

EYFS Writing Progression Map

Writing in EYFS ties together three strands – *I am a communicator*, *I am a mark-maker* and *I am a writer* – to develop confidence in written and spoken language.

Communication and language are developed through regular classroom conversation, storytelling and role-play where children can begin to question and explore a range of vocabulary and sentence structures.

Physical development is supported through the strengthening of fine motor control and hand-eye coordination through a variety of practical activities.

<u>Nursery</u>	<u>Reception</u>
<u>Stimuli:</u> A variety of stimuli relating to the topics: Lift-the-Flap books, Ourselves, Poetry and Rhyme, Maths picture books, Animals and Dinosaurs, Travel, People Who Help Us, How We Have Changed, Growing and Planting, Traditional Tales	<u>Stimuli:</u> A variety of stimuli relating to the topics: All About Me, Favourite Story books, My Special People, Storybooks, Things I Like (unique me), Animal Stories, My Celebration, Journey Stories, My Amazing Body, Traditional Tales, Our Natural World, My Very Own Story book
<u>Spoken Language (communication and language)</u> - To use a wider range of vocabulary. - To sing a variety of songs. - To know many rhymes - To talk about familiar books or stories. - To begin to tell a long story. - To use longer sentences of 4-6 words. - To start a conversation with an adult or peer which continues for many turns. <u>Literacy:</u> - To use some print and letter knowledge (e.g. ‘m’ for ‘mummy’). - To spot and suggest rhymes. - To count or clap syllables. - To recognise words with the same initial sound. - To write some, or all, of their name, writing some letters accurately. <u>Handwriting (physical development):</u> - To use large muscle movements in a variety of activities (including mark making). - To choose suitable physical movement for the task (e.g. walking, running or crawling). - To use one-handed tools and equipment. - To use a comfortable grip when holding pens or pencils. - To develop a preference for a dominant hand.	- To embed the skills developed in Nursery. <u>Spoken Language</u> - To respond in rhyme recitations through ‘call and response’. - To engage in a variety of rhymes, using a suitable rhythm and cadence. - To ask questions to find out more information. - To articulate thoughts and ideas in sentences. - To connect ideas and actions through connectives. - To describe events in some detail. - To develop social phrases. - To retell a familiar story. - To use newly acquired vocabulary in different contexts. <u>Writing composition skills:</u> - To write short sentences with words that have a known sound-letter correspondence. - To write simple sentences and phrases. - To orally retell familiar stories. <u>Spelling, Punctuation and Grammar:</u> - To spell words by identifying the sounds and then writing the sound with letters. - To use a full stop and capital letter. - To orally express themselves in the appropriate tense. <u>Handwriting (physical development):</u> - To develop the foundations of handwriting through strengthening of gross and fine motor skills. - To use the tripod grip when holding a pencil. - To form recognisable lowercase and capital letters correctly.

KS1 Writing Progression Map

<u>Year 1</u>	<u>Year 2</u>
<u>Stimuli:</u> Cave Baby by Julia Donaldson Sidney, Stella and the Moon by Emma Yarlett I Want My Hat Back by Jon Klassen Billy and the Beast by Nadia Shireen Iggy Peck, Architect by Andrea Beaty The Magic Bed by John Burningham The Comet by Joe Todd- Stanton Yeti and the Bird by Nadia Shireen Lost and Found by Oliver Jeffers Beegu by Alexis Deacon The Sea Saw by Tom Percival Dinosaurs and All That Rubbish by Michael Foreman	<u>Stimuli:</u> The Minpins by Roald Dahl The Bear and the Piano by David Litchfield Wolves by Emily Gravett Me and You by Anthony Browne Grandad's Camper by Harry Woodgate Tadpole's Promise by Jeanne Willis The Journey Home by Frann Preston-Gannon Dear Earth by Isabel Otter and Clara Anganuzzi The Dragon Machine by Helen Ward Toys in Space by Mini Grey The Great Fire of London by Emma Adams and James Weston Lewis Rosie Rever, Engineer by Andrea Beaty
- To revise and embed the skills learnt in Reception. <u>Writing composition skills:</u> - To use simple sentence structures. - To say out loud what they are going to write about. - To leave spaces between words. - To begin to use full stops. - To compose a sentence orally before writing it. - To discuss what they have written with the teacher and other pupils. - To use the conjunction 'and' - To use verbs to describe action. - To read their writing to check that it makes sense and to independently make changes. - To sequence short sentences to form a narrative. <u>Spelling, Punctuation and Grammar:</u> - To spell most words from the statutory Year 1 Spelling list. - To spell common exception words accurately. - To use full stops at the end of a sentence. - To use question marks and exclamation marks. - To add -s and -es to plurals to plurals (dogs, cats, wishes, fishes). - To use capital letters for names, places, the days of the week and the personal pronoun 'I' - To identify nouns within a sentence. <u>Handwriting:</u> - To use finger spaces - To start to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - To start using spacing between words that reflects the size of the letters.	- To revise and embed the Year 1 objectives. <u>Writing composition skills:</u> - To write for different purposes. - To use new vocabulary from reading and discussions. - To read aloud what they have written with intonation. - To write narratives about personal experiences or the experiences of others. - To form sentences with different forms: statement, question, exclamation, command. <u>Spelling, Punctuation and Grammar:</u> - To use some features of written standard English. - To use subordination (when, if, that, because) - To use expanded noun phrases to describe. - To use capital letters, full stops, exclamation marks mostly correctly. - To use commas for lists. - To use apostrophes for possession and contraction. - To create Rhyming strings. - To experiment with a range of poetry features (e.g alliteration and similes). <u>Handwriting:</u> - To use finger spaces - To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - To use spacing between words that reflects the size of the letters. - To begin using diagonal and horizontal strokes to connect the appropriate letters

