



## St Stephen's CofE First School – Writing Progression Map

It is our intention that pupils at St Stephen's CofE First School write with confidence and accuracy for a variety of purposes and audiences whilst developing their own flair. This is in conjunction with exposure to a rich and varied vocabulary and clear focus on oracy skills. We want them to write with grammatical accuracy and be able to apply spelling patterns correctly whilst using Kinetic Letters handwriting.

	PUNCTUATION AND GRAMMAR	COMPOSITION	SPELLING	HANDWRITING
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• <b>Communicate</b> their ideas and thoughts with others.</li> <li>• Begin to understand that writing is a representation of speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>mark making</b> to communicate thoughts and support their play.</li> <li>• Give meaning to the marks they are making as they are <b>drawing, writing or painting</b>.</li> <li>• <b>Talk about their pictures and mark making</b> as they create and what it represents.</li> <li>• Share their mark making with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and say the <b>initial sound</b> in words. Begin to orally segment sounds in simple words.</li> <li>• Write some or all of their <b>name</b>.</li> <li>• Use <b>mark making</b> to represent familiar people and events.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show</b> a preference for a dominant hand.</li> <li>• <b>Show</b> good control with large, gross motor movements</li> <li>• Use a <b>comfortable grip</b> with good control when holding pencils.</li> <li>• <b>Write</b> some letters accurately.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• <b>Use past, present and future forms accurately</b> when <b>talking</b> about events that have happened or are to happen in the future.</li> <li>• <b>Write</b> simple sentences that can be read by themselves and others.</li> <li>• <b>Show an understanding of prepositions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> phrases and simple sentences which can be <b>read by themselves and others</b>.</li> <li>• <b>Write</b> short sentences with capital letters and full stops.</li> <li>• <b>Orally rehearse sentences</b>.</li> <li>• <b>Develop</b> their own narratives and explanations by connecting ideas or events.</li> <li>• To <b>express</b> themselves effectively, showing awareness of listeners' needs.</li> <li>• <b>Compare and contrast</b> characters, including from the past.</li> <li>• <b>Invent, adapt and recount</b> narratives and stories.</li> <li>• <b>Re-read</b> writing to make sure it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use phonic knowledge</b> to write words in ways which match their spoken sounds.</li> <li>• <b>Write some</b> common irregular words.</li> <li>• <b>Spell some</b> words correctly and others phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show</b> good control and coordination in large and small movements.</li> <li>• <b>Move</b> confidently in a range of ways, safely negotiating space.</li> <li>• <b>Handle</b> equipment and tools effectively including pencils.</li> <li>• <b>Write</b> recognisable letters mostly correctly formed.</li> </ul>

