

High Halstow Primary Academy Writing Progression Map EYFS and KS1

Can children...



Leigh Academy
High Halstow

Handwriting

	R	Year 1	Year 2
Seating Position	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Sit correctly at a table, holding a pencil comfortably and correctly.	
Lowercase	Form lower-case letters correctly.	Begin to form lower case letters in the correct direction, starting and finishing in the right place.	Form lower-case letters of the correct size relative to one another.
Capital Letters	Form capital letters correctly.	Form capital letters.	Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.
Digits		Form digits 0-9.	
Letter Families		Understand which letters begin to which handwriting families (letters that are formed in similar ways) and practise these.	
Joining			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 unjoined.
Spacing	Pupils are introduced to finger spacing.	Use finger spaces.	Use spacing between letters which reflects the size of the letters.

Spelling

	R	Year 1	Year 2
Phonics	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing each of the 40+ phonemes already taught.	Segment spoken words into phonemes and represent these with graphemes, spelling many correctly.
	Write simple phrases and sentences that can be read by others.	Name all the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.	Learn new ways of spelling phonemes for which 1 or more spellings are already known and learn some new words with each spelling.
Days of the Week	Pupils sing songs, naming days of the week.	Days of the week.	
Common Exception Words	Learn to spell the common exception words.	Learn to spell the common exception words :	Learn to spell the common exception words .
Contractions			Spell more words with contractions: can't, didn't, hasn't, couldn't, it's, I'll
Dictation	Pupils hold a sentence in their head and repeat that sentence.	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.

Punctuation

Capital Letters	Uses a capital letter.	Usually punctuate sentences using a capital letter.	Use capital letters.
Full Stops	Uses a full stop.	Usually punctuate sentences using a full stop.	Use full stops.
Question Marks	Pupils are exposed to question marks in texts and understand their meaning.	Begin to use a question mark.	Use question marks.
Exclamation Marks	Pupils are exposed to exclamation marks in texts and understand their meaning.	Begin to use an exclamation mark.	Use exclamation marks.
Commas			Use commas for lists.
Contractions			Use contractions: can't, didn't, hasn't, couldn't, it's, I'll
Apostrophes			Use apostrophes (singular).

Grammar

Prefixes and Suffixes		<u>Use the prefix un-</u> : unhappy, uneven, unfair, unwell, unzip, unfold, unkind, unwrap	Use and understand nouns using the suffix -ness: happiness, kindness, darkness, illness.
		Add -s, -es to make plurals: cups, birds, rabbits, chairs, sweets, boxes, foxes, buses, torches, brushes	Use and understand adjectives using the suffixes -less and -ful: hopeless, helpless, careless, tasteless, playful, careful, wasteful, respectful, beautiful.
		Use the suffixes -ing, -ed, -er and -est where the root word is unchanged: walking, looked, kinder, coldest	Use and understand adjectives using the suffixes -est and -er: larger, largest, brighter, quickest, shortest.
			Use and understand adverbs using the suffixes -ly: lonely, kindly, happily, noisily.
Possessive Apostrophes			Learn the possessive apostrophe (singular): girl's book, Megan's socks, Ravi's work, the child's pencil, the man's dog.
Homophones			Distinguish between homophones and near homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Sentence Types			Use sentences with different forms: statement, question, exclamation, command.
Noun Phrases			Use expanded noun phrases to describe.
Tense			Use the present and past tense form correctly including the progressive form.
Coordinating Clauses		Join clauses using 'and'.	Use coordinating clauses (and, or, but)
Subordinating Clauses			Use subordinate clauses (because, if, when that).

Planning			
Oral	Pupils count their words in a simple sentence.	Say out loud what they are going to be writing about.	Planning or saying out loud what they are going to write about.
Vocabulary			Writing down ideas and/or keywords, including new vocabulary.
By Genre			Encapsulating what they want to say, sentence by sentence.
Drafting and Writing			
Oral	Compose a sentence orally.		
Narratives	Adults scribe simple narratives for pupils.	Sequence sentences to create short narratives.	Write narratives about personal experiences and those of others (real and fictional).
			Write about real events.
Poetry			Write poetry.
Different Purposes	Pupils write simple sentences relating to letters, lists, etc.	Pupils write letters, narratives, NCR, instructions. poetry.	Write for different purposes : for example, letters, NCR, explanation, diaries, recounts, reviews, poetry, narratives, instructions.
Evaluate and Editing			
Tense			Check that the verbs used to indicate time are used correctly and consistently, including verbs in the continuous form.
SPAG	Re-read what they have written to check that it makes sense.		Proof-reading to check for errors in spelling, grammar and punctuation.
Evaluating		Discuss what they have written with the teacher and other pupils.	Evaluating their writing with the teacher and other pupils.
Sharing Aloud		Read their writing aloud clearly enough to be heard by teachers and peers.	Read aloud their writing with appropriate intonation, making meaning clear.

