

Writing Progression Map						
	Transcription	Context	Planning	Drafting	Editing	Performing
Year 1	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	say out loud what they are going to write about compose a sentence orally before writing it	say out loud what they are going to write about compose a sentence orally before writing it	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	read their writing aloud clearly enough to be heard by their peers and the teacher
Year 2	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	plan or say out loud what they are going to write about evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	proofread to check for errors in spelling, grammar and punctuation	read aloud what they have written with appropriate intonation to make the meaning clear
Year 3 and Year 4	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	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	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Year 5 and Year 6		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	note and develop initial ideas, drawing on reading and research where necessary	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 precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader	assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 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	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Key Stage 3	Pupils will write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences. They will build on writing: well-structured formal expository and narrative essays, stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters		They will also continue to plan, draft, edit and proofread through their writing, consider how their writing reflects the audiences and purposes for which it was intended, and amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.			

Writing Progression Map - Vocabulary, Grammar and Punctuation

	Word	Sentence	Text	Punctuation
Year 1	Plural noun suffixes ending with –s or –es, including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words How the prefix <i>un–</i> changes the meaning of verbs and adjectives	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Year 2	Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the of –ly to turn adjectives into adverbs	Subordination (<i>when, if, that, because</i>) and co-ordination (<i>or, and, but</i>) Expanded noun phrase for description and specification Grammatical patterns in a sentence that indicate its function - statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Year 3	Formation of nouns using a range of prefixes (<i>super-, anti-, auto-</i>) Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning (<i>solve, solution, solver, dissolve, insoluble</i>)	Expressing time, pace, and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>), or prepositions (<i>before, after, during, in, because, of</i>)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)	Introduction to inverted commas to punctuate direct speech
Year 4	The grammatical different between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (<i>we were</i> instead of <i>we was</i>)	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Fronted adverbials (<i>Later <u>that day</u>, I heard the bad news</i>)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials
Year 5	Converting nouns or adjectives into verbs using suffixes (<i>-ate, -ise, -ify</i>) Verb prefixes (<i>dis-, de-, mis-, over-, re-</i>)	Relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun Indicating degrees of possibility using adverbs (<i>perhaps, surely</i>) or modal verbs (<i>might, should, will, must</i>)	Devices to build cohesion within a paragraph (<i>then, after, that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>)	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 6	The difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms	Use of the passive to affect the presentation of information in a sentence (<i>I broke the window in the greenhouse</i> verses <i>The window in the greenhouse was broken [by me]</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices to structure text (<i>headings, sub-heading, columns, bullet points, tables</i>)	Use of the semi-colon and dash to mark the boundary between independent clauses (<i>It’s raining; I’m fed up</i>) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity