

**St. Hugh's Catholic Primary School
Writing Progression Map**

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Physical Development	Moving and Handling	When holding crayons, chalks etc. makes connections between their movement and the marks they make	<p>May be beginning to show preference for dominant hand</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers and mark making tools</p> <p>Holds mark making tools with thumb and all fingers</p>	Creates lines and circles pivoting from the shoulder and elbow	<p>Shows preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>

Early Learning Goal: Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; begin to show accuracy when drawing.

Area of Learning and Development	Aspect	Range 3	Range 4	Range 5	Range 6
Literacy	Writing	<p>Begins to understand the cause and effect of their actions in mark making</p> <p>Knows that the marks they make are of value</p> <p>Enjoys the sensory experience of making marks</p>	<p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols from left to right</p> <p>Attempts to write their own name, or other names and words, using combination of</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greeting cards, tickets, lists, invitations, and creating own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Begins to break the flow of speech into words, to hear and say the initial sounds in words and may start to segment the sounds in words and blend them together</p> <p>Start to develop phonic knowledge by linking sounds to</p>

				lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words	letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
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Early Learning Goal: Children write recognisable letters, most of which are correctly formed; 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan	To plan sentences by saying them out loud To orally compose a sentence before writing it and recognise sentence boundaries To write down some key words or ideas, including some new vocabulary drawn from listening to story	To write for different purposes To develop positive attitudes and stamina for writing To consider what to write before beginning by writing down ideas and/or key words, including new vocabulary and by planning/saying out loud	To plan by discussing similar writing in order to understand and learn from its structure and vocabulary To plan using the features of a given form To plan by discussing and recording ideas within a given structure To plan by selecting vocabulary and phrases to interest the reader	To plan by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar To plan and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader To plan by discussing and recording ideas	To plan writing by identifying audience, using other similar writing as models To select the appropriate form of writing To plan by noting and developing initial ideas, drawing on reading where necessary To plan narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed	To plan by identifying audience and purpose, effectively selecting the appropriate form and using similar writing as models To by noting and developing initial ideas, drawing on reading and research where necessary To plan narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
Draft and Write	To compose and write sentences independently to convey ideas	To write sentences that are linked thematically To write about real events, recording these simply and clearly	To draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structures from simple,	To use paragraphs to organise information and ideas around a theme To use paragraphs to organise and sequence	To draft and write by selecting appropriate grammar and vocabulary	To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

