



English Long Term Progression Map for Writing

	Composition	Grammar	Punctuation	Vocabulary /Language	Transcription: Spelling	Transcription: Handwriting
Nursery				Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing.	Write some letters accurately.
Reception	Write simple phrases and sentences that can be read by others.	In speaking use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	Use capital letters and full stops.	Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Write recognisable letters, most of which are correctly formed;
Year 1	Orally compose sentences. Write a sequence of sentences to form short narratives Read their writing out loud to check it makes sense (cohesion)	Leave evenly sized finger spaces between words. Know and use the terms: noun, proper noun, singular, plural. Choose the correct plural noun suffix (s/es) mostly correctly. Identify verbs and know that every sentence contains a verb. Begin to demonstrate an understanding of tense present tense, through the correct use of verb ending -ing. Begin to demonstrate an understanding of tense past tense, through the correct use of verb ending -ed. Write a simple sentence (subject, verb, object).	Use capital letters for proper nouns. Use a capital letter for the personal pronoun I. Punctuate sentences using a capital letter. Punctuate sentences using a full stop. Punctuate sentences using an exclamation mark. Punctuate sentences using a question mark.	Create a noun phrase (determine, noun) Use adjectives to describe nouns.	Spell Year 1 common exception words. Spell words containing each of the 40+ phonemes already taught, mostly correct. Spell the days of the week. Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Know what a compound word is. Spell phonetically plausible compound words e.g.	Sit correctly at a table for writing. Hold a pencil comfortably and correctly using the tripod grip. Position a paper/book correctly for writing (slight slant). Begin to form lower-case letters in the correct direction, starting and finishing in the right place Know which letters begin to which handwriting family (letters formed in the same way) Practise different handwriting families Form all capital letters correctly



		<p>Use 'and' to join words</p> <p>Use 'and' to join to clauses making a compound sentence.</p> <p>Identify and use an exclamation sentence.</p> <p>Know who, what, where, when and why start question sentences.</p> <p>Construct question sentences.</p>			<p>rainbow</p> <p>Use the suffix -ing, -ed, -er, -es when the root does not change</p> <p>Know how the prefix unaffected the meaning of a word.</p> <p>Use the prefix un when the root does not change.</p> <p>Use the spelling rule for adding for adding s/es for noun plural and the third person singular marker for verbs</p> <p>Write from memory simple sentences dictated by the teacher that include Y1 common exception words and new GPC.</p>	
Year 2	<p>Write simple, coherent narratives about personal experiences and those of others.</p> <p>Write about real events, recording these simply and clearly</p> <p>Write poetry in different forms.</p> <p>Write for different purposes and audiences.</p>	<p>Use present tense mostly correctly and consistently</p> <p>Use past tense mostly correctly and consistently</p> <p>Use 'coordinating conjunctions and/or/but to join to clauses making a compound sentence</p> <p>Begin to use subordinating conjunctions when/if/because to join clauses making a complex</p>	<p>Punctuate sentences using a capital letter.</p> <p>Punctuate sentences using a full stop.</p> <p>Punctuate sentences using an exclamation mark.</p> <p>Punctuate sentences using a question mark.</p> <p>Use a comma to separate items in a list.</p> <p>Use an apostrophe for contraction.</p> <p>Use the possessive apostrophe</p>	<p>Create an expanded noun phrase using well-matched adjectives and nouns. (determiner, adjective, noun)</p> <p>Use adverbs of manner (ly) to modify verbs.</p> <p>Use adverbs of time to modify the verb.</p>	<p>Spell Y2 common exception words</p> <p>Make accurate use of different graphemes for the same phoneme</p> <p>Make plausible attempts at spelling unfamiliar polysyllabic words</p> <p>Spell common contracted</p> <p>Spell common homophones</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Use some of the diagonal and horizontal strokes needed to join letters</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>Draw on their reading to inform the vocabulary and grammar choices.</p> <p>Make simple additions, revisions and proof-read corrections to their own writing.</p>	<p>sentence.</p> <p>Identify different sentence types: statements, exclamations, questions, commands.</p> <p>Write different sentence types: statements, exclamations, questions, commands.</p>			<p>forms accurately</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Write from memory simple sentences dictated by the teacher that include Y2 common exception words, new GPC and taught homophones/near homophones.</p>	
<p>Year 3</p>	<p>Write for a wide range of purposes and audiences.</p> <p>plan writing by:</p> <ul style="list-style-type: none"> - discussing writing similar in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally - progressively building a varied and rich vocabulary 	<p>Explore grammar reflected in real texts, in context to their writing (eg - exploring an author's choice of grammar and vocabulary and reflect this in their own writing)</p> <p>Make accurate use of a/an before a noun.</p> <p>Use coordinating conjunctions for/and/nor/but/or/yes/so to join clauses making a compound sentence</p> <p>Use subordinating conjunctions if/when/because/after/before/until join clauses making a complex sentence.</p>	<p>Make consistent and accurate use of punctuation taught at KS1:</p> <ul style="list-style-type: none"> - capitals for sentences and proper nouns; fullstop; exclamation mark; question mark; apostrophes for possession and contraction, commas in a list <p>Use inverted commas to punctuate direct speech.</p>	<p>Create expanded noun phrases using well-matched adjectives and nouns. (determiner, adjective, adjective, noun)</p> <p>Use well-matched adverbs of manner (ly) to modify verbs.</p> <p>Use precisely chosen adverbs of time to modify the verb and build cohesion.</p> <p>Extend vocabulary building word families based on common words.</p>	<p>Begin to spell words from the Year 3-4 word list.</p> <p>Spell words with the 'ay/ai' sound spelt ei; eigh; ey:</p> <ul style="list-style-type: none"> - vein, weigh, eight, neighbour, they, obey <p>Spell words with the 'i' sound spelt y elsewhere than at the end of words:</p> <ul style="list-style-type: none"> - myth, gym, Egypt, pyramid, mystery - <p>Spell words with the 'u' sound spelt 'ou':</p> <ul style="list-style-type: none"> - young, touch, double, trouble, country <p>Use a wide range of</p>	<p>Use the diagonal and horizontal strokes needed to join accurately.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Maintain evenly sized handwriting throughout the piece.</p> <p>Maintain legibility of handwriting throughout the piece.</p>



