



English: Writing Skills Progression Map

Each skill at a glance for each year group so that planning can build on previous knowledge.

(KS1 included to enable tracking back) Skills need to be identified on long term and medium-term planning



| Skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Composition: Text Structure | <p>Plan narratives using simple story maps and non-fiction texts, orally in simple sections.</p> <p>Sequence simple sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)</p> <p>Put sentences in chronological order to recount an event or experience. (Recounts and Information Texts)</p> <p>Use numbers and clearly marked sections to set out instructions as a process.</p> <p>Start sentences through use of time openers such as then, next, after and later etc.</p> <p>Evidence some compound sentences using: and, then or but.</p> | <p>Refer to written planning outlines to show the content in writing.</p> <p>Write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)</p> <p>Sequence instructions using modal verbs and numbers to order.</p> <p>Group related ideas together in sections in non-fiction texts, begin to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)</p> <p>Develop use of subordination (when, if, that or because) and secure coordination (or, and, or, but) to link words and phrases.</p> <p>Ensure fluency in changes in sentence openers, such as variations between pronouns, subjects and</p> | <p>Sequence planning through the collection of ideas orally, with a clear structure linked to the text type in developed story maps or under paragraph headings.</p> <p>Write a generally well balanced 5-part narrative where the main conflict/ problem is solved. (Adventure, Mystery and Familiar Settings)</p> <p>Carefully think out endings of narratives.</p> <p>Develop settings, characters and plot through description.</p> <p>Consistently use paragraphs in narrative to link information together in non-fiction text types.</p> <p>Use headings, sub-headings, photographs and illustrations to aid presentation in reports, recounts and instructions.</p> | <p>Produce carefully thought out plans that match finished independent pieces.</p> <p>Pace narratives (historical, imaginary worlds and dilemmas) well, with a build-up and complication that lead to a defined ending.</p> <p>Include detail in descriptions in narratives to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Characters are created with interaction to reveal feelings.</p> <p>Use a variety of sentences made up of phrases and different clause types.</p> <p>Use paragraphs to organise ideas around a theme or open with topic sentences in recounts, reports and explanations.</p> | <p>Plan to take account of the audience and purpose of the writing.</p> <p>Develop characters, settings and atmosphere through detailed descriptions for narratives from significant authors, myths and stories from other cultures.</p> <p>Organise writing into different information or events using paragraphs.</p> <p>Use specific features of a text which is matched to intention.</p> <p>Use causal and logical connectives in addition to time openers (however or therefore).</p> <p>Build up cohesion in paragraphs through the use of then, after, that, this or firstly or varying the length.</p> <p>Use adverbials of time (later), place (nearby) or number (secondly), linked to ideas across</p> | <p>Use the appropriate form and text type.</p> <p>Develop main ideas in both fiction and non-fiction. Sustain and develop logically.</p> <p>Plan using paragraphs to structure the plot in narrative (suspense, flashbacks and quest), showing changes in time, place and events.</p> <p>Organise information logically in paragraphs for non-fiction (biographies, newspapers, persuasions and arguments).</p> <p>Use repetition of a word or phrase; adverbials (on the other hand, in contrast or as a consequence) or ellipsis to ensure cohesion across paragraphs is clear</p> <p>Use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables.</p> |