High Halstow Primary Academy Writing Progression Map KS2

Can children...

Handwriting

	Year 3	Year 4	Year 5	Year 6
Joining	Use horizontal and diagonal strokes that are needed to join letters and understand which letters when adjacent to one another, should be left unjoined.			Decide whether or not to join specific letters.
Spacing	Increase the legibility, consistency and quality of their handwriting, for example, ensuring that the downstrokes of letters are parallel and equidistant, and that the lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.			
Tools				Choose the writing implement that is best suited for the task.

Spelling

Prefixes and Suffixes	Form nouns using a range of prefixes: super-, anti-, auto-, dis-, in-	Spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	Use verb prefixes: dis-, de-, mis-, over- and re-.	Know all previously taught prefixes and suffixes.
	Spell many words with suffixes correctly, e.g. e.g. -ly, -ily, -tion, -sion, -tian, -cian, -es, -ies.	Spell many words with suffixes correctly, e.g. -ation, -ly, -ous, -tion, -sion, -ssion, -cian.	Convert nouns or adjectives into verbs using suffixes: -ate; -ise; -ify.	
Silent Letters				Spell some words with silent letters: knight, psalm, solemn.
Homophones	Begin to spell homophones correctly, e.g. which and witch.	Spell an increasing range of homophones or near homophones correctly, e.g. there/there/their, were/where	Know all previously taught homophones.	
Statutory Spellings	Spell some of the Year 3 and 4 statutory spelling words correctly.	Spell all of the Year 3 and 4 statutory spelling words correctly.	Spell some of the Year 5 and 6 statutory spelling words correctly.	Spell all of the Year 5 and 6 statutory spelling words correctly.

Dictionary Work	Use a dictionary to look up the first two letters to find a spelling.	Use a dictionary to look up the first two or three letters to find a spelling.	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.
				<u>Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.</u>
Synonyms and Antonyms			Use a thesaurus.	Understand how words are related by meaning as synonyms and antonyms (big, large, little] emphasising how words are related and not exactly replaceable i.e. big is not the same as enormous.
Dictation	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Punctuation				
Prior Learning	Use the full range of punctuation from previous year groups: capital letters, full stops, commas in a list, apostrophes for contractions.	Use the full range of punctuation from previous year groups: capital letters, full stops, commas in a list, apostrophes for contractions and singular possession.	Use the full range of punctuation from previous year groups: capital letters, full stops, commas in a list, apostrophes for contractions, inverted commas, possessive apostrophes for both singular and plurals, commas for fronted adverbials.	
Plural Possessive Apostrophes		Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and irregular plurals (children's).		
Inverted commas	Begin to use inverted commas in direct speech.	Use all the necessary punctuation in direct speech mostly accurately.		
Commas to Clarify	Use commas with adverbs used as openers.	Use commas with fronted adverbials.		Use commas to clarify meaning or avoid ambiguity.

Parenthesis		Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes or commas to indicate parenthesis.
Semicolons, Colons and Dashes			Use semicolons, colons and dashes to mark boundaries between independent clauses.
			Use a colon to introduce a list.
			Use a semicolon to separate a list of expanded noun phrases.
Bullet Points			Punctuate bullet points consistently (no CL unless a sentence).
Hyphens			Use hyphens to avoid ambiguity (man-eating shark, man eating shark; recover, re-cover).

