

**Brierley CE (VC) Primary School**  
**Writing Progression Map 2023-24**  
**FS2 to Y6**



	Speaking	Composition	Vocabulary	Handwriting Fine Motor Skills
FS2	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>They use key features of narrative in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Alphabet</li> <li>Rhyme</li> <li>Phoneme</li> <li>Grapheme</li> <li>Digraph</li> <li>Trigraph</li> <li>Sentence</li> <li>Capital letter</li> <li>Finger spaces</li> <li>Full Stop</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)</li> <li>Form lower-case and capital letters correctly. (L)</li> </ul>
ELG	<p>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.</p>			
Spoken Language				
Y1-6	<p>listen and respond appropriately to adults and their peers            ask relevant questions to extend their understanding and knowledge            use relevant strategies to build their vocabulary            articulate and justify answers, arguments and opinions            give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings            maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments            use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas            speak audibly and fluently with an increasing command of Standard English            participate in discussions, presentations, performances, role play, improvisations and debates            gain, maintain and monitor the interest of the listener(s)            consider and evaluate different viewpoints, attending to and building on the contributions of others            select and use appropriate registers for effective communication.</p>			

KS1	Composition				Skills			Transcription	
	Plan/ Explore	Write/ Organise	Improve	Read	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y1	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Join words and join clauses using and</li> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing</li> <li>Capital letters for names of people, places, days of week and personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>letter</li> <li>capital letter</li> <li>singular</li> <li>plural</li> <li>sentence</li> <li>punctuation</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>vowel</li> <li>consonant</li> <li>plural</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words</li> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use the prefix 'un'</li> <li>Use 'ing', 'ed', 'er' and 'est' where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' and to practise these</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write about</li> <li>Write down key ideas and/or key words including new vocabulary</li> <li>Capture what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events</li> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write poetry</li> <li>Write for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that their writing makes sense</li> <li>Proof-read to check for errors in spelling, grammar and punctuation to make the meaning clear</li> <li>Check verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>Use sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify eg the blue butterfly</li> <li>Use present and past tenses correctly and consistently</li> <li>Show correct use of progressive form or verbs to mark actions in progress eg she is drumming, he was shouting</li> <li>Use subordination (using when, if, that, or because)</li> <li>Use co-ordination (using or, and, or but)</li> <li>Use some features of written standard English</li> </ul>	<ul style="list-style-type: none"> <li>Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing</li> <li>Use commas for lists</li> <li>Use apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>Noun</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Exclamation</li> <li>Command</li> <li>Compound</li> <li>Suffix</li> <li>Adjective</li> <li>Adverb</li> <li>Noun</li> <li>Tense</li> <li>Past</li> <li>Present</li> <li>Apostrophe</li> <li>Comma</li> <li>homophone</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning 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</li> <li>Learning to spell common exception words</li> <li>Learning to spell more words with contracted forms</li> <li>Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>Distinguishing between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including 'ment', 'ness', 'ful', 'less', 'ly</li> <li>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>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 un-joined</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>

KS2	Composition				Skills			Transcription	
	Plan/Explore	Write/Organise	Improve	Read	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y3	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas within a given structure</li> <li>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write in narratives, creating settings, characters and plot</li> <li>Draft and write non-narrative material using headings and sub-headings</li> <li>Organise writing into paragraphs as a way of grouping material</li> <li>Organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing suggesting improvements</li> <li>Improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Express time and cause by using conjunctions, <i>Eg, when, before, after, while, so, because</i></li> <li>Using adverbs <i>Eg, then, next, soon, therefore</i></li> <li>Using prepositions <i>Eg before, after, during, in, because of</i></li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Use present perfect for of verbs instead of simple past <i>eg he has gone out to play not he went out to play.</i></li> <li>Use standard English forms for verb inflections instead of local spoken forms [<i>eg, we were instead of we was</i>)]</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Preposition,</li> <li>Conjunction</li> <li>Word family,</li> <li>Prefix</li> <li>Clause,</li> <li>Subordinate clause</li> <li>Direct speech</li> <li>Consonant,</li> <li>Consonant</li> <li>Letter</li> <li>Vowel,</li> <li>Inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>Spell common words: which are often misspelt – see word list for y3 and 4</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable <i>eg. Forgetting, preferred, gardening, limited</i></li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Spell words with endings sounding like 'zh' and 'ch' <i>eg treasure, picture</i></li> <li>Spell words with endings which sound like 'zhun' <i>eg division, decision</i></li> <li>Spell words with the 'sh' sound spelt 'ch' <i>eg scheme, machine</i></li> <li>Spell words containing the 'i' sound spelt 'y' not at end of word <i>eg gym, myth</i></li> </ul>	<ul style="list-style-type: none"> <li>Increasingly use the diagonal and horizontal strokes that are needed to join letters</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting <i>eg by ensuring that the downstrokes of letters are parallel and equidistant</i></li> <li>Space writing sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> <li>Draft and write non-narrative material using simple organisational devices</li> <li>Organise paragraphs around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing suggesting improvements</li> <li>Suggest improvements to writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</li> <li>Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Confidently 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.</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials <i>Eg later that day, i heard the bad news.]</i></li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. The teacher expanded to: the strict maths teacher with curly hair</i>)</li> <li>Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use standard English forms for verb inflections instead of local spoken forms [<i>eg, we were instead of we was</i>)]</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Use commas after fronted adverbials</li> <li>Understand the grammatical difference between plural and possessive –s</li> </ul>	<ul style="list-style-type: none"> <li>Determiner,</li> <li>Pronoun,</li> <li>Possessive pronoun,</li> <li>Adverbial</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes [<i>for example super-, anti-, auto-</i>]</li> <li>Use the forms a or an according to whether the next word begins with a consonant or a vowel [<i>for example, a rock, an open box</i>]</li> <li>Identify word families based on common words, showing how words are related in form and meaning [<i>for example, solve, solution, solver, dissolve, insoluble</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters a</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting <i>eg by ensuring that the downstrokes of letters are parallel and equidistant</i></li> <li>Space writing sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>

