



Our Lady of Lourdes RCPS

Whole School Writing Progression Map



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting and Letter Formation	Children handle a range of tools effectively, including pencils for writing.	Sit correctly at the table holding a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the correct place. Form capital letters. Form digits 0-9 correctly. Understand which letters belong to each handwriting "family" and practise these.	Form lower case letters of the correct size relative to one another. Begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to each other are best left unjoined. Write capitals of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words	Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to each other are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to each other are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write legibly and fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement best for the given task.	Write legibly and fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement best for the given task.

			which reflects the size of the letters. Write digits of the correct size and orientation.				
Punctuation and Grammar	Write simple sentences which can be read by themselves and others.	Use regular plural noun suffixes –s or –es Use the prefix –un to change the meaning of verbs and adjectives Know that suffixes can be added to verbs with no change needed in the spelling of root words. Combine words to make sentences using "Think, write check" Join words and sentences using and or because.	Form nouns using suffixes such as –ness or –er Create compound words Form adjectives using suffixes such as –ful and –less Use the suffix er or est in adjectives Use the suffix –ly to turn adjectives into adverbs Use subordination (using when, if, that, because) Use coordination (using or, and, or and but)	Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel Create word families based on common words and know how words are related in form and meaning E.g. solve/solution Express time, place and cause using conjunctions (e.g.	Know the grammatical difference between plural and possessive –s Know and consistently use Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was Expand noun phrases by modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict	Convert nouns or adjectives into verbs using suffixes e.g. –ate, –ise, –ify Use verb prefixes e.g. dis-, de-, mis-, over-, re- Use relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. Know how words are related by meaning as synonyms and antonyms e.g. big, large, little. Use the passive voice to affect the presentation

			Write expanded noun phrases to add description e.g. the blue butterfly Recognise different types of sentences using grammatical patterns and use them in own writing (statements, questions, exclamations, commands)	when, so, before, after, while, because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because)	maths teacher with curly hair). Use fronted adverbials e.g. <u>Later that day,</u> I heard good news.		of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as "I were" or "Were they to come" in some very formal writing and speech.
		Sequencing sentences to form short narratives.	Correct choice and consistent use of the present tense and past tense throughout handwriting.	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentations.	Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase,

			Use of the progressive form of verbs in the present and past tense to mark actions in progress.	Use of the present perfect form of verbs instead of the simple past, (e.g. He has gone out to play contrasted with He went out to play)	and across sentences to aid cohesion and avoid repetition.	using adverbials of time (e.g. later), place (e.g. nearby) number (e.g. secondly) and tense choice (e.g. he had seen her before).	grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices such as headings, columns, bullets, tables to structure text.
Punctuation		Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun "I"	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	Introduction to inverted commas to punctuate direct speech.	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information.

			possession in nouns.				How hyphens can be used to avoid ambiguity.
Terminology		Letter, capital letter Word, singular, plural, sentence Punctuation mark, full stop, question mark, exclamation mark	Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma	Preposition Conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or speech marks)	Determiner Pronoun, possessive pronoun Adverbial	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity	Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points
Writing Composition	Write simple sentences which can be read by themselves and others.		Develop positive attitudes towards and stamina for writing by writing: Narratives about personal experiences and those of others (real and fictional) About real events Poetry				

			For different purposes				
		<u>Plan Writing</u> Say out loud what they are going to write about	<u>Plan Writing</u> Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.	<u>Plan Writing</u> 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.		<u>Plan Writing</u> Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.	
		<u>Drafting and writing</u> Compose a sentence orally before writing. Sequence sentences to form short narratives.	<u>Drafting and writing</u> Encapsulate what they want to say, sentence by sentence. Make additions, revision and corrections to their own writing by: Evaluating their own writing with	<u>Drafting and writing</u> Compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. In narratives, create setting, characters and plot. In non-narrative material, use simple organisational devices such as headings and sub-headings.		<u>Drafting and writing</u> Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Precis longer paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	

		<u>Evaluate and Edit</u> Re-read what they have written to check that it makes sense.	the teacher or other pupils <u>Evaluate and Edit</u> Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof read to check for errors in spelling, grammar and punctuation.	<u>Evaluate and Edit</u> 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. Proof read for spelling and punctuation errors.	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) <u>Evaluate and Edit</u> Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab 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. Proof read for spelling and punctuation errors.
		Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

		heard by their peers and the teacher.			
Spelling	Use phonic knowledge to write words in ways which match spoken words. Some words are spelt correctly and others are phonetically plausible. Write some common irregular words.	Spell words containing each of the 40+ phonemes already taught.	Spell by segmenting words into phonemes and representing these using 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.		
		Spell common exception words	Spell common exception words		
			Spell more words with contracted forms.		
			Distinguish between	Spell further homophones.	Continue to distinguish between homophones and other words which are often confused.

			homophones and near homophones.		
		Spell days of the week.			
				Spell words that are often misspelt.	
		Name the letters of the alphabet: Name in order Use letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes: -s or -es Un- -ing, -ed, -er, -est (Where no change is needed in the spelling of the root word)	Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly	Use further prefixes and suffixes and understand how to add them.	Use further prefixes and understand the guidance for adding them.
		<u>Write from memory</u> Simple sentences dictated by the	<u>Write from memory</u> Simple sentences dictated by the	<u>Write from memory</u> Write from memory simple sentences, dictated by the teacher, that include	

		teacher that include words using the GPCs and common exception words taught so far.	teacher that include words using the GPCs, punctuation and common exception words taught so far.	taught words and punctuation taught so far.	
			Spell by learning the possessive apostrophe (singular)	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	
					Spell words with silent letters.
					Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.