



## Writing Progression of Skills Map

	<b>EYFS (KS1 readiness objectives)</b>	<b>By the end of KS1 children should be able:</b>
<b>Term 1</b>	<p><b>Learning to write</b></p> <ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way</li> <li>• To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking</li> </ul> <p><b>Writing to learn</b></p> <ul style="list-style-type: none"> <li>• Write independently to communicate their thoughts and ideas about their lived experiences</li> <li>• Write words and sentences to help them to remember what they have done</li> </ul> <p><b>Writing for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by talking about ideas</li> <li>• Record ideas</li> <li>• Oral rehearse sentences before writing down e.g. regularly assessed through talk for writing teaching – directly impacts the outcome at Year 1</li> <li>• Read own writing aloud clearly</li> <li>• Form lower case letters capital letters and digits 0 – 9 correctly and understand which letters belong to which family. Leave spaces between words</li> <li>• Use names of people places and things e.g. identify nouns and that they are different from verbs/adjectives</li> <li>• Write sequences of linked sentences e.g. not always punctuation closely linked to oral retelling or known texts</li> <li>• Demarcate sentences using a capital letter e.g. mostly accurate esp. for simple sentences</li> <li>• Demarcate sentences using a full stop e.g. mostly accurate esp. for simple sentences</li> <li>• Join words using 'and' e.g. to list in a sentence</li> <li>• Use 'and' to join simple sentences e.g. I went to the park and I met my friend/compound sentences</li> <li>• Plan by talking about ideas and vocabulary</li> <li>• Record ideas e.g. story maps/flow charts</li> <li>• Orally rehearse sentences before writing</li> <li>• Read their own writing aloud clearly with appropriate intonation</li> <li>• Use simple expanded noun phrases to describe and specify e.g. the blue butterfly</li> <li>• Use commas to list e.g. I was cold, wet and miserable.</li> <li>• Use co-ordination (but/and/or/so) e.g. It was wet but we still had to go outside.</li> <li>• Use the present and past tenses correctly and consistently e.g. include edited writing</li> <li>• Use full stops and capital letters consistently e.g. include edited writing</li> </ul>

<p style="text-align: center; color: green; font-weight: bold;">Term 2</p>	<ul style="list-style-type: none"> <li>• Generally use the present and past tense accurately e.g. subject verb agreement I was/we were</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. can include edited writing/with support</li> <li>• Begin to demarcate sentences using question mark e.g. sometimes accurate</li> <li>• Begin to demarcate sentences using exclamation mark e.g. sometimes accurate</li> <li>• Use apostrophes for contractions e.g. don't can't she'd linked to common exception words and phonics programme</li> <li>• Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats.</li> <li>• Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!</li> <li>• Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases</li> </ul>
<p style="text-align: center; color: green; font-weight: bold;">Term 3</p>	<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives e.g. beginning/middle/end from known texts</li> <li>• Sequence sentences to form simple non-fiction texts e.g. invitations/recounts/simple reports/letters/postcards</li> <li>• Use simple language features for fiction e.g. adjectives to describe, once upon a time, nouns and pro-nouns</li> <li>• Use simple language features for non-fiction e.g. precise nouns, bossy verbs for instructions, genre specific features from known texts</li> <li>• Use the progressive continuous verb form e.g. I was running/They were shouting</li> <li>• Use apostrophes for singular possession e.g. Tom's coat</li> <li>• Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why.../story language - revisit sentence forms</li> <li>• Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions</li> <li>• Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions</li> <li>• Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions</li> </ul>

<p style="text-align: center; color: green; font-weight: bold;">Term 4</p>	<ul style="list-style-type: none"> <li>• Use simple organisational features in fiction and non-fiction e.g. headings, labels and captions, talk for writing structures linked to story maps</li> <li>• Spell common exception words and compound words e.g. can include edited writing</li> <li>• Add verbs using -ing, -ed, and er where no change is needed in the spelling of root words e.g. can include edited writing</li> <li>• Can spell adjectives ending in er and est e.g. can include edited writing</li> <li>• Can spell words using the prefix un e.g. can include edited writing</li> <li>• Can spell plural nouns by adding s and es e.g. can include edited writing</li> <li>• Can spell words containing the range of Year 1 phonemes e.g. can include edited writing</li> <li>• Reread writing to check it makes sense and make simple changes e.g. can include edited writing</li> <li>• Proof read and edit their writing e.g. using word banks, displays developed during talk for writing teaching sequence</li> <li>• Write for simple audiences and purposes based on real life experiences e.g. linked to topic/quality texts/wow days/opening experiences</li> <li>• Write so that other people can understand the meaning of sentences e.g. linked to audience and purpose</li> <li>• Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions</li> <li>• Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs</li> <li>• Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time</li> <li>• Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions</li> <li>• Spell Y2 common exception words and homophones e.g. include edited writing</li> <li>• Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing</li> <li>• Spell words containing Year 2 phonemes e.g. include edited writing</li> </ul>
<p style="text-align: center; color: green; font-weight: bold;">Term 5</p>	<ul style="list-style-type: none"> <li>• Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls</li> <li>• Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays</li> <li>• Write a range of fictional and real texts for different audiences and purposes e.g. linked to topic/quality text/wow days/opening experiences/talk for writing teaching sequences</li> <li>• Write simple poetry e.g. taught in term 2/4/6</li> <li>• Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>



