



		Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Strand		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Phonics & Whole word spelling	<ul style="list-style-type: none"> spell words by identifying sounds in them and represent sounds with a letter or letters write short sentences with words with known letter-sound correspondences 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn 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 learn to spell common exception words distinguish between homophones and near homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in (Appendix 1)





English Progression Map - Writing

Other word building & spelling

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| <ul style="list-style-type: none"> • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un- • use -ing, -ed, -er and -est where no change is needed in the spelling of root words | <ul style="list-style-type: none"> • learn to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, -er -formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] -use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs -formation of adjectives using suffixes | <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them - form nouns using prefixes (super-, anti-, auto-) - word families based on common words (solve, solution, dissolve, insoluble) • use the first 2 or 3 letters of a word to check its spelling in a dictionary (DPS) | <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • use the first 2 or 3 letters of a word to check its spelling in a dictionary (DPS) | <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them -converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] - verb prefixes for example, dis-, de-, mis-, over- and re-] • use dictionaries to check the spelling and meaning of words | <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words |
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				such as -ful, -less				
Transcription	<ul style="list-style-type: none"> write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 			





English Progression Map - Writing

Handwriting	Handwriting	<ul style="list-style-type: none"> hold a pencil effectively, using the tripod grip in most cases write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that capital letters are clearly defined in relation to lowercase letters which are all of a consistent size] 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting [for example, 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] 	<ul style="list-style-type: none"> write in a joined up style legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> write in a joined up style legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task
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English Progression Map - Writing

Composition	Contexts for Writing			<ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Planning Writing	<ul style="list-style-type: none"> • say out loud what they are going to write about • compose a sentence orally before writing it 	<ul style="list-style-type: none"> • plan or say out loud what they are going to write about 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary 	





Drafting Writing	<ul style="list-style-type: none"> sequence sentences to form short narratives re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and integrate dialogue to convey character and advance the action précis longer passages use further organisational and presentational devices to structure text and to guide the reader [for example, headings, subheadings, columns, bullet points, tables, underlining] 	<ul style="list-style-type: none"> select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précis longer passages use further organisational and presentational devices to structure text and to guide the reader [for example, headings, subheadings, columns, bullet points, tables, underlining]





Editing Writing

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| <ul style="list-style-type: none"> re-read what they have written to check it makes sense | <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation | <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors | <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggesting improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors | <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning use a thesaurus ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors | <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning use a thesaurus ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors |
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		Performing Writing													
Vocabulary, Grammar and Punctuation				<ul style="list-style-type: none"> join words and join clauses using "and" 		<ul style="list-style-type: none"> use coordination - using "and" "or" "but" use subordination - using "when" "if" "that" "because" 		<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 		<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 					
												<ul style="list-style-type: none"> use modal verbs or adverbs to indicate degrees of possibility 		<ul style="list-style-type: none"> use modal verbs or adverbs to indicate degrees of possibility 	
				<ul style="list-style-type: none"> model/correct Standard English (verbally) - was/were did/done (DPS) 		<ul style="list-style-type: none"> use some features of written Standard English was/were did/done (DPS) 		<ul style="list-style-type: none"> use some features of written Standard English them/those a/an 		<ul style="list-style-type: none"> use most features of written Standard English - verb inflections 		<ul style="list-style-type: none"> use all features of written Standard English - verb inflections 		<ul style="list-style-type: none"> recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	





English Progression Map - Writing

	<ul style="list-style-type: none"> use some adjectives to describe (DPS) 	<ul style="list-style-type: none"> use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> use expanded noun phrases, including with prepositions 	<ul style="list-style-type: none"> use expanded noun phrases, including with prepositions 	<ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> use expanded noun phrases to convey complicated information concisely
<ul style="list-style-type: none"> write short sentence using a capital letter and/or a full stop start to leave some spaces between words 	<ul style="list-style-type: none"> begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' leave spaces between words 	<ul style="list-style-type: none"> learn 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) 	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use and punctuating direct speech (i.e. inverted commas) 	<ul style="list-style-type: none"> use commas after fronted adverbials know the grammatical difference between plural and possessive -s place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use and punctuate direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list and use of semi-colons within the list use bullet points to list information use of ellipsis
<p>— A .</p>	<p>— A . ? !</p>	<p>— A . ? ! , ' "</p>	<p>— A . ? ! , ' " "</p>	<p>— A . ? ! , ' " " "</p>	<p>— A . ? ! , ' " " ()</p>	<p>— A . ? ! , ' " " ()</p> <p>- : ; . . .</p>





			<ul style="list-style-type: none"> • write sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • use fronted adverbials • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition) 	<ul style="list-style-type: none"> • use devices to build cohesion, including adverbials of time, place and number within paragraphs and across paragraphs • use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun 	<ul style="list-style-type: none"> • use further cohesive devices such as grammatical connections, repetition of a word or phrase, ellipsis and adverbials
	<ul style="list-style-type: none"> • start to use the present and past tenses correctly 	<ul style="list-style-type: none"> • use the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> • use the present perfect form of verbs in contrast to the past tense 			<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • use passive voice to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause





<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Terminology for Pupils</p>	<p>letter, capital letter, word, sentence, full stop,</p>	<p>singular, plural, punctuation, question mark, exclamation mark, adjective</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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