<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Use simple sentence structures.</b></li> <li>• <b>Use conjunction</b> 'and' to link ideas and sentences to form narratives.</li> <li>• <b>Begin to</b> form simple compound sentences.</li> <li>• <b>Use capital letters</b> for names, places, days of the week and 'I'.</li> <li>• <b>Use spacing</b> between words.</li> <li>• <b>Use full stops</b> to end sentences.</li> <li>• <b>Begin to use</b> question marks and exclamation marks.</li> <li>• <i>Recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compose</b> a sentence <b>orally</b> before writing it.</li> <li>• <b>Sequence</b> sentences to form short narratives.</li> <li>• <b>Discuss</b> what they have written with the teacher or other pupils.</li> <li>• <b>Re-read</b> their writing to check that it makes sense and to <b>independently begin to make changes.</b></li> <li>• <b>Read their writing aloud</b> clearly enough to be heard by their peers and teachers.</li> <li>• <b>Use adjectives</b> to describe and start to engage readers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know</b> all letters of the alphabet and sounds that they represent.</li> <li>• <b>Accurately spell most</b> words containing the 40+ phonemes and GPCs.</li> <li>• <b>Spell some</b> words in a phonically plausible way.</li> <li>• <b>Apply Year 1 rules</b> and guidance in NC.</li> <li>• <b>Spell all Year 1</b> common exception words correctly.</li> <li>• Spell days of the week correctly.</li> <li>• <b>Use</b> -s and -es to form regular plurals correctly.</li> <li>• <b>Use the prefix</b> -un accurately.</li> <li>• <b>Use the suffix</b> -er, -es, -ing, -ed accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write lower case and capital letters in the correct direction</b> with consistency.</li> <li>• Sit correctly at a table, holding a pencil with 3 friends hold.</li> <li>• <b>Form digits 0-9</b></li> <li>• Understand which letters belong to which handwriting families.</li> <li>• <b>Use spacing</b> between words that reflects an invisible pair of letters.</li> </ul>
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<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Use</b> the present and past tense <i>mostly correctly and consistently</i>.</li> <li>• <b>Create sentences with different forms:</b> statement, question, exclamation, command.</li> <li>• <b>Use</b> coordination.</li> <li>• <b>Use some</b> subordination.</li> <li>• <b>Use expanded noun phrases</b> to describe and specify.</li> <li>• <b>Use some features</b> of written Standard English.</li> <li>• <b>Use the full range of punctuation</b> (capital letters, full stops, question marks and exclamation marks, commas in a list, apostrophes for singular possession and contraction).</li> <li>• <i>Recognise and use the terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write narratives</b> about personal experiences and those of others (real and fictional).</li> <li>• <b>Plan</b> what they are going to write about, including writing ideas, key words or new vocabulary.</li> <li>• <b>Encapsulate</b> what they want to say, sentence by sentence.</li> <li>• <b>Make simple additions, revisions and corrections</b> to their own writing by evaluating with a teacher or other pupils.</li> <li>• <b>Re-read to check</b> that their writing makes <i>sense</i> and that the <i>tense</i> is correct throughout.</li> <li>• <b>Proofread</b> to check for errors in spelling, grammar and punctuation.</li> <li>• <b>Write for different purposes</b> in both fiction and non-fiction.</li> <li>• <b>Use</b> new vocabulary from their reading, discussions and experiences.</li> <li>• <b>Read</b> aloud what they have written with appropriate intonation and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent with graphemes.</li> <li>• <b>Recognise</b> new ways of spelling phonemes for which one or more spellings are already known including some common homophones.</li> <li>• <b>Apply year 2 spelling rules</b> and guidance.</li> <li>• <b>Spell most Year 1 and Year 2</b> common exception words correctly.</li> <li>• <b>Add suffixes</b> to spell most words correctly in their writing.</li> <li>• <b>Write</b> from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write</b> capital letters and digits of the <b>correct size, orientation and relationship to one another</b> and to lower case letters.</li> <li>• <b>Form</b> lower case letters of the correct size, relative to one another.</li> <li>• <b>Use spacing</b> between words that <b>reflects an invisible pair of letters</b>.</li> <li>• <b>Begin</b> to join letters.</li> </ul>
<p><b>YEAR 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Maintain the correct tense</b> throughout a piece of writing with accurate subject/verb agreement.</li> <li>• <b>Use</b> 'a' or 'an' correctly throughout a piece of writing.</li> <li>• <b>Use subordinate clauses</b>, extending the range of sentences <b>with more than one clause</b>.</li> <li>• <b>Use a range of conjunctions</b>, adverbs and prepositions.</li> <li>• <b>Use the full range of punctuation from previous year groups</b>.</li> <li>• <b>Begin to</b> punctuate direct speech using inverted commas.</li> <li>• <b>Begin to</b> use paragraphs to group related material.</li> <li>• <b>Use</b> headings and subheadings.</li> <li>• <b>Use</b> the present perfect form of verbs.</li> <li>• <i>Recognise and use the terms: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin</b> to use ideas from their own reading and modelled examples to plan their writing.</li> <li>• <b>Proofread</b> their own and others' <b>work to make improvements</b>.</li> <li>• <b>Begin to</b> organise their writing into paragraphs around a theme.</li> <li>• <b>Compose</b> and rehearse sentences orally.</li> <li>• <b>Demonstrate</b> an increasing understanding of purpose and audience through discussion relating to structure, vocabulary and grammar.</li> <li>• <b>Begin to</b> use the structure of a wider range of text types.</li> <li>• <b>Make</b> deliberate word choices to add detail.</li> <li>• <b>Begin to</b> create settings, characters and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell many</b> of the Year 3 and Year 4 statutory spelling words correctly.</li> <li>• <b>Spell some</b> complex homophones and near homophones.</li> <li>• <b>Use the first two or three letters of a word to check its spelling in a dictionary</b>.</li> <li>• <b>Begin to</b> use prefixes and suffixes.</li> <li>• <b>Write</b> from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use neat, joined handwriting</b> with increasing accuracy and speed.</li> </ul>

<p><b>YEAR 4</b></p>	<ul style="list-style-type: none"> <li>• <b>Consistently maintain</b> an accurate tense throughout a piece of writing.</li> <li>• <b>Always use</b> standard English verb inflections accurately.</li> <li>• <b>Use subordinate clauses</b>, extending the range of sentences with more than one clause <i>in varied positions within sentences</i>.</li> <li>• <b>Expand noun phrases with the addition of ambitious modifying adjectives</b> and prepositional phrases.</li> <li>• <b>Consistently choose</b> nouns or pronouns appropriately to aid cohesion and avoid repetition.</li> <li>• <b>Use of inverted commas and other punctuation</b> to indicate direct speech.</li> <li>• <b>Consistently use</b> apostrophes for singular and plural possession.</li> <li>• Use fronted adverbials with commas.</li> <li>• <b>Use paragraphs</b> to organise ideas around a theme</li> <li>• <i>Recognise and use the terms – determiner, pronoun, possessive pronoun and adverbial.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compose and rehearse</b> sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures.</li> <li>• <b>Consistently organise</b> their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>• <b>Proofread</b> consistently and amend their own and others' writing correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</li> <li>• <b>Write</b> a range of narratives and non-fiction pieces using consistent and appropriate structure.</li> <li>• <b>Write</b> a range of narratives that are well structured and well-paced.</li> <li>• <b>Create</b> detailed settings, characters and plot to engage the reader and to add atmosphere.</li> <li>• <b>Begin</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spell all</b> of the Year 3 and Year 4 statutory spelling words correctly.</li> <li>• <b>Spell</b> words that use the possessive apostrophe with plural words, including irregular plurals.</li> <li>• <b>Use spelling knowledge</b> to use a dictionary more efficiently.</li> <li>• <b>Use prefixes and suffixes</b> and understand how to add them.</li> <li>• <b>Write</b> from memory sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increase the legibility, consistency, quality and fluency</b> of handwriting.</li> </ul>
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