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<p>To write, from memory, simple dictated sentences</p> <p>To write sentences, sequencing them to form short narratives</p> <p>To write simple descriptions in narrative</p> <p>To begin to link ideas or events by subject or pronoun</p>	<p>To write poetry to develop positive attitudes and stamina for writing</p> <p>To write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar</p>	<p>compound and complex using varied conjunctions such as when, before, after, while, so, because</p> <p>To draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>To draft and write in narratives, creating settings, characters and plot, including: - a full sequence of events, dilemma/ conflict and resolution - consistent use of 1st of 3rd person - some dialogue to show relationships between two characters</p> <p>To draft and write non-narrative material, using headings and subheadings to organise texts</p> <p>To use headings and sub-headings to aid presentation</p> <p>To use the past and present tense appropriately and consistently throughout writing</p>	<p>more extended narrative structures</p> <p>To use different ways, including fronted adverbials, to introduce or connect paragraphs</p> <p>To use appropriate nouns and pronouns within and across a sentence to aid cohesion and avoid repetition</p> <p>To draft and write by composing and rehearsing sentences orally</p> <p>To draft and write by organising paragraphs around a theme</p> <p>To draft and write in narratives: - create settings by using adjectives and figurative language to evoke time, place and mood - use details to build character and evoke a response - build a plot with consideration for the audience and purpose</p> <p>To draft and write non-narrative material, using simple organisational devices including headings and sub-headings to aid presentation</p>	<p>To draft and write narratives, describing settings and characters</p> <p>To develop characterisation by showing what characters say, do and how they feel and react at different points in a story</p> <p>To draft and write by précising longer passages</p> <p>To draft and write by using devices to build cohesion within and across sentences and paragraphs</p> <p>To draft and write by linking ideas across paragraphs using adverbials of time and number or tense choices</p> <p>To draft and write by using further organisational and presentational devices to structure text and to guide the reader</p> <p>To use different verb forms mostly accurately with consideration for audience and purpose</p> <p>To use devices to build cohesion within a paragraph</p>	<p>To draft and write narratives, describing settings – considering atmosphere by using expressive or figurative language and describing how this makes the character feel</p> <p>To draft and write narratives, describing characters – considering techniques to create convincing characters</p> <p>To draft and write, integrating dialogue to convey character and advance the action</p> <p>To draft and write by accurately précising longer passages</p> <p>To draft and write by linking ideas within and across paragraphs using a wider range of cohesive devices</p> <p>To draft and write by using organisational and presentational devices to structure text and to guide the reader</p> <p>To draft and write by using a dictionary and thesaurus to check for meaning, appropriateness and to select more ambitious vocabulary</p>
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<p>Evaluate and Edit</p>	<p>To write sentences by re-reading what has been written to check it makes sense</p> <p>To discuss what has been written with the teacher or other pupils</p> <p>To read aloud own writing clearly</p>	<p>To make simple additions, revisions and corrections by evaluating own writing with the teacher and other pupils</p> <p>To make simple additions, revisions and corrections by re-reading to check that it makes sense</p> <p>To make simple additions, revisions and corrections by proof-reading</p> <p>To read own writing aloud with appropriate intonation to make the meaning clear</p>	<p>To evaluate and edit by assessing the effectiveness of writing</p> <p>To propose changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>To re-read writing to check for meaning and tense forms</p> <p>To proof-read for spelling and punctuation errors</p> <p>To read 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</p>	<p>To assess the effectiveness of own and others' writing and suggest improvements</p> <p>To propose changes to grammar and vocabulary to improve consistency</p> <p>To proof-read for spelling and punctuation errors</p> <p>To confidently read 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</p>	<p>To assess the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements such as accurate use of pronouns</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To ensure mostly consistent and correct use of tense throughout a piece of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>To proof-read for spelling errors</p> <p>To proof-read for punctuation errors</p> <p>To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>To propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural</p> <p>To distinguish between the language of speech and writing and choosing the appropriate register</p> <p>To proof-read for spelling errors</p> <p>To proof-read for punctuation errors</p> <p>To confidently perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Spelling</p>	<p>To segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</p>	<p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-</p>	<p>To use the prefixes un-, dis-, mis-, re-, pre-</p> <p>To add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, gardening</p>	<p>To use the prefixes in-, im-, il-, ir, sub-, inter-, super-, anti-, auto-</p> <p>To understand and add suffixes -ation, -ous</p>	<p>To spell words ending in -icious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>To spell words ending in -cial or -tial e.g. official, partial</p>	<p>To add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p>

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<p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell some common exception words</p> <p>To spell the days of the week</p> <p>To name the letters of the alphabet in order</p> <p>To name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>To add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>To add prefixes and suffixes using the prefix un-</p> <p>To add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>To apply simple spelling rules</p> <p>To write from memory, simple dictated sentences that include</p>	<p>plausible attempts at others</p> <p>To spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>To spell many common exception words</p> <p>To spell some words with contracted forms</p> <p>To spell by learning the possessive apostrophe (singular)</p> <p>To spell by distinguishing between homophones and near-homophones</p> <p>To add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly</p> <p>To add suffixes to spell most longer words correctly</p> <p>To apply spelling rules as listed in English Appendix 1</p> <p>To write from memory simple dictated sentences that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>To use the suffix -ly</p> <p>To spell words with endings sounding like 'zh' and 'ch' e.g. treasure, nature</p> <p>To spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>To spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>To spell words that are often misspelt (English Appendix 1)</p> <p>To spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>To spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>To spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>To spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p>	<p>To add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>To spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>To spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>To spell more complex words that are often misspelt for years 3 and 4</p> <p>To spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>To place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>To use the first three or four letters of a word to check its spelling in a dictionary</p> <p>To write dictated sentences from memory that include words and</p>	<p>To spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p> <p>To spell words ending in -able, -ible, -ably and -ibly e.g. adorable, possible, adorably, possibly</p> <p>To spell words containing the letter-string 'ough' e.g. bought, rough, through, bough</p> <p>To spell some words with 'silent' letters e.g. knight, psalm, solemn</p> <p>To spell some of the year 5 and 6 words correctly (English Appendix 1)</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus</p>	<p>To use prefixes involving the use of a hyphen e.g. co-ordinate</p> <p>To distinguish between homophones and other words which are often confused English Appendix 1 e.g. lose/loose</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To spell most of the year 5 and 6 words correctly (English Appendix 1)</p> <p>To spell most words correctly including words that are often misspelt</p> <p>To use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>To use a thesaurus with confidence</p>
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	words using the GPCs and common exception words taught so far		<p>To spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple dictated sentences that include words and punctuation taught so far</p>	punctuation taught so far		
Punctuation	<p>To begin to use capital letters and full stops to demarcate writing</p> <p>To begin to punctuate work using question marks and exclamation marks</p> <p>To begin to use capital letters for names of people, places, days of the week, and the personal pronoun I</p>	<p>To use capital letters and full stops to demarcate most sentences and use question marks correctly</p> <p>To use question marks and exclamation marks appropriately</p> <p>To use commas to separate items in a list</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>To use full stops and capital letters (including proper nouns) mostly accurately</p> <p>To use exclamation marks and question marks mostly accurately</p> <p>To use commas to separate items in a list mostly accurately</p> <p>To use of apostrophes for contracted forms sometimes accurately</p> <p>To show some use of inverted commas to punctuate direct speech</p>	<p>To correctly use full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms</p> <p>To use inverted commas and other punctuation to indicate direct speech, including a comma after the reporting clause</p> <p>To use accurately, most of the time, apostrophes to mark plural possession</p> <p>To use commas after fronted adverbials</p> <p>To use inverted commas and other punctuation to indicate direct speech</p>	<p>To correctly use full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular possession</p> <p>To use accurately, most of the time, apostrophes for plural possession</p> <p>To show some use brackets, dashes or commas to indicate parenthesis</p> <p>To show some use commas to clarify meaning or avoid ambiguity</p>	<p>To use commas to clarify meaning or avoid ambiguity</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use semi-colons colons and dashes e.g. when writing lists or as the boundary between independent clauses</p> <p>To use colons to introduce a list and semi-colons within lists</p> <p>To use bullet points to list information</p> <p>To use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark or recover versus re-cover</p> <p>To use the full range of punctuation taught at key stage 2 and, where necessary, use it precisely to enhance</p>

