



Writing Skills Progression Map

	EYFS	Key Stage 1		Key Stage 2				
	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 EXS	Year 6 GDS
Awareness of audience, purpose and structure	Express themselves effectively, showing awareness of listeners' needs.	Use some simple features of different text types. Make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers by using adjectives to describe.	Write for different purposes with an awareness of fiction and non-fiction structures. Read aloud what they have written with appropriate intonation to make the meaning clear.	Demonstrate an increasing understanding of purpose and audience. Discuss similarities and differences between text types including structure, vocabulary and grammar. Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). Make deliberate ambitious word choices to add detail. Begin to create settings, characters and plot in narratives.	Write a range of narrative and non-fiction text types using a consistent and appropriate structure (including genre-specific layout devices). Write a range of narratives that are well-structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation, tone & volume so that the meaning is clear.	Consistently produce sustained and accurate writing from different text types with appropriate structure, organisation and layout devices. Write for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Use dialogue to convey character and advance the action. Perform own compositions confidently using appropriate intonation, volume, movement so that meaning is clear.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and to choose the appropriate level of formality.



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<p>Sentence structure</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Know how words can combine to make simple sentences.</p> <p>Join clauses using <i>and</i>.</p>	<p>Conjunctions used to join sentences and add further information.</p> <p>subordinating (when, if, because). coordinating (and, but, so, or).</p> <p>Questions, commands, exclamations and statements are used.</p>	<p>Use a range of sentence structures (simple sentences, conjunctions to join ideas, subordinate clauses).</p> <p>Express time (when), place (where) and cause (how) using conjunctions, adverbs and prepositions.</p> <p>Include questions, exclamations & commands.</p> <p>Use a or an correctly.</p>	<p>The range of sentences with more than one clause is extended by using a variety of conjunctions.</p> <p>Some clauses are moved to start sentences.</p> <p>Use of fronted adverbials.</p>	<p>Use of relative clauses beginning with who, which, where, when, whose, that, or with the relative pronoun omitted.</p> <p>Subordinate clauses are used at the start, embedded within or at the end of sentences.</p> <p>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should etc.</p>	<p>Write a range of sentence types: short, for effect; linked with conjunctions; with subordinate clauses at the start, embedded within or at the end; questions; imperatives.</p> <p>Use semi-colons or colons (GDS- to mark the boundary between independent clauses).</p> <p>Use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires.</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</p> <p>Use a range of sentence structures, including semi-colons and colons to mark the boundaries between independent clauses.</p>
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<p>Cohesion</p>	<p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences making use of conjunctions, with modelling and support from their teacher.</p>	<p>Join words and clauses using 'and'.</p> <p>Develop ideas by combining words to make sentences.</p> <p>Sequence sentences to form short narratives.</p>	<p>Use conjunctions to link sentences and add information - subordination (when, if, that, because) and coordination (and but, so, or).</p>	<p>Use conjunctions, adverbs and prepositions to express time, place and action.</p> <p>Group related material in paragraphs.</p>	<p>Extend the use of multi-clause sentences.</p> <p>Fronted adverbials, with commas, are used to build cohesion within paragraphs.</p> <p>Use nouns or pronouns for cohesion and to avoid repetition.</p>	<p>Use a wider range of devices to build cohesion within & across paragraphs, connecting ideas between different parts of a piece of writing, including:</p> <ul style="list-style-type: none"> •conjunctions •adverbials of time •adverbials of place •Use of tense including past perfect 	<p>Use a range of cohesive devices within & across paragraphs to link ideas across a piece of writing, including:</p> <ul style="list-style-type: none"> •more formal adverbials •repetition of a word or phrase •grammatical connection - pronouns, synonyms, conjunction, ellipsis •layout devices in non-fiction. 	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion).</p>
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Writing Skills Progression Map

Vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Use new vocabulary from their reading.	Use new vocabulary from reading (e.g. nouns, adjectives, verbs and adverbs) in their writing. Vocabulary gives details. Introduce similes, alliteration and onomatopoeia.	An increasingly rich and varied vocabulary is used, e.g. adverbs, conjunctions and prepositions. Use similes, alliteration, onomatopoeia and introduce metaphors.	Continue to build an increasingly rich and varied vocabulary, e.g. choice of appropriate nouns and related synonyms. Prepositions, conjunctions & adverbs explain when, where and how things happen. Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification and emotive language.	A rich and varied vocabulary is used to enhance meaning. Pupils make improving language choices to support clarity and description. Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification, rule of 3, precise nouns and verbs, repetition and emotive language.	Select vocabulary that reflects what the writing requires, e.g. more formal & more precise vocabulary, e.g. go in=enter. Use of hyphens, e.g. man-eating, recover, beast-like. Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification, rule of 3, precise nouns and verbs, repetition, oxymoron and emotive language.	Precise use of vocabulary (verbs, nouns, adverbs). Use literary language. Draw independently on what they have read as models for their own writing.
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Writing Skills Progression Map

Description – noun phrases	Simple sentences. <i>'the cloud'</i>	Joining clauses using 'and' and an adjective. <i>'the smooth shells and the jagged rocks'</i>	Expanded noun phrases for description & specification. <i>'the powerful, white horses'</i> <i>'the smooth, shiny shell'</i>	Prepositions, conjunctions & adverbs explain when, where and how things happen, provide detail with prepositional phrases. <i>'the powerful, white horses with glistening manes were gathering out at sea'</i>	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <i>'the dark grey bank of cloud rolling in from the Atlantic'</i>	Noun phrases convey detailed description. Relative clauses are used to add information and detail relative to the noun. <i>'the winding track <u>that would take her up to the cliff path and safety</u>'</i>	Use expanded noun phrases to convey complicated information concisely. Use of hyphens to avoid ambiguity. <i>'beast-like waves pounded the sharp-edged rocks below the surface of the ocean'</i>	Selection of literary language. Exercise control over formality by manipulating vocabulary. Draw independently on what they have read as models for their own writing.
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Dialogue				Some correctly punctuated direct speech.	Dialogue is punctuated mostly correctly.	Use and punctuate dialogue, adding descriptive reporting clauses. Begin to integrate two-way dialogue into the narrative to convey character and advance action. Start a new line for a new speaker. Begin to use direct and reported speech in newspaper reports.	Use and punctuate dialogue, starting a new line for a new speaker, varying the position of the descriptive reporting clause. Integrate two-way dialogue into the narrative to convey character and advance the action. Use reported speech and passive voice in newspaper reports.	
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Tense	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	Use simple past & present tenses.	Simple present and past tenses are used mostly consistently. Use of the progressive form of the verbs in the present and past tense to mark actions in progress. Use come features of written standard English,	Mostly correct use of simple and progressive tenses. Use of present perfect instead of simple past 'he has gone out to play' contrasted with 'he went out to play'. Begin to maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.	Correct and consistent use of tenses, including standard English form of verbs - <i>was/were, did/done etc.</i> Maintain an accurate tense throughout a piece of writing.	Correct use of a range of past & present tenses: <ul style="list-style-type: none"> • simple, • progressive • perfect Use of modal verbs. Use of past perfect as a cohesive device.	Consistent and correct use of a range of past, present & future tenses: <ul style="list-style-type: none"> • simple, • progressive • perfect Use of modals. Use of passive voice. Correct use of subject/verb agreement when using singular and plurals.	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense). Use the subjunctive form in formal writing.
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<p>Punctuation</p>		<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for 'I', names, place names, days.</p> <p>Use finger spaces.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to correctly demarcate most sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes for missing letters (contractions) and to mark singular possession in nouns.</p>	<p>Sentences mostly accurately demarcated, using full stops, commas in lists, ! and ?</p> <p>Apostrophes used for contraction & possession.</p> <p>Introduction of inverted commas to punctuate speech.</p>	<p>Sentences mostly accurately demarcated, including commas after fronted adverbials.</p> <p>Use of inverted commas to indicate direct speech including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>Apostrophes for plural possession & contraction.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Commas used after fronted adverbials, to separate clauses, to clarify meaning and to avoid ambiguity - <i>Jess likes baking cats and doing ballet.</i></p>	<p>Use range of punctuation mostly correctly:</p> <ul style="list-style-type: none"> • Capital letters, full stops, exclamation marks, question marks • Punctuation of bullet points to list information • A colon to introduce a list and semi-colons within lists • Commas to separate clauses, clarify meaning and to avoid ambiguity • Use of hyphens to avoid ambiguity • Use of the semi-colon, colon and dash to mark the boundary between independent clauses 	<p>Use range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
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<p>Paragraphing</p>				<p>Begin to use paragraphs that group related ideas (linked to sub-headings appropriately in non-fiction).</p> <p>Use conjunctions, adverbs and prepositions to provide information about 'when', 'where' and 'how' things happen.</p>	<p>Paragraphs are used to organise ideas (detail provided by noun phrases) around a theme.</p> <p>Cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choices of nouns and pronouns to avoid repetition.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Start a new paragraph when there is a change of time, place or topic.</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices - 'had' (past perfect).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Start a new paragraph when there is a change of time, place or topic.</p> <p>Use a wider range of cohesive devices to link ideas within & across paragraphs, e.g. repetition of a word or phrase, grammatical connections (<i>on the other hand, in contrast, as a consequence</i>) and ellipsis.</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion).</p>
<p>Planning</p>	<p>Speak to retell a simple past event in correct order.</p> <p>Use talk to connect ideas, explain what is happening and anticipate</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p>	<p>Begin to use ideas from their own reading and modelled examples to plan their writing.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and</p>	<p>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing</p>	<p>Note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and</p>	



