

Curriculum Progression Map: English Writing

	Transcription	Composition
EYFS	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Begin to show accuracy and care when drawing Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others
Year 1	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words 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 Add prefixes and suffixes: <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in the National Curriculum’s English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p><u>Handwriting:</u></p> <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’ (i.e. letters that are formed in similar ways) and to practise these. 	<p><u>Write sentences by:</u></p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher <p><u>Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> Leave spaces between words Join words and joining clauses using and 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’ Learn the grammar for Year 1 in the National Curriculum’s English Appendix 2 and use the grammatical terminology in English Appendix 2 in discussing their writing.

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<p>Year 2</p>	<p><u>Spelling:</u></p> <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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learn to spell common exception words • Learn to spell more words with contracted forms • Learn the possessive apostrophe (singular) [for example, the girl's book] • Distinguish between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in the National Curriculum's English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p><u>Handwriting:</u></p> <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 	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes <p><u>Consider what they are going to write before beginning by:</u></p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p><u>Make simple additions, revisions and corrections to their own writing by:</u></p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear <p><u>Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> • Learn how to use both familiar and new punctuation correctly (see National Curriculum English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Learn how to use sentences with different forms: statement, question, exclamation, command • Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] • Learn how to use the present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
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| | <ul style="list-style-type: none">• Some features of written Standard English• The grammar for year 2 in the National Curriculum's English Appendix 2• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. |
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<p>Year 3/4</p>	<p><u>Spelling:</u> (see also National Curriculum English Appendix 1)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p><u>Handwriting:</u></p> <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] 	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p> <p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see National Curriculum English Appendix 2) • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>Evaluate and edit by:</u></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 • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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		<p><u>Vocabulary, grammar and punctuation:</u></p> <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 • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials • Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns • Use and punctuate direct speech • Learning the grammar for years 3 and 4 in the National Curriculum's English Appendix 2 • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Year 5/6	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • 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 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 	<p><u>Plan writing by:</u></p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and 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><u>Draft and write by:</u></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 and integrating dialogue to convey character and advance the action

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	<p><u>Handwriting and presentation:</u></p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>	<ul style="list-style-type: none"> • Précising 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><u>Evaluate and edit by:</u></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 agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p><u>Vocabulary, punctuation and grammar</u></p> <ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Using commas to clarify meaning or avoid ambiguity in writing • Use hyphens to avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis
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		<ul style="list-style-type: none">• Use semi-colons, colons or dashes to mark boundaries between independent clauses• Use a colon to introduce a list• Punctuate bullet points consistently• Learn the grammar for years 5 and 6 in the National Curriculum's English Appendix 2• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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