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						meaning and avoid ambiguity
Grammar	<p>To understand how words can combine to make sentences</p> <p>To combine words to make a single clause sentence</p> <p>To join words and clauses using 'and'</p> <p>To understand and use the following grammatical terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>To use co-ordination (or, and, but) and some subordination (when, if, that, because) to join clauses</p> <p>To use expanded noun phrases for description and specification</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>To use present and past tense mostly correctly and consistently</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p> <p>To learn the grammar for Year 2 within English Appendix 2</p> <p>To understand and use the following grammatical terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past,</p>	<p>To use statements, questions, exclamations and commands for the appropriate effect</p> <p>To confidently use the progressive forms of verbs</p> <p>To use 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</p> <p>To express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because</p> <p>To express time, place and cause using adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>To use expanded noun phrases to add description and detail</p> <p>To understand and use the following grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause,</p>	<p>To use standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was'</p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To use fronted adverbials</p> <p>To use standard forms for verb inflections</p> <p>To use a variety of verb forms correctly and consistently (past and present tenses, progressive and present perfect)</p> <p>To show some use of determiners to give more detail about nouns</p> <p>To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>To understand and use the following grammatical terminology: determiner, pronoun, possessive pronoun; and adverbial</p>	<p>To use noun phrases to convey complicated information with greater precision including some repetition of noun phrases for specification</p> <p>To use relative clauses beginning with who, which, where, when, whose, that, to add detail, description or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>To understand and use the following grammatical terminology: relative clause; parenthesis, bracket, dash</p>	<p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To understand the difference between structures typical of informal speech and formal speech and writing</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To understand and use the following grammatical terminology: subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>

		present), apostrophe, comma	direct speech, consonant, vowel			
Vocabulary	<p>To use regular plural noun suffixes -s or -es and understand the effects of these suffixes on the meaning of the noun</p> <p>To use suffixes that can be added to verbs where no change is needed in the spelling of root words</p> <p>To understand how the prefix un- changes the meaning of verbs and adjectives</p>	<p>To form nouns using suffixes and by making compound words</p> <p>To form adjectives using suffixes</p> <p>To use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs</p>	<p>To form nouns using a range of prefixes e.g. super-, anti-, auto-</p> <p>To use the forms a/an according to whether the next word begins with a consonant or a vowel</p> <p>To identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p>	<p>To form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p> <p>To form adjectives using suffixes such as -ful, -less, -er, -est</p> <p>To use -ly to turn adjectives into adverbs e.g. smoothly, softly</p>	<p>To convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>To understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>To understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types</p> <p>To understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</p> <p>To manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes</p> <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with some implied relative pronouns</p>