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| | <p>Evidence ability to comment both orally and in writing on the different features of fiction and non-fiction text types.</p> | <p>prepositions with a variety of time openers.</p> <p>Explain the features/ differences of instructions, information texts and recounts, within English books or orally in discussion.</p> | <p>Use conjunctions to express time, place and cause (when, before, after, while, so or because).</p> <p>Use adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences.</p> <p>Use the features of the text types covered so far to write for real purposes and audiences across the curriculum.</p> <p>Make use of detailed information about how, where and when steps take place in procedural texts.</p> <p>Use imperatives directly or indirectly.</p> | <p>Organise key elements in non-fiction texts through control of the specific features in the layout.</p> <p>Ensure recounts have three clear parts made up of the setting, events; in order and a concluding comment.</p> <p>Use subordination connectives at the beginning, between and within sentences. (We wore our wellies when we played in the puddles)</p> <p>Use appropriate nouns and pronouns to ensure cohesion in sentences.</p> <p>Make controlled use of linking verbs to give coherence. (is, are, has, have and belong to) in non-chronological reports.</p> | <p>paragraphs. Tense choices may do this (he had seen her before)</p> <p>Use short sentences to speed up action in narratives. Use dialogue and reactions from other characters to add interest to a character.</p> <p>Show evidence of the writer's viewpoint through comments about the characters and/or events.</p> <p>Make conclusions and summarise non-fiction texts. (Procedural, explanation and persuasion)</p> | <p>Make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) in newspaper reports.</p> <p>Use a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives)</p> <p>Use characters, dialogue and action to advance narrative writing.</p> <p>Control complex sentences to manipulate clauses for specific effects.</p> <p>Start some sentences with conjunctions although, despite, as, since or whenever</p> |
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| <p>Composition: Punctuation & Grammar</p> | <p>Orally compose sentences before writing down and writing from memory.</p> <p>Re-read writing to check it makes sense.</p> <p>Use capital letters and full stops accurately to demarcate a sentence.</p> <p>Use capital letters for the names of people, places, days of the week and the personal pronoun "I".</p> <p>Use question or exclamation marks in independent writing.</p> | <p>Consistent use of past and present tenses within all forms of writing (has/had, was/were)</p> <p>Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).</p> <p>Use of statements, questions, exclamations or commands.</p> <p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Some use of commas within a list.</p> <p>Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>Experiment with inverted commas.</p> <p>Accurately proofread to check for errors in grammar and punctuation is evident.</p> | <p>Consistent use of the first and third person.</p> <p>Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play)</p> <p>Accurate use of inverted commas for direct speech.</p> <p>Correct use of the possessive apostrophe.</p> <p>Improve writing through editing to make changes to grammar and vocabulary.</p> <p>Proofread to eliminate simple errors and embed part of the writing process.</p> <p>Use of a or an when writing a sentence. (I would like an apple, not I would like a apple)</p> <p>Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship)</p> <p>Vary the length of sentences – short and long sentences for description.</p> | <p>Use accurate tense and person across different text types.</p> <p>Use expanded noun phrases by adding or modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair).</p> <p>Use of fronted adverbials with correct use of the comma (later that day, I heard the bad news)</p> <p>Secure verb inflections (we were instead of we was or I did instead of I done)</p> <p>Punctuate direct speech with inverted commas and other punctuation accurately.</p> <p>Use apostrophes accurately to mark plural possession (the girl's name or the girls' names)</p> <p>Edit whole paragraphs and use precise vocabulary or correct errors in tense or person.</p> <p>Comment on sound effects (repetition /alliteration) visual effects (simile,</p> | <p>Use pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>Make sure there is correct subject and verb agreement when using singular and plural.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Edit to reorganise sentences to give writing a greater impact or to clarify meaning.</p> <p>Perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> | <p>Use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me)</p> <p>Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner)</p> <p>Clearly show the differences between informal speech and formal speech when writing.</p> <p>Use the full range of punctuation successfully.</p> <p>Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of the semi-colon within a list.</p> <p>Punctuate bullet points to list information.</p> |
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| | | | | personification and metaphor) and surprising word combinations. | | <p>Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark.</p> <p>Use of fronted adverbial phrases</p> <p>Proof read and edit to embed and further develop compositions.</p> |
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| <p>Composition: Vocabulary</p> | <p>Use story language from shared stories such as once upon a time, in the end, it was a, one sunny day etc.</p> <p>Use some adjectives to modify nouns.</p> <p>Use and explain the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark</p> | <p>Use some technical words in non-fiction text types.</p> <p>Use of simple/ comparative adjectives and well-chosen verbs in narratives.</p> <p>Use expanded noun phrases for description and specification (the blue butterfly or the man on the moon)</p> <p>Write using both description and dialogue for characters and setting to engage the reader.</p> <p>Use of some adverbs.</p> | <p>Be aware of language choices that grip the reader's interest.</p> <p>Use of specific nouns (terrier instead of dog)</p> <p>Use adverbs carefully to detail actions.</p> <p>Use action verbs to provide interest, such as cackled instead of laughed.</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Choose words to introduce opinion or add clarity.</p> <p>Use of technical or scientific terms in nonfiction texts.</p> <p>Use of descriptive language that is factual rather than imaginative.</p> | <p>Use of different adjectives and adverbs for different situations.</p> <p>Use of fronted adverbials for effect. (Majestically the swan glided onto the river)</p> <p>Choose words carefully to describe events, characters and feelings.</p> <p>Use powerful verbs to add impact.</p> <p>Use words that are lively and imaginative, intended to amuse, entertain or inform.</p> <p>Choose pronouns and nouns carefully across sentences to aid cohesion and avoid repetition.</p> <p>Choose vocabulary to describe in detail stories with historical settings.