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| A logo with a tree in the middle  Description automatically generated | **Sherdley Primary School**  **Writing -** Progression Map | | | | **2024-25** | | | | A logo with a tree in the middle  Description automatically generated | |
|  | **Preschool** | **Reception** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | | **Year 6** |
| **Presentation** | Make controlled marks with different tools.  Hold a wide barrelled pencil, comfortably.  Make pre-letter shapes.  Write the letters in my name. | Hold a triangular pencil with a quad/tri-grip.  Write letters; most of which are recognisable. (Little Wandle formations)  Write phrases and sentences that can be read by others. | Hold a pencil correctly.  Use letter families to form lower case letters correctly, starting and finishing in the correct place.  Form capital letters correctly.  Form the digits 0-9 correctly.  Leave finger spaces between words. | Consistently form lower case letters the correct size and orientation.  Capital letters are consistently a different size to lower case letters.  Consistent spacing is used between capital and lower-case letters.  Begin to lead in and out of letters. | | Join letters correctly.  Present work neatly in the way I have been asked. | Write in a fully cursive style using pen.  Choose which letters are best left unjoined.  Consistently present work neatly. | Write in a fluent, legible fully cursive style.  Choose which writing tools are most appropriate, to write neatly. | | Write in a fluent, legible, cursive style with increasing speed.  Choose which writing tools are appropriate for different purposes.  Choose appropriate times to use a joined or printed style of writing. |
| **Phonic and Whole Word Spelling** | Write own name. | Spell some tricky words correctly.  Spell words using sounds I know. | Spell Y1 Common Exception Words.  Spell the days of the week.  Use the 40+ graphemes known to spell words.  Name the letters of the alphabet and use these to distinguish between alternative spellings of the same sound.  Make phonetically plausible spellings of unfamiliar/longer words.  Write a dictated sentence, using GPCs and common exception words taught so far. | Spell Y2 Common Exception Words.  Spell some common homophones and near homophones correctly.  Spell words with new spelling patterns (Appendix 1).  Write a dictated sentence, using GPCs and common exception words taught so far. | | Spell Y3 words that are often misspelt.  Spell further common homophones and near homophones correctly.  Begin to use the first 2/3 letters to check a spelling in a dictionary.  Write a dictated sentence, using spelling patterns and words taught so far. | Spell Y4 words that are often misspelt.  Use the first 3 letters to check a spelling in a dictionary.  Write a dictated sentence, accurately applying new spelling patterns.  Use the correct verb inflections in Standard English.  Use correct homophones and near homophones. | Spell Y5 words that need to be learnt specifically.  Spell words containing silent letters.  Spell words which are often confused, correctly.  Use a thesaurus to find synonyms. | | Spell Y6 words that need to be learnt specifically.  Spell further words containing silent letters.  Choose words which are appropriate for their level of formality.  Recognise how words are related; synonyms and antonyms. |
| **Other spellings (word building)**  **\*see Appendix 1 for spelling rules** |  |  | Add s/es as a plural marker and singular third person marker in verbs.  Use the prefix un-.  Use -ing, -ed, -er, -est suffixes where no change is needed to the root word. | Use es as a plural marker when a word ends in y.  Create nouns, adjectives and adverbs by adding suffixes.  Make compound words.  Use the possessive apostrophe (singular).  Spell contracted forms of words with an apostrophe for omission. | | Use further prefixes to make nouns.  Use word families to show how words are linked for meaning.  Use the determiner a/an correctly. | Use the possessive apostrophe in regular and irregular plurals.  Recognise the difference between plural and possessive s. | Create verbs by using prefixes and suffixes.  Use a hyphen to join a prefix to a root word. | | Understand how to use further prefixes and suffixes. |
| **Purpose for writing** |  | Write in role (child initiated) | Write short narratives.  Write simple texts to entertain and inform. | Write narratives about personal experiences and those of others (real and fictional)  Write about real events and write poetry, to entertain and inform. | | Write similar texts to what has been discussed.  Write to entertain, inform and persuade different audiences. | Choose the appropriate style of writing based on what has been discussed.  Start to adapt the language used for entertaining, informing or persuading. | Make appropriate language choices for entertaining, informing, persuading and discussing.  Select relevant information to include. | | Identify the audience and purpose for writing.  Choose appropriate structures for a variety of audiences and purposes.  Write with varying degrees of formality. |
| **Vocabulary choices** | Name the characters and places in stories. | Give names of people, places and things.  Give words to describe the characters, problems etc in stories.  Use new words I have heard in books and discussions. | Write names of people, places and things.  Use simple adjectives to add detail.  Use new words from all reading and writing opportunities. | Use well-chosen adjectives and adverbs to add detail.  Use expanded noun phrases for description. | | Use synonyms for commonly used words.  Add more detail with more ambitious word choices.  Use expanded noun phrases with adjectives, nouns and prepositions.  Begin to use similes and alliteration to add detail.  Begin to use a thesaurus. | Progressively build a rich and varied vocabulary.  Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.  Use nouns and pronouns for variety.  Use a thesaurus. | Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.  Create vivid images with alliteration, similes, metaphors and personification. | | Understand how word choices can change and enhance the meaning of what I’ve written.  Distinguish between the language of speech and writing and choose the appropriate level of formality.  Choose words based on what the audience and purpose require. |
