

Marlcliffe Primary School

Writing Progression Map



key objective, skill or theme	Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Composition	<p>ELG</p> <p>To write recognisable letters, most of which are correctly formed</p> <p>To spell words by identifying sounds in the them & representing the sounds with a letter or letters</p> <p>To write simple phrases & sentences that can be read by others</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To compose and rehearse sentences orally.</p> <p>Build a varied and rich vocabulary</p> <p>Structure sentences in different ways</p> <p>Organise paragraphs around a theme</p> <p>Create settings, characters and plot and use simple organisational devices like headings and sub-headings</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proofread for spelling and punctuation errors</p> <p>Read their own writing aloud to a group or the whole class</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>

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		<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>		<p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

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<p>Vocabulary, grammar & punctuation</p>	<p>ELG</p> <p>To write simple phrases & sentences that can be read by others</p> <p>Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Talk about characters, settings, authors and illustrators</p> <p>Talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduce a storyline or narrative into their play</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter & full stop</p>	<p>Expanded noun phrases to describe and specify</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Some features of written Standard English</p> <p>Suffixes to form new words (-ful, -er, -ness)</p> <p>Sentence demarcation</p> <p>Commas in lists</p> <p>Apostrophes for omission & singular possession</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using fronted adverbials including commas</p> <p>Know the difference between plural and possessive -s</p> <p>Use standard English verb inflections (I did vs I done)</p> <p>Use expanded noun phrases,</p> <p>Appropriate choice of pronoun or noun to create cohesion</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Use a thesaurus</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Differences in informal and formal language</p> <p>Further cohesive devices such as grammatical connections and Adverbials</p> <p>Use of ellipsis</p>

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		<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>		<p>Using hyphens to avoid ambiguity</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list punctuating bullet points consistently</p>
<p>Spelling</p>	<p>ELG</p> <p>To spell words by identifying sounds in the them & representing the sounds with a letter or letters</p> <p>To write simple phrases & sentences that can be read by others</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Distinguishing between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>

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Handwriting	<p>ELG To write recognisable letters, most of which are correctly formed</p> <p>To write simple phrases & sentences that can be read by others Form lowercase and capital letters correctly</p> <p>Form letters correctly using a tripod grip</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>