</p> | <p>Use adverbs (perhaps or surely) and modal verbs (might, should, will or must) to indicate degrees of possibility.</p> <p>Use stylistic devices such as similes, metaphors and personification to create effects.</p> <p>Use precise detail to interest and engage the reader.</p> <p>Use of modal verbs to indicate degrees of possibility (might, may, must & could)</p> <p>Use adverbs and adverbials to make links within paragraphs.</p> <p>Distinguish between the formal and informal spoken and written language.</p> <p>Use expanded noun phrases to add well thought out detail to writing.</p> | <p>Use of synonyms and antonyms</p> <p>Add expanded noun phrases to add detail to writing.</p> <p>Choose vocabulary to match the audience and purpose of the writing and to ensure the correct degree of formality.</p> <p>Use personal comments, flash backs and hooks to engage the reader.</p> <p>Choose conjunctions to relate to the text type.</p> <p>Use adverbials of place (walked wearily into the deep dark forest).</p> <p>Use a variety of linguistic terms, to confidently discuss their writing.</p> <p>Use adjectives and adverbs to provide detailed description and information.</p> <p>Use figurative language, such as The wind wrapped me like a cloak</p> |
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| <p>Transcription Spelling</p> | <p>Jolly Phonics Check this section with Ems</p> <p>Independent application of most Phonics from Phase 3/4</p> <p>Correct spelling of most words in the year 1 list.</p> <p>Phonetically plausible attempts at words with digraphs and double letters</p> <p>Sufficient number of recognisable words for writing to be readable.</p> <p>Segment and spell adjacent consonants for spelling</p> <p>Work securely in phase 5. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>National Curriculum Know how the prefix un can be added to change words meaning.</p> <p>Start to use the suffixes: s, es, ed, er and ing within independent writing.</p> <p>Start to use syllables to divide words when</p> | <p>Jolly Phonics Check this section with Ems</p> <p>Independent application of Phonics Phase 5</p> <p>Spell almost all words in the year 1 & 2 list.</p> <p>40+ phonemes taught in Band 1 are secure</p> <p>Work Securely in Phase 6 Use a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.</p> <p>Use of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness)</p> <p>National Curriculum Spell a few common homophones and near homophones. (there /their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Spell the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> | <p>National Curriculum In most writing: Spell words as accurately as possible using phonics.</p> <p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Use a range of prefixes for the formation of nouns</p> <p>Spell words using a range of prefixes and suffixes. Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion.</p> <p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Spell words ending in /suffix -ture, sure and</p> | <p>Across a range of writing: Use a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>Spell words with prefixes and suffixes. Prefixes -re, sub, inter, super, anti and auto. Suffixes -ous</p> <p>Spell words with the g phoneme spelt as gue, such as league and tongue.</p> <p>Spell words with the s phoneme as sc, such as scene and discipline</p> <p>Spell words with ei, eigh or ey, such as weigh, vein or neighbour.</p> <p>Spell plural words with a possessive apostrophe, such as girls', boys', men's, babies', children's and mice's</p> <p>Recognise and spell additional homophones from the year 4 list. (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/ grown, here/hear, heel/heal/he'll,</p> | <p>Across a range of writing: Convert nouns or adjectives into verbs using suffixes ate, ise or ify.</p> <p>Make independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>Spell words with the Endings able, ible and ibly</p> <p>Spell words with i phoneme represented as ei after c, such as deceive, conceive or receive.</p> <p>Spell words containing the letter string ough, such as bought, rough, cough, though or thorough.</p> <p>Spell words with silent letters, such as Island, lamb, solemn or knight.</p> <p>Spell most of the year 5 words from the spelling list. accompany, according, achieve, aggressive, attached, available, average, bargain,</p> | <p>Fluency across a range of text types: Revision of work done throughout KS2</p> <p>Apply a range of taught spelling strategies independently when spelling words.</p> <p>Independently use dictionaries to check the spelling and meaning of words.</p> <p>Spell words with the endings cious and tious cial and tial ance and ancy ent ence and ency</p> <p>Add suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring.</p> <p>Make the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and</p> |
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| | spelling | <p>Spell the majority of the common exception words on the year 2 list.</p> <p>Spell correctly word families based on common words for example solve, solution and solver.</p> <p>Spell year 3 words identified from the spelling list: learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, thorough, exercise, group, island</p> | <p>tch with an er, such as treasure, creature, furniture and catcher</p> <p>Spell year 4 words identified from the spelling list: accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, various.</p> | <p>knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed /mist, peace/piece, plain /plane, rain/rein/reign, scene/seen, weather/whether and whose/who's)</p> <p>Spell year 4 words identified from the spelling list: accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, various.</p> | <p>bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle, yacht</p> | <p>stationary/stationery</p> <p>Spells most of the year 6 words from the spelling list: accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient, temperature</p> |
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| Transcription Handwriting | <p>Form all letters consistently in both upper and lowercase in the right direction.</p> <p>Understand which letters belong to which family (long, tall and small)</p> <p>Sit all letters on the line with correct orientation and spacing that reflects the size of the letters</p> | <p>Form all lowercase letters with lead ins and lead outs, correct size and direction in relation to each other.</p> <p>Understand not to join capital letters to other letters.</p> <p>Begin to join letters with a continuous cursive style.</p> | <p>Correctly form all diagonal and horizontal strokes.</p> <p>Develop a fluent continuous cursive handwriting style, through increased legibility, consistency and quality of presentation.</p> | <p>Secure a fluent continuous cursive handwriting style.</p> <p>Consistent handwriting and effects for different text types are experimented with, such as capitalisation, bold or printing etc.</p> | <p>Consistent handwriting and effects for different text types are evident, such as capitalisation, bold or printing etc.</p> <p>Evidence of the writer's own style and may change for different text types.</p> | <p>Consistent handwriting and effects for different text types are evident, such as capitalisation, bold or printing etc.</p> <p>Evidence of the writer's own style and may change for different text types</p> |
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