

## Writing Curriculum Progression Mapping

### Handwriting

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sitting position, pencil grip and early writing</b>	<p><b>Prior learning (birth to three):</b> Enjoy drawing freely, including scribbling, 'colouring'.</p> <p>(PD) Develop manipulation and control, enjoy drawing freely, including scribbling, 'colouring'.</p> <p>Balanced sitting.</p>	<p><b>Early Reception:</b></p> <p>Children to recap controlled marks including dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns and eights.</p> <p>(PD) Draw circles, horizontal/vertical lines.</p> <p>(W and PD)</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p>					

	<p>(W and PD) Conscious mark making e.g. – pretend writing.</p> <p>(W and PD) Children to grip writing implements- Palmar Grip or five finger grip.</p> <p>Begin to establish dominant hand without discouraging or exploring with both hands.</p> <p>(PD and W) Controlled marks in sand, shaving foam, using large chalk, paint easel.</p>	<p>Children to start to position all letters correctly on a line. (All letters should begin on the line.)</p> <p>Children to have correct posture when seated at a table to write.</p> <p>(W and PD): Children to be modelled and acquire correct tripod grip.</p> <p>Children to understand left to right orientation when writing on a whiteboard or paper.</p>						
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	<p><b>Through nursery</b></p> <p>(W and PD) Progress to controlled marks: e.g. enclosures, straight lines, crosses, dots, curves, loops, waves, back and forth scribbles and circling.</p> <p>Above marks, in increasingly smaller frames.</p> <p>(W and PD) Encourage use of two finger and thumb grip.</p>	<p><b>Through Reception:</b></p> <p>(W and PD) Practise/ refine letter families with familiar patterns.</p> <p>(PD): Forms recognisable letters for the full alphabet.</p> <p><b>ELG:</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Children develop the foundations of a handwriting style which is fast accurate and</p>						
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	<p>(W and PD) Establish preferred hand.</p> <p>Copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush.</p> <p><b>End points for nursery:</b></p> <p>(W and PD) Children confidently moving towards two finger, one thumb grip for appropriate activities/ tools.</p>	<p>efficient based on our school handwriting scheme.</p> <p><b>ELG (PD):</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>						
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	<p>Write some letters accurately (lower case, plus capitals used for their name.)</p> <p>(PD) Form the letters in their first name correctly when tracing over.</p>							
<p><b>Lower Case / Upper Case</b></p>		<p><b>Through Reception:</b></p>	<p>I can form lower case letters in the</p>	<p>I can form lower-case letters of the</p>				

		Form lower-case and capital letters correctly.	correct direction, starting and finishing in the right place.	correct size relative to one another.  I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.				
<b>Digits</b>			I can form capital letters and digits 0-9.	I use digits of the correct size and orientation				
<b>Joining</b>				I can begin to use some of the diagonal and horizontal strokes needed to join letters.	I use the diagonal and horizontal strokes that are needed to join letters.	I can use the diagonal and horizontal strokes that are needed to join letters.  My handwriting is legible and consistent; down strokes	I can write legibly, fluently and with increasing speed.	

						of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.		
<b>Spacing and when not to join</b>			I leave spaces between words.	I use spacing between words that reflects the size of the letters.  I show that I know which letters are best left unjoined.	I understand which letters should be left unjoined.	I understand which letters should be left unjoined.		
<b>Choice</b>							I can choose the style of handwriting to use when	I can choose the handwriting that is best

							given a choice.	suited for a specific task.
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## Spelling

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonemes</b>	<p><b>Through nursery:</b></p> <p>Distinguish and name marks</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their</p>	<p><b>Beginning of Reception:</b></p> <p>Children to form/ write all graphemes correctly.</p> <p>Children begin to <b>encode</b> simple CVC sounds to make words.</p> <p>Children learn simple common words.</p> <p><b>Through Reception:</b></p>	<p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can use letter names to show alternative spellings of the same phoneme.</p>	<p>I can segment spoken words into phonemes and record these as graphemes, spelling many correctly.</p>				



	<p>picture to stand for their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>End points for nursery:</b> Write some or all of their name.</p> <p>Children to begin to</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Use increasing bank of sight vocabulary in their independent writing from memory. Include plausibly phonetical spelling of unfamiliar words.</p>						
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	<p>understand a written word as a unit that conveys meaning.</p> <p>They begin to encode their name.</p>	<p>PD: Write their first and second name, forming the letters correctly.</p> <p><b>ELG:</b></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>						
<b>Common Exception Words / Year group spellings / Specific spellings</b>			I can spell most of the common exception words for year 1.	I can spell many common exception words from the year 1 and 2 list.	I can spell the commonly mis-spelt words from the Y3/4 word list.	I can spell most of the words from the Y3/4 word list.	I can spell some words from the Y5/6 word list.	I can spell most words from the Y5/6 word list.