KS2	Composition				Skills			Transcription	
	Plan/Explore	Write/Organise	Improve	Present	Grammar	Punctuation	Vocabulary	Spelling	Handwriting and presentation
Y5	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing using other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary,</li> <li>Note and develop initial ideas, drawing on reading where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Use devices to build cohesion within a paragraph eg then, after that, firstly</li> <li>Link ideas across paragraphs using adverbials of time eg late, place eg nearby and number eg secondly or tense choices eg he had seen her before</li> <li>Précis longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing effectiveness of own and others writing</li> <li>Ensure mostly consistent and correct use of tense throughout piece of writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and meanings</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</li> <li>Proof read for spelling errors linked to spelling statements for Year 5</li> <li>Proof-read for spelling and punctuation errors including use of brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time [for example, later],</li> <li>Place [eg nearby]</li> <li>Number [eg secondly]</li> <li>Or tense choices [eg he had seen her before]</li> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [eg, secondly] or tense choices [eg, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Modal verb,</li> <li>Relative pronoun</li> <li>Relative clause</li> <li>Parenthesis,</li> <li>Bracket,</li> <li>Dash</li> <li>Cohesion,</li> <li>Ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Understand use of verb prefixes</li> <li>Eg dis- de- mis- over- andre-</li> <li>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task.</li> <li>Use style of handwriting is appropriate for a particular task eg printing labels, notetaking</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Identify the audience for and purpose, and use other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Select the appropriate form and using other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences across the curriculum</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [eg, find out – discover; ask for – request; go in – enter]</li> <li>Identify the audience for and purpose, and use other similar writing as models for their own</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings subheadings, columns, tables and]</li> <li>Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader eg repetition of a word or phrase, grammatical connections and ellipsis,</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Use layout devices eg headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>Accurately précis longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing effectiveness of own and others writing with reasoning</li> <li>Ensure consistent and correct use of tense throughout piece of writing</li> <li>Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and meanings</li> <li>Ensuring correct subject and verb agreement throughout writing and choosing the appropriate register</li> <li>Proof read for spelling errors linked to spelling statements for Year 6</li> <li>Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens</li> </ul>	<ul style="list-style-type: none"> <li>Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> <li>Understand the grammatical difference between plural and possessive -s</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>Use the passive to affect the presentation of information in a sentence [eg, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>Understand difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of question tags: He's your friend, isn't he?,</li> <li>Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists and use bullet points to list information</li> </ul>	<ul style="list-style-type: none"> <li>Subject</li> <li>Object</li> <li>Active,</li> <li>Passive</li> <li>Synonym,</li> <li>Antonym</li> <li>Ellipsis,</li> <li>Hyphen,</li> <li>Colon,</li> <li>Semi-colon,</li> <li>Bullet points,</li> <li>Subjunctive,</li> <li>Question tag</li> </ul>	<ul style="list-style-type: none"> <li>Understand the role of morphology and etymology in spelling.</li> <li>Understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'.</li> <li>Spell common words: which are often misspelt see word list for Y5 and 6</li> <li>Spell words with the /i:/ sound spelt ei after c</li> <li>Eg deceive, conceive, receive, perceive, ceiling</li> <li>Use suffixes beginning with vowel letters to words ending in -fer</li> <li>Eg referring, referred, referral, preferring, preferred, transferring, transferred</li> <li>Spell words with prefixes involving use of the hyphen</li> <li>Eg Re-enter, co-ordinate</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Improving choice of which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task.</li> <li>Use style of handwriting is appropriate for a particular task eg printing labels, notetaking</li> </ul>