

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter formation and handwriting	Sit correctly, at a table, holding a pencil comfortably	Form lower case letters in the correct direction, starting and finishing in the right way.	Form pre-cursive lower-case letters in the correct direction, starting and finishing in the right place	Increase the legibility of handwriting by ensuring that down strokes of the letters are	Increase the legibility of handwriting by ensuring that down strokes of letters are equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch.	Increase the legibility of handwriting by ensuring that down strokes of letters are equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch.	Write legibly
	Form lower case and capital letters correctly.						
	Write recognizable letters, most of which are correctly formed	Form lower case letters of the correct size relative to one another	Use the diagonal and horizontal strokes needed to join some letters	Use the diagonal strokes needed to join letters in most of their writing.	Use the diagonal and horizontal strokes needed to join letters in most of their writing.	Use the diagonal and horizontal strokes that are needed to join letters.	Maintain legibility in joined handwriting when writing at speed.
		Form capital letters and digits 9-9 correctly, starting in the right place.					
		Understand which letters belong to which handwriting families (that in letters that are formed in similar ways e.g r, n, m etc)					
Transcription	Spell words by identifying the sounds and then writing the sound with letter(s).	Identify known phonemes in unfamiliar words.	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check its spelling, meaning or both in a dictionary.	Use the first three or four letters of a word to check its spelling, meaning or both in a dictionary.

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Begin to use syllables to divide words when spelling. Phonetic spelling acceptable.				Use a thesaurus.	Use a thesaurus.
		Use what I know about alternative phonemes to narrow down possibilities for accurate spelling.					
		Know letter names to show alternative spellings of the same phoneme.					
		Separate words with spaces.	Use spacing between words.				
Composition	Re-read what they have written to check that it makes sense.	Compose a sentence orally before writing it.	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional). Identify models of writing noting their structure, grammatical features and use of vocabulary.	Write simple coherent narratives about personal experiences and those of others (real or fictional). Identify models of writing noting their structure, grammatical features and use of vocabulary.	Discuss the audience and purpose of the writing.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

	Write simple phrases and sentences that can be read by others.	Sequence sentences in chronological order to recount an event or experience.	Write about real events, recording these simply and clearly.	Write about real events, recording these simply and clearly. Vary long and short sentences for effect.	Write about real events, recording these simply and clearly. Vary long and short sentences for effect.	Use correct features and sentence structure matched to the text type that we are working on. Establish a viewpoint as a write through commenting on characters or events e.g. Concluding argument/ Persuasion	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
		Re-read what I have written to make sure it makes sense.	Reread what I have written to make sure it makes sense.	Begin to use paragraphs to organise ideas.	Use paragraphs to organise ideas around a theme,	Organise my writing into paragraphs to show different information or events (non-fiction).	In non-narrative writing, use simple devices to structure the writing and support the read (e.g. headings, sub-headings and bullet points)
				Use headings and subheadings in non-narrative.	Use headings and sub-headings in non-narrative.	Add well-chosen detail to interest the reader.	Add well-chosen detail to interest the reader.
			Write sentences that are sequenced to form a short narrative (real or fictional).	Write a narrative with clear structure including creating characters, settings and plot.	Write a narrative with clear structure including creating characters, settings and plot.	Develop characters through action and dialogue.	In narratives, describe setting and characters Develop characters through action and dialogue

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

			Make simple additions, revisions and proof-reading corrections to their own writing.	Edit to make improvements to grammar, vocabulary and punctuation.	Edit to make improvements to grammar, vocabulary and punctuation.	Use grammar and vocabulary to create an impact and enhance meaning.	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
			Discuss and record ideas in order to plan writing.	Discuss and record ideas in order to plan writing.	Discuss and record ideas in order to plan writing.	Discuss and record ideas in order to plan writing.	Discuss and record ideas in order to plan writing.
			Begin to proof read for spelling and punctuation errors.	Begin to proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.
			Read aloud own writing.	Read aloud own writing.	Read aloud own writing.	Summarise a paragraph.	Assessing the effectiveness of their own and others' writing.

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

					Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition	Use ambitious and imaginative vocabulary suitable for the year group (this does not include the reuse of taught technical vocabulary) Choose to use a non-finite clause independently	Use ambitious and imaginative vocabulary suitable for the year group (this does not include the reuse of taught technical vocabulary)
Spelling		Know how the prefix un- can be added to words to change meaning.		Spell words with additional prefixes and suffixes and understand how to add them to root word including - ation, ly, super, anti, auto See National Curriculum Spelling Year 3 Identify the root in longer words	Spell words with additional prefixes and suffixes and understand how to add them to root words including - ation, ly, super, anti, auto See National Curriculum Spelling Year 3 Identify the root in longer words	Form verbs with prefixes e.g. apply/reapply, appear/reappear, fill/prefill, like/dislike	
	Spell words by identifying them and representing the sounds with a letter or letters.	Use the suffixes -s, -es, -er, -ed and -ing within my writing where the root word does not need to change.	Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less and -ly.			Understand the rules for adding some prefixes and suffixes Begin to convert noun or adjectives into verbs by adding a suffix e.g. advert/advertise, pollen/pollenate	