			I can spell the days of the week.				I can spell words with silent letters.	
<b>Alphabet and use of dictionaries / thesaurus</b>			I can name all the letters of the alphabet in order.		I can use the first two or three letters of a word to check its spelling in a dictionary.	I can use the first two or three letters of a word to check a spelling in a dictionary.	<p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can use a range of spelling strategies.</p>	<p>I can use any dictionary or thesaurus.</p> <p>I use a range of spelling strategies.</p>
<b>Root word / Prefix / Suffix</b>			<p>I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.</p> <p>I can use the prefix un</p>	I can spell some longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.	<p>I can identify the root in longer words.</p> <p>I can spell words with additional prefixes and suffixes and understand</p>	I can spell words with prefixes and suffixes and can add them to root words.	<p>I can form verbs with prefixes.</p> <p>I can convert nouns or adjectives into verbs by adding a suffix.</p>	I can convert verbs into nouns by adding a suffix.

			<p>without any changes to the root word.</p> <p>I can use -ing, -ed, -er and -est when no change is needed to the root word (helping, helped, helper, quickest)</p>		<p>how to add them to root words.</p>		<p>I understand the rules for adding prefixes and suffixes.</p>	
<b>Homophones</b>				<p>I can spell words with alternatives spellings, including a few common homophones and near homophones.</p>	<p>I recognise and spell homophones.</p>	<p>I can recognise and spell most homophones.</p>	<p>I can distinguish between homophones and other words which are often confused.</p>	<p>I can distinguish between homophones and other words which are often confused.</p>

## Punctuation

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Beginning of Reception:</b></p> <p>Use common capital letters for their names.</p> <p><b>Through Reception:</b></p> <p>Introduce full stops and letter spacing.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>I can separate words using finger spaces.</p> <p>I can use capital letters to start a sentence and to name people, places and the days of the week.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p> <p>I can use an exclamation mark.</p> <p>I can use 'I'.</p>	<p>I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.</p> <p>I can use capital letters and full stops.</p> <p>I can sometimes use question marks and exclamation marks correctly.</p> <p>I can use commas to separate items in a list.</p>	<p>I can use inverted commas to punctuate direct speech.</p> <p>I can place the possessive apostrophe in words with regular plurals (girls', boys') and in words with irregular plurals (children's).</p>	<p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use commas or ellipses in order to create greater clarity and effect in my writing.</p>	<p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can mostly use commas for clarity.</p> <p>I can use inverted commas and punctuation for parenthesis mostly correctly.</p> <p>I can sometimes use dashes.</p> <p>I can sometimes use the colon to introduce a list and the semi-colon within lists.</p> <p>I can sometimes use a hyphen.</p>

	Use 'finger' spaces.		I can use apostrophes to show where letters are missing and to mark singular possession in nouns.				
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**Sentence structure**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>End points of nursery:</b></p> <p>They can relate the meaning of the marks they make.</p>	<p><b>Beginning of Reception:</b></p> <p>Children to understand left to right orientation when writing on a whiteboard or paper.</p> <p>Secure the concept of sentences and strings of words joined together to make meaning/sense. To construct simple sentences supported by adults scribing,</p>	<p>I can combine words to make a sentence.</p> <p>I can join two sentences using 'and'.</p>	<p>I can use subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>I can use expanded noun phrases to describe and specify.</p> <p>I can use sentences with different forms (statements, questions, exclamations and commands)</p>	<p>I can express time, place and cause by using conjunctions, adverbs and prepositions</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can use fronted adverbials.</p> <p>I can deliberately use short sentences for effect.</p>	<p>I can use relative clauses.</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p> <p>I can begin to shift formality using vocabulary and grammatical choices.</p>	<p>I can use the passive voice and modal verbs mostly appropriately.</p> <p>I can vary sentence structure to suit formal and informal writing.</p>

