boundary between independent clauses.



		Greater Depth <i>Pupils consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly.</i>	Pupils are beginning to use apostrophes to mark where letters are missing and to mark singular possession. Greater Depth <i>Pupils consistently use the full range of punctuation taught by the end of Year 2 mostly accurately and sparingly.</i>	possession mostly correctly. Pupils are beginning to use inverted commas and a comma after the reporting clause. Greater Depth <i>Pupils can accurately use the full range of punctuation taught in KS1 and Year 3.</i>	Pupils put closing punctuation within inverted commas. Pupils can use apostrophes to mark singular and plural possession. Pupils can use commas after fronted adverbials. Greater Depth <i>Pupils can accurately use the full range of punctuation taught in KS1 and Year 3 and 4.</i>	Pupils can use hyphenated adjectives.	Pupils can use a colon to introduce a list and use semi-colons within the list. I can use the punctuation of bullet points to list information. I can use hyphens to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>).
Text Structure	Write simple phrases and sentences that can be read by others and makes sense.	Pupils can sequence sentences to form short narratives. Pupils can use simple past and present verbs.	Pupils can choose correctly when to use the present and past tense. Pupils can use the progressive form of verbs in the present and past tense where appropriate (e.g. <i>she is drumming, he was shouting</i>).	Pupils can use the present perfect form of verbs (e.g. <i>He has gone out to play instead of He went to play</i>). Pupils can begin to use paragraphs to group information. Pupils can use headings and sub-headings. Greater Depth <i>Pupils can use paragraphs to organise their ideas around a theme across a range of text.</i>	Pupils can use the present perfect and progressive form of verbs. Pupils can use paragraphs to organise ideas around a theme. Pupils can choose an appropriate pronoun or noun to avoid repetition.	Pupils have secure independent use of planning tools across all genres. Secure use of a range of layouts for text types. Pupils can use different pronouns and adverbs to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). Pupils can link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), tense (e.g. <i>he had seen her before</i>) and number (e.g. <i>secondly</i>).	Pupils have secure independent planning and appropriate layout used across all genres. Writing is fit for purpose. Pupils can link ideas across paragraphs using repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. Pupils can use headings, sub-headings, columns, bullet points or tables



						In non-narrative writing, pupils use simple devices to structure the writing and support the reader, e.g. headings, sub-headings, bullet points Pupils use verb tenses mostly correct throughout their writing.	to structure their text. Pupils use verb tenses consistently and correctly throughout their writing.
Transcript (spelling)	Make marks on their picture to stand for their name. Write some or all of their name. 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. Spell words by identifying the sounds and then writing the sound with letter/s Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Pupils can spell many Y1 common exception words. Pupils can spell many regular plural words ending in -s or -es. Pupils can add -s and -es to verbs (e.g. he walks, he argues). Pupils can add the prefix -un to spell many words. Pupils can use the suffixes -ing, -ed, -er and -est where the root word doesn't change to spell many words <u>Greater Depth</u> Pupils can consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their	Pupils can spell many Y2 common exception words. Pupils know how to spell homophones and near homophones. Pupils can add suffixes (-ness, -er, -ful, -less, -est, -ly, -ment) to spell some words correctly. <u>Greater Depth</u> Pupils can spell most Y2 common exception words.	Pupils can spell many of the Y3/4 common exception words. Pupils can choose whether to use a or an in front of a noun. <u>Greater Depth</u> Pupils can spell most words correctly, applying rules they have learnt in KS1 and Year 3	Pupils can spell the Y3/4 common exception words. Pupils can use further prefixes (<i>dis, mis, in, im, re, sub, inter, super, anti, auto</i>) and suffixes (<i>-ation, -ous, -sion, -sure, -ture, ssion, -cian</i>). Pupils can choose whether to use was or were in front of a verb.	Pupils can spell many of the Y5/6 common exception words. Pupils can create verbs from nouns or adjectives using suffixes (e.g. <i>-ate, -ise, -ify</i>). Pupils can use verb prefixes (e.g. <i>dis, de, mis, over</i> and <i>re</i>).	Pupils can spell the Y5/6 common exception words. Pupils can use synonyms and antonyms.



		spoken sounds, spelling most words correctly					
Handwriting	Write some letters accurately. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.	Pupils can write capital and lower case letters. Pupils can start and finish their letters in the right place. Pupils can write numbers 0-9. <u>Greater Depth</u> Pupils can use spacing between words that reflect the size of the letter. Pupils can write letters that are the correct size.	Pupils can write lower case, capital letters and numbers that are the correct size. Pupils can use spacing between words that reflect the size of the letter. <u>Greater Depth</u> use the diagonal and horizontal strokes needed to prepare them for joining.	Pupils can use the diagonal and horizontal strokes needed to prepare them to join (pre-cursive). <u>Greater Depth</u> Pupils handwriting is formed correctly, with the correct size and shape. They use diagonal and horizontal strokes to join some of their letters with growing consistency and fluency.	Pupils' handwriting is cursive and neat (e.g. descenders and ascenders do not touch). They use diagonal and horizontal strokes to join their letters consistently.	Pupils can write cursively at speed whilst still presenting their work neatly.	Pupils can write cursively with speed and fluency in all their work. <u>Greater Depth</u> Pupils have developed their own personal style of handwriting.
Terminology	finger space, letter, word	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted comma	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, cohesion, ambiguity	Parenthesis, brackets, dash, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points