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

		Can spell most common exception words correctly (most of the Reception/Year 1 High Frequency words and the words on the Year 1 National Curriculum Appendix 1)	Spell many common exception words	Spell some of the common mis-spelt words from the Year 3/4 list in the National Curriculum Appendix	Spell some of the common mis-spelt words from the Year 3/4 list in the National Curriculum Appendix	Spell commonly misspelt words from Year 5 Common exception word list.	Spell correctly most words from the Year 5/ Year 6 Common exception spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
		Identify known phonemes in unfamiliar words	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.	Spell words correctly that are in a family	Spell words correctly that are in a family	Spell some words with silent letters	Spell most words correctly from the National Curriculum Year 3 and 4 lists
	Use a range of spelling strategies						
		Begin to use syllables to divide words when spelling, Phonetic spelling acceptable	Spell words with alternative spellings including a few common homophones	Recognise and spell homophones	Recognise and spell homophones	Distinguish between homophones and other words that are often confused e.g. pair/pear, their/there/they're	Spell some words correctly from the National Curriculum Year 5 and 6 list.
			Spell some words with contracted forms (Year 2 National Curriculum Appendix 1)				
	Spell the days of the week						

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

Punctuation	<p>Use capital letter in name writing.</p> <p>Begin to show an awareness of full stops and spaces to separate words</p>	<p>Use capital letters to start a sentence, days of the week, names and place.</p> <p>Begin to show an awareness of the range of different stops (!, ?, . – they don't have to be used correctly)</p> <p>Use a full stop to end a sentences</p> <p>Use a question mark correctly</p> <p>Separate words with spaces.</p>	<p>Demarcate most sentences with capital letters and full stops</p> <p>Use question marks and exclamation mostly correctly</p> <p>Use commas to separate items in a list mostly correctly</p> <p>Use spacing between words</p>	<p>Use capital letters, full stops, question marks and commas for lists mostly correctly</p> <p>Use spacing between words</p>	<p>Use capital letters, full stops, question marks and commas for lists mostly correctly</p>	<p>Use capital letters, full stops, question marks and commas for lists mostly correctly</p>	<p>Use capital letters, full stops, question marks and commas for lists mostly correctly</p>
			<p>Use inverted commas mostly correctly</p>	<p>Use inverted commas securely for direct speech e.g. "Hello," said John. "What time is it?" said John, (need to have a capital letter after the first inverted common, comma/question mark/exclamation mark before final inverted comma) (not a full stop in this format)</p>	<p>Use inverted commas and commas after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!'</p> <p>Begin to use split speech and punctuate correctly.</p>	<p>Use inverted commas and commas after the reporting clause, and punctuation within inverted commas. The conductor shouters, "Sit down!"</p> <p>Begin to use split speech and punctuate correctly.</p>	<p>Use the range of punctuation taught at Key Stage 2 mostly correctly(e.g. inverted commas and other punctuation to indicate direct speech)</p>

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

			Use apostrophes to show where letters are missing and to show possession mostly correctly	Use possessive apostrophe for singular nouns. Recognise apostrophes to mark plural possession e.g. The girl's name or the girls' names.	Use apostrophes in possessives. Recognise apostrophes to mark plural possession e.g. The girl's name or the girls' names.	Use apostrophes in possessives Recognise apostrophes to mark plural possession e.g. The girl's name or the girls' names.	Use apostrophes for contraction mostly correctly.
						Begin to use brackets, dashes and commas to indicate parenthesis. Use a colon to introduce a list. Develop use of commas correctly to clarify meaning or avoid ambiguity.	Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
Grammar		Begin to use adjectives to embellish simple sentences.	Use adjectives to embellish simple sentences (expanded noun phrases)	Use adjectives to embellish simple sentences (expanded noun phrases)			
			Use more than one adjective to describe a noun.	Use more than one adjective to describe a noun.			

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

			Use adverbs to embellish sentences.	Use adverbs to embellish sentences.			
		Identify a question sentence from a choice of statements, questions or exclamations (exclamation must start with what or how and contain a verb) Develop an awareness of an exclamation and statement sentence (exclamation must start with what or how and contain a verb)	Use sentences with different forms in their writing (statements, questions, exclamations and commands) Exclamation must start with what or how and contain a verb.				
		Join two sentences using and or other conjunctions such as so or but.	Use co-ordination (e.g. or / and / but)	Write compound sentences using co-ordinating conjunctions (and/or/but/so/for/nor/yet) some not all	Write compound sentences using co-ordinating conjunctions (and/or/but/so/for/nor/yet) some not all	Vary conjunctions within paragraphs to build cohesion e.g. later that day however the plan changed.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Conjunctions
			Use some subordination (e.g. when / if / that / because) to join clauses	Write complex sentences using subordinating conjunctions (what/while/when/where/because/then/so that/to/if/until) some not all	Write complex sentences using subordinating conjunctions (what/while/when/where/because/then/so that/to/if/until) some not all	Use adverbials of time, space and number.	