KS2 Writing Progression Map

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Stimuli:</u> Leon and the Place Between by Angela McAllister The First Drawing by Mordicai The BFG by Roald Dahl The Tear thief by Carol Ann Duffy The Search for the Giant Artic Jellyfish by Chloe Savage The Last Garden by Rachel IP Cloud Tea Monkeys by Mal Peet and Elspeth Graham Small in the City by Sydney Smith The Mysteries of Harris Burdick by Chris Van Allsberg Flotsam by David Wiesner How to Live Forever by Colin Thompson The Thames and Tide Club by Katya Balen	<u>Stimuli:</u> The Matchbox Diary by Paul Fleischman Shackleton's Journey by William Grill The Selfish Giant by Oscar Wilde Winter's Child by Angela McAllister Granny Came Here on the Empire Windrush by Patrice Lawrence Jabberwocky by Lewis Carroll FARThER by Grahame Baker Smith The Mermaid of Zennor by Charles Causley The Story of Tutankhamun by Patricia Cleveland-Peck Riddle of the Runes by Janina Ramirez The Iron Man by Ted Hughes The Lion, the Witch and the Wardrobe by C. S. Lewis	<u>Stimuli:</u> Hidden Figures by Margot Lee Shetterly Robot Girl by Malorie Blackman The Lost Thing by Shaun Tan Freedom Bird by Jerdine Nolen Anne Frank by Josephine Poole Children of the Benin Kingdom by Dinah Orji Beowulf by Michael Morpurgo Rumaysa: A Fairytale by Radiya Hafiza The Man Who Walked Between the Towers by Mordicai Grestein The Odyssey by Gillian Cross High Rise Mystery by Sharna Jackson Curiosity: The Story of Mars Rover by Markus Motum	<u>Stimuli:</u> The Invention of Hugo Cabret by Brian Selznick Windrush Child by Benjamin Zepaniah Can We Save the Tiger? by Martin Jenkins The Last Bear by Hannah Gold Boy in the Tower by Polly Ho-Yen Alma and Frances (video stimuli) The Three Little Pigs Project by The Guardian The Last Wild by Piers Torday Goodnight Mr Tom by Michelle Magorian Romeo and Juliet by William Shakespeare Resist by Tom Palmer
- To embed and revise the Year 2 objectives. <u>Writing composition skills:</u> - To plan writing selecting purpose and audience. - To use expanded noun phrases. - To create character, setting and plot in a story. - To use a range of conjunctions. - To proofread, check for errors and suggest improvements. - To organise paragraphs around a theme. - To discuss writing similar to what they are planning to write, thus learning from its structure. - To make deliberate word choices to add detail. - To select relevant vocabulary for effect. - To compose and rehearse sentences orally. - To use a structure of a wider range of text types (layout devices in non-fiction). - Begin to use organisational devices such as headings and subheadings. - To write simple sentences from memory. - To write sentences dictated by the teacher. - To build a varied and rich bank of vocabulary that can be used in writing.	- To embed and revise the Year 3 objectives. <u>Writing composition skills:</u> - To plan writing selecting purpose and audience. - To write a range of narratives using an appropriate structure. - To identify and use prepositional phrases. - To rehearse sentences orally and progressively. - To use bullet points to organise ideas. - To consistently organise their writing into paragraphs around a theme to add cohesion. - To create detailed settings, characters and plot in narratives. - To always use correct Standard English verb inflections accurately. - To expand noun phrases with ambitious vocabulary and prepositional phrases. - To engage the reader and to add atmosphere in narratives. - To build up a rich vocabulary and an increasing range of sentence structures. - To proofread consistently and amend their own and others' writing.	- To revise and embed the Year 4 objectives. <u>Writing composition skills:</u> - To plan writing selecting purpose and audience. - To use a thesaurus to enhance vocabulary. - To precis longer passages. - To use organisational and presentational devices to structure text. - To begin to understand the etymology of, and relationship between, words. - To propose changes to vocabulary and grammar to enhance meaning. - To link ideas across paragraphs. - To use commas consistently to clarify meaning and avoid ambiguity. - To use appropriate organisation and layout devices for a range of audiences and purpose. - To assess the effectiveness of their own writing. - To begin to independently proof-read and edit writing. - To confidently read writing aloud, varying intonation and volume to make meaning clear.	- To revise and embed the Year 5 objectives. <u>Writing composition skills:</u> - To plan writing selecting purpose and audience. - To use a wide range of devices to build cohesion across paragraphs. - To independently and consistently use a thesaurus to enhance vocabulary. - To write effectively for a range of purposes and audiences. - To draw independently from what they have read (language, characterisation etc.). - To proofread for spelling and punctuation errors. - To explore the etymology of words and understand the relationships between words. - To propose changes to grammar, vocabulary and punctuation to enhance effect and clarify meaning. - To build cohesion across paragraphs. - To use a combination of long and short sentences for effect. - To confidently read writing aloud, varying intonation, volume and movement to make meaning clear. - To perform compositions confidently.