| **Sentence structure** |  | Write phrases and sentences that make sense. | Join words and sentences with ‘and’.  Write questions and exclamations. | Write statements, commands, questions and exclamations.  Use conjunctions for subordination and coordination.  Consistently write in the correct past or present tense, inc progressive form. | | Use a wider range of conjunctions.  Begin to express time, places and cause with conjunctions, adverbs and prepositions. | Use a wider range of conjunctions to extend sentences with more than one clause.  Use fronted adverbials.  Confidently express time and cause with conjunctions, adverbs and prepositions.  Use Standard English verb inflections.  Use pronouns to avoid repetition of nouns. | Use adverbials to link between sentences and across paragraphs.  Use a range of appropriate conjunctions.  Use relative clauses.  Use adverbs and modal verbs to indicate possibility.  Use relative pronouns. | | Use a range of conjunctions and adverbials to link ideas within and across paragraphs.  Distinguish between the structures of speech and writing and choose the appropriate level of formality.  Use passive voice or subjunctive form when appropriate. |
| **Punctuation** |  | Use finger spaces between words. | Use consistent spacing between words.  Start some sentences with capital letters and end with full stops, question marks and exclamation marks.  Use capital letters for names of people, places, days of the week and personal pronoun ‘I’. | Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Use commas to separate items in a list.  Use apostrophes for omission and singular possession. | | Use inverted commas to punctuate direct speech. | Write direct speech with inverted commas and other necessary punctuation.  Use commas after fronted adverbials.  Use apostrophes for plural possession. | Use commas to make meaning clear.  Use brackets, commas or dashes to indicate parenthesis. | | Use semi-colon, colon and dash between independent clauses.  Use colon to introduce a list and semi-colons within a list.  Use hyphens to avoid ambiguity.  Punctuate bullet points. |
| **Planning and discussing my writing** | Talk about stories shared together. | Say ideas out loud before writing.  Talk about elements from stories and topics shared together. | Talk about the topic to write about.  Talk about the ideas and vocabulary before writing.  Say a sentence out loud before writing. | Discuss what to write about.  Record ideas and vocabulary before writing, in an appropriate given format.  Compose sentences orally to help sequence. | | Recognise features and vocabulary from similar writing to help plan.  Discuss and record ideas for own writing, on some different given formats.  Compose and rehearse sentences orally, including dialogue. | Plan own writing using a range of formats provided.  Compose and rehearse various sentence structures orally, including dialogue. | Plan ideas by identifying the audience and purpose.  Discuss the most appropriate planning format to use for the writing.  Discuss authors’ character, setting & plot development to inform planning.  Record and develop initial ideas, using reading and research. | | Choose the most appropriate planning format to collect own ideas.  Make own clear and precise notes from research and reading. |
| **Organising my writing** |  | Talk about the order to write. | Write a sequence of sentences to write a short story.  Write sentences in an appropriate order. | Write groups of sentences to develop an idea.  Organise written ideas using key features of a text. | | Organise related sentences in paragraphs.  Use headings and sub-headings. | Organise ideas around a theme, in paragraphs.  Link ideas within, and across, paragraphs (adverbials and conjunctions) to signal time, shift attention, inject suspense and shift the setting.  Use simple organisational features. | Write paragraphs that make sense on their own.  Use different text structures to organise the content.  Build cohesion through paragraphs, using a range of organisational (adverbials of time, place and number) and presentational devices. (bullet points, tables etc)  Use dialogue to move action on within a story. | | Write paragraphs that give clarity.  Select appropriate organisational (repetition, adverbials etc) and presentational devices to structure the writing and guide the reader.  Ensure cohesion across different types of writing.  Integrate dialogue to convey character and atmosphere and advance the action. |
| **Improving and editing** | Talk about the marks I have made. | Read what has been written.  Talk about my writing. | Re-read what has been written, to check it makes sense.    Discuss what has been written.  Put in punctuation which has been shown to be missing. | Check for, and add, missing punctuation.  Begin to make simple additions and revisions. | | Proof-read writing for sense and missing punctuation.  Suggest improvements to a piece of writing.  Proof-read for spelling errors of common words. | Proof-read writing to identify spelling and punctuation errors.  Redraft writing, taking on board feedback and suggestions to improve it.  Check for accurate use of pronouns. | Discuss own and others’ writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Proof-read writing to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.  Proof-read for spelling and punctuation errors.  Ensure the consistent and correct use of tense. | | Assess the effectiveness of my own and others’ writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Use knowledge of synonyms and antonyms to make improvements.  Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and using appropriate register. |
| **Performing writing** | Show what marks have been made. | Read what has been written. | Read own writing loud enough to be heard to peers and teacher. | Read writing aloud with some appropriate intonation. | | Read aloud to a group or the whole class,  using appropriate intonation and controlling the tone and volume. | Read aloud to a group or the whole class,  using appropriate intonation and controlling the tone and volume, so that  the meaning is clear. | Perform own compositions, using appropriate intonation, volume and movement. | | Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear. |