	<ul style="list-style-type: none"> - use an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and subheadings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read writing to a group or</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Begin to use paragraphing in fiction - new time, new place, new person, new event, dramatic effect</p> <p>Begin to use paragraphing around a theme/topic in non-fiction texts.</p> <p>Use organisational devices in non-fiction texts: headings and subheadings</p>			<p>prefixes meaning not: un, dis, im, in, ir, il.</p> <p>Use the suffix 'ing' when the root ends in an e.</p> <p>Use the suffix 'ing' when the root word contains a short vowel sound.</p> <p>Adding suffixes beginning with vowel letters (-ing, -ed, er) to words of more than one syllable</p> <p>Use the suffix -ly/-ily/ally accurately.</p> <p>Use the homophones: there; their; their</p> <p>Use the homophones: to; too; two</p> <p>Use the homophones: whose/who's</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
--	--	--	--	--	---	--



	the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
--	--	--	--	--	--	--



<p>Year 4</p>	<p>Write for a wide range of purposes and audiences begin to understand the impact on the reader</p> <p>plan writing by:</p> <ul style="list-style-type: none"> - discussing writing similar in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally - progressively building a varied and rich vocabulary - use an increasing range of sentence structures - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and 	<p>Maintain coherence throughout a piece of writing, making accurate use of the past and present tense.</p> <p>Write complex sentences using a wide range of subordinating conjunctions linked to cause/comparison/condition/ reason/place/time</p> <p>Manipulate complex sentences adjusting the position of the subordinate clause (first clause/second clause/embedded clause).</p> <p>Use fronted adverbials to open sentences.</p> <p>Imitate grammar reflected in authentic text within their own writing to aid clarity and cohesion (nouns, pronouns, prepositions, fronted adverbials).</p> <p>Use and punctuate direct speech correctly</p> <p>Use paragraphing in fiction - new time, new place, new person, new event, dramatic effect</p> <p>Use paragraphing around a theme/topic in non-fiction texts.</p>	<p>Use the possessive apostrophe with plural nouns</p> <p>Use commas after fronted adverbials.</p> <p>Use commas for clauses.</p> <p>Use inverted commas to punctuate direct speech.</p>	<p>Create expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases: (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Standard English forms for verb inflections instead of local spoken forms.</p> <p>Extend vocabulary building word families based on common words.</p>	<p>Spell all words from the Year 3-4 word list.</p> <p>Words with the 'k' sound spelt ch;</p> <ul style="list-style-type: none"> - scheme, chorus, chemist, echo, character <p>Words with the 'sh' sound spelt ch (mostly French in origin):</p> <ul style="list-style-type: none"> - chef, chalet, machine, brochure <p>Words ending with the 'g' sound spelt - gue and the 'k' sound spelt -que (French in origin):</p> <ul style="list-style-type: none"> - league, tongue, antique, unique <p>Words with the 's' sound spelt sc (Latin in origin):</p> <ul style="list-style-type: none"> - science, scene, discipline, fascinate, crescent <p>Use and know the meaning of the prefix: re, sub, super, anti, auto, inter.</p> <p>Add the suffix -ation to verbs to form nouns (e.g. sense → sensation)</p> <p>Make accurate use of -sure, -ture, (t)er at the end</p>	<p>Maintain evenly sized handwriting throughout the piece.</p> <p>Maintain consistent orientation of handwriting throughout the piece.</p> <p>Maintain legibility of handwriting throughout the piece.</p>
----------------------	---	---	--	---	---	--



	<p>subheadings]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none">- assessing the effectiveness of their own and others' writing and suggesting improvements- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use organisational devices in non-fiction texts, showing an awareness of the reader.</p>			<p>of words.</p> <p>Use the suffix -sion; -ssion; -cian; tion accurately.</p> <p>Use the suffix -ous knowing how it affects the spelling of the root word.</p> <p>spell further common homophones:</p> <ul style="list-style-type: none">- accept/except; affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether; which/witch <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	
--	--	---	--	--	--	--



					<p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
Year 5	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form - - using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate 	<p>Integrate dialogue to enhance character description.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Use the punctuation taught in Year 5 mostly correctly (brackets, dashes or commas to indicate parentheses, commas to clarify meaning)</p> <p>Punctuate dialogue accurately;</p> <ul style="list-style-type: none"> - Inverted commas - Comma between narration and speech - Capital to start speech - Punctuation inside the second inverted commas - indicate who the speak is - New speaker, new line <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use figurative language:</p> <ul style="list-style-type: none"> - Onomatopoeia - alliteration - similes - metaphors - personification - hyperbole - idioms <p>Use formal and informal language.</p>	<p>Begin to spell words from the Year 5-6 word list.</p> <p>Know the spelling rule and spell words ending in -cious or -tious:</p> <ul style="list-style-type: none"> - vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious <p>Know the spelling rule and spell words ending in -cial or -tial:</p> <ul style="list-style-type: none"> - official, special, artificial, partial, confidential, essential <p>Know the spelling rule and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency:</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices - deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.



	<p>grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives</p> <ul style="list-style-type: none"> - describing settings, characters and atmosphere - integrating dialogue to convey character and advance the action - summarising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing 		ambiguity.		<ul style="list-style-type: none"> - observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence <p>Know the spelling rule and spell words ending in –able and –ible Know the spelling rule and spell words ending in –ably and –ibly</p> <ul style="list-style-type: none"> - adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), 	
--	---	--	------------	--	--	--



	<p>changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural - distinguishing between the language of speech and writing - choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>				<p>tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <ul style="list-style-type: none"> - dependable, comfortable, understandable, reasonable, enjoyable, reliable - possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly <p>Spell pairs of nouns end –ce and verbs end –se:</p> <ul style="list-style-type: none"> - advice/advise device/devise licence/license practice/practise prophecy/prophesy <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify synonyms and antonyms</p>	
Year 6	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the 	<p>Integrate dialogue to enhance character</p>	<p>Punctuate dialogue accurately;</p>	<p>Use expanded noun phrases to convey</p>	<p>Spell all words from the Year 5-6 word list.</p>	<p>Write legibly, fluently and with increasing speed by:</p>



	<p>audience for and purpose of the writing, selecting the appropriate form -</p> <ul style="list-style-type: none"> - using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives - describing settings, characters and atmosphere - integrating dialogue to convey character 	<p>description and advance the action.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use the subjunctive form.</p> <p>Use the passive voice.</p>	<ul style="list-style-type: none"> - Inverted commas - Comma between narration and speech - Capital to start speech - Punctuation inside the second inverted commas - indicate who the speaker is - New speaker, new line <p>Use of the semicolon, colon and dash to mark the boundary between independent clauses.</p> <p>Use a colon to introduce lists and semicolons within lists.</p> <p>Use bullet points to list information</p> <p>Use hyphens can be used to avoid ambiguity.</p>	<p>complicated information concisely.</p> <p>Use figurative language:</p> <ul style="list-style-type: none"> - Onomatopoeia - alliteration - similes - metaphors - personification - hyperbole - idioms <p>Use formal and informal language.</p>	<p>Know and apply rules when adding suffixes beginning with vowel letters to words ending in -fer:</p> <ul style="list-style-type: none"> - referring, referred, referral, preferring, preferred, transferring, transferred - referee, preference, transference <p>Use a hyphen to join a prefix and a root word:</p> <ul style="list-style-type: none"> - co-ordinate, re-enter, co-operate, co-own <p>Know and apply the spelling rule for words with the 'ee' sound spelt ei after c:</p> <ul style="list-style-type: none"> - deceive, conceive, receive, perceive, ceiling - Exceptions: protein, caffeine, seize <p>Spell words containing the letter string ough:</p> <ul style="list-style-type: none"> - ought, bought, thought, nought, brought, fought - rough, tough, 	<ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices - deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.
--	--	--	--	---	--	--



	<p>and advance the action</p> <ul style="list-style-type: none">- summarising longer passages- using a wide range of devices to build cohesion within and across paragraphs- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">- assessing the effectiveness of their own and others' writing- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning- ensuring the consistent and correct use of tense throughout a piece of writing- ensuring correct subject and verb				<p>enough cough though, although, dough through thorough, borough plough, bough</p> <p>Spell common words with silent letters:</p> <ul style="list-style-type: none">- doubt, island, lamb, solemn, thistle, knight <p>Spell homophones and other words that are often confused:</p> <ul style="list-style-type: none">- aisle/isle; aloud/allowed; altar/alter; ascent/assent; bridal/bridle; cereal/serial; compliment/compliment; descent/dissent; desert/dessert; draft/draught; farther (further)/father; guest/guessed; heard/herd; led/lead; morning/mourning ; past/passed; precede/proceed; principal/principle; profit/prophet; stationary/stationery; steal/steel; wary/weary;	
--	---	--	--	--	---	--



	<p>agreement when using singular and plural</p> <ul style="list-style-type: none">- distinguishing between the language of speech and writing- choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>				<p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify synonyms and antonyms</p>	
--	---	--	--	--	--	--