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

				Use a linking adverb to link a sentence to the one that came before e.g. therefore, however, meanwhile, next, then, nonetheless.	Use a linking adverb to link a sentence to the one that came before e.g. therefore, however, meanwhile, next, then, nonetheless.	Use adverbs or modal verbs to indicate a degree of possibility e.g. I might be able, possibly, cautiously.	Adverbials of time and place
			Use adverbial clauses in different positions (because, although, if, while, when, as, once)	Sometimes uses adverbial phrases and fronted adverbials to embellish simple sentences. Begin to include commas.	Sometimes uses adverbial phrases and fronted adverbials to embellish simple sentences. Begin to include commas.	Build cohesion between paragraphs using adverbials e.g. later that day, reluctantly he decided to, interestingly. This indicates a change of place, time or action.	
				Write and create complex sentences using non-finite (-ing) clauses as starters. Comma desirable but not essential for this tick.	Begin sentences with a non-finite clause. (-ed, -ing, -ly)		Recognise and use the subjunctive form
		Sometimes use 'I' as a pronoun accurately.					Pronouns and synonyms

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

						Use relative clauses to describe the noun or noun phrase that precedes it. It begins with a relative pronoun (who, which, that, where, when, what, whose), which is sometimes omitted. A relative clause cannot be moved.	Use relative clauses to describe the noun or noun phrase that precedes it. It begins with a relative pronoun (who, which, that, where, when, what, whose), which is sometimes omitted. A relative clause cannot be moved.
						Begin to use split speech and punctuate correctly	Modal verbs Contracted form in dialogue
						Begin to use passive form to present information (when the focus is on the action)	Passive verbs
				Understand that writing can be first or third person	Understand that writing can be first or third person	Use progressive forms of verbs in present and past tense e.g. I am walking, I was walking	Use verb tenses consistently and correctly throughout their writing
				Recognise the difference between a verb and a powerful verb.	Recognise the difference between a verb and a powerful verb.		

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

				Begin to talk about the idea of tense in verbs.	Begin to talk about the idea of tense in verbs.		
			Begin to use progressive forms of verbs in present and past tense	Begin to use progressive forms of verbs in present and past tense	Use progressive forms of verbs in present and past tense (in a sentence) e.g. I am walking, I was walking		
				Show an awareness of the present perfect e.g. I have arrived	Use the present perfect e.g. I have arrived (in a sentence)	Use the present and past perfect form of verbs e.g. I have arrived, I had arrived	
			Use present and past tense mostly correctly and consistently	Use tenses, including progressive and present perfect, throughout a piece of writing with support	Use tenses, including progressive and present perfect, accurately throughout a piece of writing with support	Use tenses, including progressive and present perfect, accurately and consistently throughout a piece of writing	
			Begin to use similes in writing	Begin to use similes in writing	Begin to use similes and metaphors in writing	Use metaphors and similes	Use metaphors and similes
						Begin to use personification	Begin to use personification

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

						Use onomatopoeia	Use onomatopoeia
						Ensure correct subject and verb agreement when using singular and plural e.g. was/were, is/are	Ensure correct subject and verb agreement when using singular and plural e.g. was/were, is/are
				Use prepositional phrases to place the action	Use prepositional phrases to place the action	Use prepositional phrases to place the action	Use prepositional phrases to place the action
				Begin to recognise determiners and use the correct form of 'a' or 'an' according to next word beginning with a consonant or vowel	Recognise determiners and use the correct form of 'a' or 'an' according to next word beginning with a consonant or vowel	Recognise determiners and use the correct form of 'a' or 'an' according to next word beginning with a consonant or vowel	Recognise determiners and use the correct form of 'a' or 'an' according to next word beginning with a consonant or vowel
		Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Costock CofE Primary School
Writing Progression Map
Knowledge and Skills

Vocabulary	Long letters, tall letters Handwriting families	Long letters, tall letters Handwriting families	Long letters, tall letters Handwriting families	Ascenders, descenders	Ascenders, descenders	Ascenders, descenders	Ascenders, descenders
	Phoneme, grapheme, digraph, trigraph, split digraph, alphabet (letter names)	Phoneme, grapheme, digraph, trigraph, split digraph, alphabet (letter names)	Phoneme, grapheme, digraph, trigraph, split digraph, alphabet (letter names)	Phoneme, grapheme, digraph, trigraph, split digraph Alphabet (letter names)	DADWAVERS		
		Suffix, prefix, tricky word, common exception words	Suffix, prefix, tricky word, common exception words	DADWAVERS: Description Action Dialogue Where Adverb Estimation of Time Rhetorical Question Simile or Metaphor ! Exclamation or Onomatopoeia			
		Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, finger space	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, finger space, command, exclamation, adjective, verb, adverb, noun, tense (past and present), apostrophe, comma, consonant, vowel, homophone	Suffix, prefix, root word, homophone	Suffix, prefix, root word, homophone	Suffix, prefix, root word, homophone	Suffix, prefix, root word, homophone
				preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas	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