- To begin to vary sentence structures. - To read writing aloud, using appropriate intonation and volume. <u>Spelling, Punctuation and Grammar:</u> - To spell most words from the statutory Year 3/Year 4 Spelling list. - To begin to distinguish between homophones. - To identify and use adverbs. - To identify and use prepositions. - To use subordinate clauses (when, if, because, although). - To introduce and use the comma for subordination. - To use inverted commas to punctuate speech. - To select nouns and pronouns for clarity and to avoid repetition. - To maintain the correct tense. - To ensure correct subject/verb agreement. - To use the apostrophe for regular and irregular plurals. - To identify and use the present perfect tense. - To use a/an correctly. - To identify and use fronted adverbials. - To use imperative verbs. - To use rhetorical questions. - Introduce relative pronouns. - To identify and use a range of prefixes and suffixes. <u>Handwriting:</u> - To use the correct diagonal and horizontal strokes needed to join letters when handwriting. - To continue to form letters of the correct size, orientation and relationship to one another. - To accurately identify which letters are joined and which are not.	- To confidently read writing aloud, using appropriate intonation and volume. <u>Spelling, Punctuation and Grammar:</u> - To accurately spell words from the statutory Year 3/Year 4 Spelling list. - To accurately distinguish between homophones. - To accurately punctuate direct speech, including: a comma after the reporting clause and the punctuation within the inverted commas. - To always maintain the correct tense throughout a piece of writing. - To use subordinate clauses with a wider range of conjunctions. - To vary the position of the conjunctions used within subordinate clauses. - To correctly punctuate subordinate clauses with commas where appropriate. - To use relative pronouns. - To always maintain the correct tense throughout a piece of writing. - To introduce dashes for emphasis. - To use relative pronouns and clauses. - To consistently use apostrophes for singular and plural possession. - To use fronted adverbials. <u>Handwriting:</u> - To consistently use the correct diagonal and horizontal strokes needed to join letters when handwriting. - To accurately form letters of the correct size, orientation and relationship to one another.	<u>Spelling, Punctuation and Grammar:</u> - To spell most words from the statutory Year 5/Year 6 Spelling list. - To consistently use the correct tense. - To accurately use direct speech punctuation. - To use a range of fronted adverbials, including time adverbials. - To use commas for fronted adverbials and subordinate clauses. - To identify and use adverbs. - To identify and use modal verbs. - To identify and use relative pronouns. - To use relative clauses. - To convert nouns or adjectives into verbs. - To use imperative and modal verbs to convey urgency. - To use a range of adverbs and modal verbs to indicate degrees of possibility. - To use adverbials to convey a sense of certainty. - To use brackets, dashes or commas to indicate parenthesis. - To introduce and use semi-colons to join related clauses. - To write using the correct tense. - To use the perfect form of verbs to mark relationships between time and cause. - To identify the past perfect tense. <u>Handwriting:</u> - To write legibly and fluently in joined handwriting. - To continue to accurately form letters of the correct size, orientation and relationship to one another.	<u>Spelling, Punctuation and Grammar:</u> - To accurately spell words from the statutory Year 5/Year 6 Spelling list. - To ensure the correct use of tense. - To ensure correct subject and verb agreement when using singular and plural. - To use the passive voice for effect. - To understand and use synonyms and antonyms to make improvements to their writing. - To revise the use of inverted commas. - To use the range of punctuation taught at Key Stage 2 effectively. - To use the perfect form of verbs to mark time and cause. - To identify and use active and passive sentences. - To revise the present and past progressive tense. - To revise the past and present perfect tense. - To use punctuation for effect. - To use ellipses for effect. - To use semi colons, dashes, hyphens and colons accurately. - To use the subjunctive form. - To use imperative and modal verbs to convey urgency. - To use adverbials to convey a sense of certainty. <u>Handwriting:</u> - To write legibly and fluently in joined handwriting. - To write legibly with increasing speed. - To choose the writing implement that is best suited for a task.
--	---	--	---