	<p>copy writing/ sentence building.</p> <p><b>Through Reception:</b></p> <p>Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.</p> <p>Write/join words with increasing independence to create simple phrases with meaning: E.g: This is my dog/ I went to ...../ I can.....</p>						
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	<p><b>ELG:</b></p> <p>Write simple phrases and sentences that can be read by others.</p>						
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**Text structure**

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I can sequence sentences to	I consistently use the present tense	I am starting to use paragraphs.	I can write in paragraphs.	I can build cohesion	I can use a variety of organisational

		<p>form a narrative.</p>	<p>and past tense mostly correctly and consistently.</p> <p>I can use the progressive forms of verbs in the present and past tense.</p>	<p>I can use headings and sub headings.</p>	<p>I make an appropriate choice of pronoun and noun within and across sentences.</p>	<p>between paragraphs.</p> <p>I can use adverbials to link paragraphs.</p> <p>I can close text with reference to its opening.</p>	<p>and presentational devices appropriate to the text type.</p> <p>I write in paragraphs which can clearly signal a change in subject, time, place or event.</p>
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## Composition

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drafting / Planning</b>			I can compose a sentence orally before writing it.	<p>I can plan and discuss the content of writing and record my ideas.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p>	I can compose and rehearse sentences using a wider range of structures.	I can orally rehearse a sentence or a sequence of sentences.	I can discuss the audience and purpose of the writing.	<p>I can identify the audience for and purpose of the writing (including writing a short story).</p> <p>I can choose the appropriate form and register for the audience and purpose of the writing.</p>
Sentence / Paragraph			I can sequence sentences in chronological order to recount an	I am able to orally rehearse structured sentences or sequences of sentences.	I use a range of sentences with more than one clause by using a range of conjunctions including	I can compose sentences using a range of sentence structures.	I can organise my writing into paragraphs to show different information or events.	I use a range of clause structures, sometimes varying their position within the sentence.

			event or experience.		<p>when, if, because and although.</p> <p>I can compose and rehearse sentences using a wider range of structures.</p>	<p>I use a range of sentences which have more than one clause.</p>	<p>I can start sentences in different ways.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p>	
Use of word choice and literary devices					<p>I use the present perfect form of verbs to mark the relationship of time and cause.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and</p>	<p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>	<p>I can use grammar and vocabulary to create an impact on the reader.</p>	<p>I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.</p>

					to avoid repetition.  I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.			I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
Narrative	<p><b>End points of nursery:</b></p> <p>Children 'pretend' to write in different contexts, for example: writing a shopping list, birthday cards and signs.</p>	<p><b>Through Reception:</b></p> <p>Children beginning to write imaginary sentences. <b>(Imagined events.)</b></p>		I can write narratives about personal experiences and those of others, both real and fictional.	I can write a narrative with a clear structure, setting, characters and plot.	<p>I can write a narrative with a clear structure, setting and plot.</p> <p>I can use dialogue and reactions from other characters to make my character interesting.</p> <p>I can recognise that</p>	<p>I can develop characters through action and dialogue.</p> <p>I can establish a viewpoint as the writer through commenting on characters and events.</p> <p>I can choose vocabulary for effect.</p>	<p>I can sustain and develop ideas logically in narrative writing.</p> <p>I can create atmosphere and integrate dialogue to convey character and advance the action.</p>

						a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about	I can add well-chosen detail to interest the reader.	
Non-narrative	<p><b>End points of nursery:</b></p> <p>Children 'pretend' to write in different contexts, for example: writing a shopping list, birthday cards and signs.</p>	<p><b>Through Reception:</b></p> <p>Children to write labels and captions. <b>(Factual)</b></p>		I can write for different purposes, including real events.	I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.		<p>I can choose vocabulary for effect.</p> <p>I can add well-chosen detail to interest the reader.</p>	I can sustain and develop ideas logically in non-narrative writing.
Evaluate / Edit				I can evaluate my own writing	I can suggest improvements to my own	I can improve my writing by changing		I can evaluate and edit my own and

				independently, with friends and with an adult.	writing and that of others.  I can make improvements to grammar, vocabulary and punctuation.	grammar and vocabulary to improve consistency.		others writing effectively.
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Proof read		<p><b>Through Reception:</b></p> <p>Re-read what they have written to check that it makes sense.</p>	<p>I can re-read what I have written to check that it makes sense.</p>	<p>I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>I can proof-read to check for errors in spelling and punctuation.</p>			
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**To note, see also:**

Proof Reading Progression  
Phonics Progression  
Grammar Progression