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	<p>what might happen next, recall and relive past experiences.</p> <p>Build stories around toys.</p>		<p>Capture what they want to say, sentence by sentence.</p>	<p>Compose and rehearse sentences orally (including dialogue).</p>	<p>an increasing range of sentence structures.</p>	<p>as models for their own.</p> <p>Consider, when planning narratives, how authors have developed characters and settings in shared texts</p>	<p>presentational devices to structure texts and to guide the reader.</p>	
Editing		<p>Re-read what they have written to check it makes sense.</p> <p>Independently begin to make changes.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>With support, make simple additions, revisions and corrections to their own writing.</p> <p>Re-read to check that their writing makes sense.</p> <p>Check that verbs to indicate tense are used correctly and consistently,</p>	<p>Evaluate their own and other's writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and other's writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Propose effective changes to vocabulary and grammar.</p> <p>Ensure the consistent and correct use of tense through the piece.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguish between language of speech and writing.</p>	<p>Propose changes to vocabulary and grammar, to enhance effect and clarify meaning.</p> <p>Ensure the consistent and correct use of tense through the piece.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguish between language of speech and</p>	



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			including verbs in the continuous, progressive form. Proof-read to check for errors in spelling, grammar and punctuation.			Proof-read for spelling and punctuation errors. Proof-read for spelling and punctuation errors.	writing and choosing appropriate register. Proof-read for spelling and punctuation errors.	
Transcription	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Show good control and coordination in large and small movements.</p>	<p>Add <i>ing, ed</i> and <i>er</i> to verbs.</p> <p>Add <i>er</i> and <i>est</i> to adjectives.</p> <p>Understanding where alternate sounds are.</p> <p>Forms lower case letters and capital letters correctly.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Understand which letters belong to which handwriting 'family'.</p>	<p>Many common exception words correct.</p> <p>Spelling rules (Y2 & lower) are followed.</p> <p>Spacing is in place, letters and digits are correctly sized and orientated.</p> <p>Use spacing between words.</p> <p>Some use of diagonal and horizontal strokes to join letters.</p>	<p>Spell some Y3/4 spelling list words correctly.</p> <p>Spelling rules (Y3 & lower) are applied mostly correctly.</p> <p>Continue to use diagonal and horizontal strokes to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Use a neat, joined handwriting</p>	<p>Spell most Y3/4 spelling list words correctly.</p> <p>Spelling rules (Y4 & lower) are applied mostly correctly.</p> <p>Confidently use diagonal and horizontal joints throughout their independent writing to increase fluency.</p> <p>Increase legibility, consistency and quality of</p>	<p>Spell many Y5/6 spelling list words correctly.</p> <p>Spelling rules (Y5 & lower) are applied mostly correctly.</p> <p>Confidently use diagonal and horizontal joins throughout their independent writing in a legible, fluent and speedy way.</p> <p>Increase the speed of their handwriting.</p>	<p>Spell most Y5/6 spelling list words correctly.</p> <p>Spelling rules (Y6 & lower) are applied mostly correctly.</p> <p>Handwriting is consistently joined and legible at speed.</p>	



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				style with increasing accuracy and speed.	their handwriting.	Understand what standard of handwriting is appropriate for a particular task, e.g. quick notes, published work.		
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