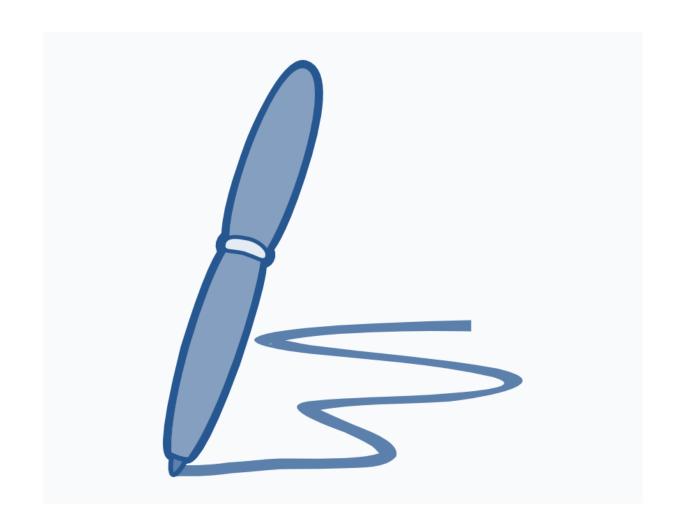# St Luke's CE Primary

English Writing Progression Map and End Points

Writing Progression	New EYFS curriculum (2021) – objectives and End of Year Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	New Framework (2021) • Write recognisable letters, most of which are correctly formed. (EOY Goal) **Spell words by identifying sounds in them and representing the sounds with a letter or letters. (EOY Goal)**	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order **using letter names to distinguish between alternative spellings of the same sound**	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• spell further homophones **spell words that are often misspelt (Appendix 1)**	• spell further homophones **spell words that are often misspelt (Appendix 1)**	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused **use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1**	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused **use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1**
Other word building spelling	New Framework (2021) **Say sounds for each letter in the alphabet and at least 10 diagraphs. (EOY Goal)**	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words **apply simple spelling rules and guidance from Appendix 1**	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly **apply spelling rules and guidelines from Appendix 1**	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals **use the first 2 or 3 letters of a word to check its spelling in a dictionary**	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals **use the first 2 or 3 letters of a word to check its spelling in a dictionary**	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words **use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary**	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words **use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary**
Transcription	New Framework (2021) • Write short sentences with words with known letter-sound correspondence using capital letters and full stops. (objective) **Write simple phrases and sentences that can be read by others. (EOY Goal)**	**write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**	**write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception 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.**		
Handwriting	New Framework (2021) • Form lowercase and capital letters	• sit correctly at a table, holding a pencil comfortably and	• form lower-case letters of the correct size relative to one another	• use the diagonal and horizontal strokes that are needed to join	• use the diagonal and horizontal strokes that are	• choosing which shape of a letter to use when given choices and	• choosing which shape of a letter to use when given choices and

	correctly (objective) **Write recognisable letters most of which are correctly formed. (EOY Goal)**	correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting **'families' and to practise these**	• 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the **letters.**	letters and understand which letters, when adjacent to one another, are best left un-joined **increase the legibility, consistency and quality of their handwriting**	needed to join letters and understand which letters, when adjacent to one another, are best left un- joined **increase the legibility, consistency and quality of their handwriting**	deciding whether or not to join specific letters **choosing the writing implement that is best suited for a task**	deciding whether or not to join specific letters **choosing the writing implement that is best suited for a task**
Contexts for Writing	New Framework (2021) • Demonstrate understanding of what has been read to them by retelling stories. • Engage in non-fiction books. **Listen to and talk about selected on-fiction to develop a deep familiarity with new knowledge and vocabulary.**		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry **writing for different purposes**	**discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**	**discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**
Planning Writing	• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. **Describe events in some detail.**	• saying out loud what they are going to write about **composing a sentence orally before writing it**	**planning or saying out loud what they are going to write about**	• discussing and recording ideas **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures**	• discussing and recording ideas **composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures**	**noting and developing initial ideas, drawing on reading and research where necessary**	**noting and developing initial ideas, drawing on reading and research where necessary**
Drafting Writing	• Use talk to help work out problems and organise thinking and activities. **Explain how things work and why they might happen.**	• sequencing sentences to form short narratives **re-reading what they have written to check that it makes sense**	• writing down ideas and/or key words, including new vocabulary **encapsulating what they want to say, sentence by sentence**	• organising paragraphs around a theme • in narratives, creating settings, characters and plot **in non-narrative material, using simple organisational devices (headings & subheadings)**	• organising paragraphs around a theme • in narratives, creating settings, characters and plot **in non-narrative material, using simple organisational devices**	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and

						convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs **using further organisational and presentational devices to structure text and to guide the reader**	advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs **using further organisational and presentational devices to structure text and to guide the reader**
Editing Writing	• Retell stories once they have developed a deep familiarity with the text, with some repetition and some of their own words. • Use new vocabulary in different contexts. **Re-read what they have written to check it makes sense.**	**discuss what they have written with the teacher or other pupils**	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form **proofreading to check for errors in spelling, grammar and punctuation**	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences **proofread for spelling and punctuation errors**	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences **proofread for spelling and punctuation errors**	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, **distinguishing between the language of speech and writing and choosing the appropriate register** • **proofread for spelling and punctuation errors**	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when **using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register** • **proofread for spelling and punctuation errors**
Performing Writing	• write own name and other things such as labels, captions. **attempt to write short sentences in meaningful contexts.**	**read their writing aloud clearly enough to be heard by their peers and the teacher.**	**read aloud what they have written with appropriate intonation to make the meaning clear**	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is **clear.**	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the **meaning is clear.**	**perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**	**perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**
Awareness of audience, purpose and structure	• Develop social phrases • Anticipate key events in stories. • Use and understand recently introduced vocabulary during discussion about story, rhymes, poems and	• use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. **start to engage readers**	• write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • use new vocabulary from their reading, their	• demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to	• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • write a range of	• consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and	• 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 (including

	during role-play. • 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. **Make comments about what they have heard and ask questions to clarify their understanding.**	**by using adjectives to describe.**	discussions about it (one- to-one and as a whole class) and from their wider experiences. **read aloud what they have written with appropriate intonation to make the meaning clear.**	understand and learn from its structure, vocabulary and grammar. • begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • make deliberate ambitious word choices to add detail. **begin to create settings, characters and plot in narratives.**	narratives that are well-structured and well-paced. • create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. **begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.**	purposes. • describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. • regularly use dialogue to convey a character and to advance the action. **perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.**	literary language, characterisation, structure, etc.). • distinguish between the language of speech and writing and to choose the appropriate level of formality. • select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of **possibility).**
Vocabulary	• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations of why things might happen making use of recent introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. • Learn new vocabulary. **Ask questions to find out more and to check they understand what has been said to them.**	• leaving spaces between words **joining words and joining clauses using "and"**	**expanded noun phrases to describe and specify**	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition **using conjunctions, adverbs and prepositions to express time and cause (and place)**	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although **choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**	• use a thesaurus • using expanded noun phrases to convey complicated information concisely **using modal verbs or adverbs to indicate degrees of possibility**	• use a thesaurus • using expanded noun phrases to convey complicated information concisely **using modal verbs or adverbs to indicate degrees of possibility**
Grammar	**Express their ideas and feelings about their experiences using full sentences including the use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.**	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, in **soluble)**	• using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions **appropriate choice of pronoun or noun to create cohesion**	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause

		spaces • sentence demarcation (. ! ?) **capital letters for names and pronoun 'I')**	written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists **apostrophes for omission & singular possession**			**devices to build cohesion, including adverbials of time, place and number**	• differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials **use of ellipsis**
Punctuation	**Write short sentences with words with known letter- sound correspondence using capital letters and full stops.**	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark **using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'**	**learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)**	**using and punctuating direct speech (i.e. Inverted commas)**	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation **within and surrounding inverted commas)**	• using commas to clarify meaning or avoid ambiguity in writing **using brackets, dashes or commas to indicate parenthesis**	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list **punctuating bullet points consistently**
Grammatical Terminology	**Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.**	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	**noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma**	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or **'speech marks')**	**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**