HORSLEY  
C of E PRIMARY SCHOOL

### Writing Progression of Skills Map

	Year 3 Year 4
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan</li> <li>• Record and note ideas</li> <li>• Compose and rehearse sentences orally, including dialogue before writing</li> <li>• Read writing aloud to a group or whole class, using appropriate intonation</li> <li>• Use noun phrases appropriately in a range of text types to clarify and add detail e.g. dark, damp cave/ the man with deep, blue eyes and a brown leather case</li> <li>• Use commas in lists consistently in fiction and non-fiction e.g. to punctuation an expanded noun phrase</li> <li>• Use a mixture of simple and compound sentences e.g. but/or/yet/so/and</li> <li>• Use a range of adverbs (time/manner/place) e.g. After a while/He walked slowly/ In the shadows</li> <li>• Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!</li> <li>• Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan</li> <li>• Record and note ideas</li> <li>• Compose and rehearse more complex sentences orally before writing, including dialogue</li> <li>• Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear</li> <li>• Use noun phrases expanded using modifying adverbs e.g. It was really dark inside the damp, rather smelly cave</li> <li>• Use noun phrases expanded using prepositions e.g. his tattered shirt under his dirty, torn jacket</li> <li>• Use fronted adverbials for effect e.g. After the sun had set, /Gliding slowly into the room, / Rather timidly,</li> <li>• Use commas after fronted adverbials e.g. teach and assess along with previous statement</li> <li>• Use a wider range of connectives to extend the range of complex sentences e.g. more than just because/if/when/as – develop the use of commas for clauses</li> <li>• Use inverted commas and other punctuation accurately to indicate direct speech e.g. using all the punctuation including supporting commas./!//? inside the speech</li> </ul>

## Term 2

- Plan through discussing similar writing, analysing its structure, vocab and grammar and use to create own plan
- Record and note ideas
- Compose and rehearse sentences orally, including dialogue before writing
- Read writing aloud to a group or whole class, using appropriate intonation
- Use noun phrases appropriately in a range of text types to clarify and add detail e.g. dark, damp cave/ the man with deep, blue eyes and a brown leather case
- Use commas in lists consistently in fiction and non-fiction e.g. to punctuation an expanded noun phrase
- Use a mixture of simple and compound sentences e.g. but/or/yet/so/and
- Use a range of adverbs (time/manner/place) e.g. After a while/He walked slowly/ In the shadows
- Demarcate direct speech with inverted commas (speech marks) e.g. can sometime omit supportive punctuation such as the , ?!
- Use an appropriate variety of simple, compound and complex sentences e.g. simple sentences for tension or to communicate facts/ complex sentences to develop character, setting or point of view - develop the use of commas for clauses
- Control the use of standard and non-standard English e.g. use non-standard to develop character within dialogue – revisit inverted commas for speech
- Use apostrophes to indicate plural possession e.g. children's coats the boys' changing room
- Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. consistent verb tense agreement and use of progressive/past/present
- Organise content into relevant paragraphs across the text e.g. use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases

## Term 3

- Use figurative devices such as similes and alliteration e.g. link to poetry and Quality text. Use to develop character
- Create and describe characters in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list, standard and non-standard English, speech
- Create and describe settings in narratives e.g. noun phrases, adverbs, figurative devices, compound and complex sentence structures, commas to list
- Create and describe plots in narratives e.g. noun phrases, paragraphs, dialogue, Standard English, adverbs, tense accuracy
- Create interest through the use of apt, appropriate word choices and descriptive phrases e.g. linked to quality text/modelled text/magpie words and phrases, orally rehearsed phrases/story language/figurative language
- Use figurative devices such as similes and hyperbole e.g. linked to poetry and quality text – use to build character/setting/atmosphere
- Use nouns and pronouns to aid cohesion between sentences e.g. to chain ideas across a paragraph – The man...he...the rough gentleman ...his... word classes revisit cohesion and paragraphing
- Create and expand characters in narrative e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases
- Create and expand settings in narrative e.g. dedicate one paragraph to setting – often the opening paragraph
- Engage the reader through the use of interesting word choices and descriptive phrases e.g. linked to quality text/modelled text/ magpie phrases/year 3/4 word lists revisit figurative language
- Create and expand plots in narrative e.g. beginning/ middle /end with an alternative ending with some repetition throughout and at the end

## Term 4

- Consistently use the language features of narrative e.g. noun phrases, adverbs, standard and non-standard English, direct speech, perfect tense, figurative devices, compound and complex sentence structures
- Consistently use the language features of non-fiction e.g. adverbs, standard and non-standard English, compound and complex sentence structures, genre specific
- Use a range of organisational features in fiction and non-fiction e.g. paragraphs, sub-headings, headings, perfect tense, verb tense agreement, punctuation for direct speech
- Can spell at least half of the Year 3/4 common exception words, homophones and words from other origins e.g. include edited writing
- Can spell words using some of the year 3/4 prefixes and suffixes e.g. include edited writing
- Can use the first 2 letters of a word to check spellings in a dictionary
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary
- Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations
- Write for a range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing teaching sequences/power of reading teaching sequences
- Write simple poetry e.g. taught 3 x a year (term 2/4/6)
- Expand the use of narrative language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English
- Expand the use of non-fiction language features e.g. genre specific such as imperative verbs for instructions, precise nouns in reports, accurate tense, simple/compound/complex sentences, standard English
- Can spell all the year 3/4 common exception words, homophones and words from other origins e.g. include edited writing
- Can spell words using all of the year 3/4 prefixes and suffixes e.g. include edited writing
- Can use the first 3 letters of a word to check spellings in a dictionary
- Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. linked to word banks and displays developed across the teaching sequence
- Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations
- Write for an increasing range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing sequences
- Write free verse poetry, focusing on the meaning e.g. teach specifically in terms 2/4/6



## Writing Progression of Skills Map

	<b>Year 5</b> <b>Year 6</b>
<b>Term 1</b>	<ul style="list-style-type: none"> <li>• Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan</li> <li>• Explore and use their own techniques to note their ideas, drawing on research where necessary</li> <li>• Perform compositions, using appropriate intonation, volume and movement</li> <li>• Use expanded noun phrases precisely to add detail across a piece of writing e.g. using prepositions, adverbs for manner and how much (very/likely/almost)</li> <li>• Indicate degrees of possibility through the use of adverbs e.g. nearly almost very</li> <li>• Indicate degrees of possibility the rough the use of modal verbs e.g. could, would, should, may</li> <li>• Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on</li> <li>• Use relative clauses beginning with who, which, where, when, whose and that e.g. Mr Victor Hazel, who had cheeks as red and as puffy as ripened cherry, stuffed himself back into his car. Secure use of commas for clauses</li> <li>• Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan</li> <li>• Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary</li> <li>• Perform compositions, using appropriate intonation, volume and movement, adapt as necessary to engage the audience</li> <li>• Use expanded noun phrases across writing to convey complicated information concisely e.g. expand using prepositions, adverbs (very/nearly/almost/extremely), expand before the noun and after</li> <li>• Use the perfect form of verbs to mark relationships of time and cause e.g. this had been happening since ...and would continue to happen</li> <li>• Control the use of inverted commas for direct speech, reported speech and quotations e.g. all speech punctuation accurate and placed correctly within a paragraph to communicate character, plot or setting</li> <li>• Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. short sentences for tension, complex sentences for to build a scene</li> <li>• Use an effective range of sentence structures, including sentences with multiple clauses e.g. embedded/relative/fronted/end used to create character, build atmosphere, create a setting, add relevant factual details – secure commas for clauses</li> </ul>