Grammar

Noun Phrases	Consistently use noun phrases to add description.	Expand noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.		Use expanded noun phrases to convey complicated information concisely (the rusting door with its rotting hinges).
Tense	Understand the correct tense to use (including present perfect tense) throughout a piece of writing.	Use the present perfect form as well as simple past: He has gone out to play. He went out to play.		Use the perfect form of verbs to mark relationships between time and cause.
Coordinating Conjunctions	Use coordinating clauses: and, but, so)	Use coordinating clauses: and, but, so, or)	Use coordinating clauses: and, but, so, or, yet	Use coordinating clauses: for, and, nor, but, or, yet, so.
	FANBOYS	FANBOYS	FANBOYS	FANBOYS
Subordinating Conjunctions	Use subordinate clauses: if, when, while, after, before, until because.	Use subordinate clauses: if, since, as, when, although, while, after,	Use subordinate clauses: if, since, as, when, although, while, after,	Use subordinate clauses: if, since, as, when, although, while, after,

		before, until because. I SAW A WABUB	before, until because. I SAW A WABUB even though, once, rather than, so that, than, that, though, unless, whenever, whereas.	before, until because. I SAW A WABUB even if, even though, in order to, once, provided that, rather than, so that, than, that, though, unless, whenever, whereas, whether.
Relative Clauses			Use relative clauses beginning with who, or which.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun).
Adverbs, Adverbials and Modal Verbs	Use adverbs (time): next, then, after, before.	Use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	Develop an understanding of the categories of adverbs and fronted adverbials.	
			Use modal verbs (can, will, might, should, must) or adverbs (perhaps) to indicate degrees of possibility.	
Prepositions	Use prepositions (place): at, after, before, during, in, on, to, out, into.	Use prepositions (place): above, over, beside, through, under, past, down, outside	Use prepositions (place): across, against, among, around, beside, between, from, inside, opposite, toward.	Use prepositions (place): along, amongst, alongside, with, within, beyond
Passive and Active				Use passive verbs to affect the presentation of information in a sentence.
Standard English	Use 'a' or 'an' correctly most of the time.	Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Begin to recognise vocabulary and structures that are appropriate for formal speech and writing.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form.
		Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.		

Planning

<p>Oral and Examining Organisation, Vocabulary and Sentence Structure</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>			<p>Identify the audience and purpose for the writing, selecting appropriate form and using similar writing models for their own.</p>
<p>Vocabulary and Notetaking</p>	<p>Discuss and record ideas, including note-taking.</p>			<p>Noting and developing initial ideas, drawing on reading and research where necessary</p>
<p>Paragraphs</p>	<p>Start to organise their writing into paragraphs around a theme.</p>	<p>Consistently organise their writing into paragraphs around a theme.</p>	<p>Use devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).</p>	<p>Use a wide range of devices (pronouns, repetition, ellipsis, order, relevance, adverbials) to build cohesion across paragraphs.</p>
<p>Character and Setting Development</p>	<p></p>			<p>In narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>

Drafting and Writing

Oral	Rehearse sentences orally building on their vocabulary and sentence structures.	Create more detailed settings, characters and plot in narratives to engage the reader.		
Structuring Fiction and Nonfiction	Begin to use the structure of a wider range of text types (including the use of simple layout devices in nonfiction).	Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre-specific layout devices).		Use further organisational and presentational devices (bullet points, headings, underlining) to structure text and guide the reader.
Narratives	Write narratives with a clear beginning, middle and end with a coherent plot.	Begin to create settings, characters and plot in narratives.	Develop settings, characters and plot in narratives.	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
All Genres	Make deliberate ambitious word choices to add detail.	Demonstrate an increasing understanding of purpose and audience.		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Evaluate and Editing			
Proof-reading	Proof-read theirs and others' work to propose changes to grammar and vocabulary, including the use of pronouns as synonyms.	Proof-read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	Proof-read and edit to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (formal vs informal).
Tense	Read their work to maintain an accurate tense throughout a piece of writing.		Ensure consistent and correct use of tense throughout a piece of writing.
Spelling and Punctuation	Proof-read for spelling and punctuation errors.		
Evaluating	Assess the effectiveness of their own and others' writing suggesting improvements.	Assess the effectiveness of their own and others' writing suggesting improvements to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
Sharing Aloud	Read their own work aloud to a group or the whole class, using appropriate intonation.	Read their own work aloud to a group or the whole class, with increasing confidence, using appropriate intonation and controlling the volume so that the meaning is clear.	Read their own work aloud to a group or the whole class, with increasing confidence, using appropriate intonation, volume and movement so that the meaning is clear.
Pecis			Pecis longer passages (take a longer passage and shorten it to a 1/3 of the original, eliminating the unnecessary information and showing a good understanding of the original passage).