## Term 2

- Use embedded clauses e.g. Mr Victor Hazel, although not usually a customer at the filling station, pulled up at the pump and yelled for service. Secure use of commas for clauses
- Use main and subordinate clauses and move their position in sentences e.g. revisit front/embedded/relative/end Secure use of commas for clauses
- Use commas accurately to demarcate clauses in complex sentences e.g. as parenthesis, to separate clauses
- Use figurative devices such as metaphors and personification e.g. linked to poetry and Quality Text – use to develop character and setting
- Use semi colons, colons or dashes to mark boundaries between independent clauses accurately e.g. semi colons as an unspoken connective/ dashes for parenthesis/colons to separate clauses - The town was peaceful: the menace would not come again tonight (description : detail)
- Use a colon to introduce a list and semi colons within a list e.g. within instructions/a list within a sentence - The man had the following features: a small wrinkled nose; rose pink cheeks; piercing blue eyes that appeared to follow you wherever you went; small flabby ears. Revisit internal punctuation
- Punctuate bullet points consistently e.g. when appropriate to the text type
- Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts. Use to describe character or setting

## Term 3

- Ensure consistent and appropriate use of tense throughout a piece of writing e.g. progressive (ing), perfect (has been/is being) past and present
- Develop characters in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary revisit internal punctuation.
- Use precise phrases and vocabulary linked to topic, text, and Year 5 word list to add detail across a piece of text e.g. prepositional phrases, adverbial phrases, vocabulary linked to Quality texts/modelled text/year 5/6 word list Y5 spelling rules
- Distinguish between the language of speech and writing and develop formal language structures in different text types e.g. use an authority figure in a narrative, modal verbs 'this could be the case', 'He had been riding a bike since he was three'. The man has been taken in for questioning
- Develop settings and atmosphere in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary
- Use a range of devices to link paragraphs e.g. fronted adverbial phrases, repetition, ... , text specific features (first/then/next/sub headings etc.)
- Use the passive voice deliberately e.g. for tension formal writing – the key had been taken from the draw/the man is being held for questioning – revisit verb forms (past/present/progressive/perfect)
- Use hyphens to avoid ambiguity Punctuate bullet points consistently e.g. link to text type organisational features
- Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. link to quality text or modelled text and Year 5/6 word list
- Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense
- Develop settings and atmosphere in detail e.g. dedicate paragraphs to building the setting/atmosphere, link atmosphere to figurative device such as metaphor or repetition. Link atmosphere to known influences such as the weather - storm = danger rain = sadness
- Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread)



## Term 4

- Control more complex plots e.g. beginning/middle/end plots with paragraphs to develop character or setting or tension, prequels/sequels/alternative endings
- Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, expanded noun phrases using prepositions, range of main and subordinate clauses
- Modify and control use of narrative language features e.g. expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases, standard and non-standard English, dialogue
- Modify and control use of non-fiction language features e.g. perfect form, imperatives, genre specific features, modal verbs, modifying adverbs
- Control the use of organisational features in fiction and non-fiction e.g. noun and pronoun chains, repetition, fronted adverbial phrases, adverbs, complex and compound sentence, genre specific, paragraphs, sub headings etc.
- Can spell at least half of the year 5/6 common exception words and homophones e.g. include edited evidence
- Can spell words using some of the year 5/6 prefixes and suffixes e.g. include edited evidence
- Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
- Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect
- Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations e.g. use word banks and class display generate during the build-up of a unit
- Identify the audience and purpose for their writing and select the appropriate form e.g. linked to topic/quality text/talk for writing sequence/wow day/opening experience
- Write free verse poetry of increasing complexity, with a specific purpose e.g. place in provision 3 x per year (term 2/4/6)
- Control and maintain more complex plots e.g. write alternative endings, prequels/sequels, write beginning/middle/end stories with paragraphs containing detail on character or setting or tension between characters
- Manipulate and control the use of narrative language features e.g. adverbial, prepositional, noun phrases, power of 3, figurative devices, sentence lengths for tension/exploration, perfect forms, standard and non-standard English
- Manipulate and control the use of non-fiction language features e.g. verb forms, genre specific, precise adverbial, prepositional, noun phrases, parenthesis, standard and non-standard English
- Manipulate and control the use of organisational features in fiction and non-fiction e.g. range of cohesive devices such as: noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, sub headings, headings, genre specific
- Can spell all of the year 5/6 common exception words and homophones e.g. include editing evidence
- Can spell words using all of the year 5/6 prefixes and suffixes e.g. include editing evidence
- Can use the first 4 letters of a word to check spellings and meanings in a dictionary, use a thesaurus
- Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect
- Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations
- Identify the audience and purpose for writing
- Select the appropriate form, grammatical structures and authorial voice to suit audience and purpose
- Write more sophisticated poetry and experiment with different forms