

St John's Catholic Primary School Writing Progression Map

Early years	<p>Transcription Spelling Phonics and Spelling Rules</p> <p>40-60 Months -Literacy writing</p> <ul style="list-style-type: none">• To continue a rhyming string.• To hear and say the initial sound in words.• To segment the sounds in simple words and blend them together.• To link sounds to letters, naming and sounding the letters of the alphabet. <p>ELG Literacy writing • To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Common Exception Words-</p> <p>ELG_literacy writing • To write some irregular common words.</p> <p>Transcription- letter formation, placement and positioning</p> <p>30-50 Months -Physical Development Moving and Handling</p> <ul style="list-style-type: none">• To draw lines and circles using gross motor movements.• To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.• To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.• To hold a pencil near point between first two fingers and thumb, and use it with good control.• To copy some letters, e.g. letters from their name. <p>Literacy Writing • To sometimes give meaning to marks as they draw and paint.</p> <p>Expressive Arts and Design Exploring and Using Media and Materials • To realise tools can be used for a purpose.</p>
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40-60 Months Physical Development Moving and Handling

- To show a preference for a dominant hand.
- To begin to use anticlockwise movement and retrace vertical lines.
- To begin to form recognisable letters.
- To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Literacy Writing

- To give meaning to marks they make as they draw, write and paint.
- To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writing: Composition Planning, Writing and Editing

30-50 Months Communication and Language Speaking

- To speak to retell a simple past event in correct order. For example, 'I went down slide'.
- To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- To use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'.

Expressive Arts and Design Being Imaginative

- To engage in imaginative role play based on own first-hand experiences.
- To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Months Communication and Language Speaking

- To link statements and stick to a main theme or intention.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play.

Literacy Writing • To write own name and other things such as labels, captions. • To attempt to write short sentences in meaningful contexts.

Expressive Arts and Design Being Imaginative • To play cooperatively as part of a group to develop and act out a narrative.

ELG Communication and Language Speaking • To develop their own narratives and explanations by connecting ideas or events. Literacy Writing • To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Awareness of Audience, Purpose and Structure

30-50 Months Communication and Language Speaking

• To use vocabulary focused on objects and people that are of particular importance to them. • To build up vocabulary that reflects the breadth of their experiences. 40-60 Months Communication and Language Speaking • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use language to imagine and recreate roles and experiences in play situations.

ELG Communication and Language Speaking • To express themselves effectively, showing awareness of listeners' needs.

Vocabulary, Grammar and Punctuation Sentence Construction and Tense

30-50 Months Communication and Language Understanding

- To begin to understand 'why' and 'how' questions.

Speaking • To question why things happen and give explanations and ask questions, e.g. who, what, when, how. • To use a range of tenses in speech. For example, play, playing, will play, played.

ELG Communication and Language Speaking • To answer 'how' and 'why' questions about their experiences and in response to stories or events. • To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Use of Phrases and Clauses

30-50 Months Communication and Language Speaking

- To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.

Use of Terminology

30-50 Months Communication and Language Understanding

- To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Phonics & Whole word spelling</p>	<p>words containing each of the 40+ phonemes taught</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		<p>each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • learning to spell common exception words • distinguishing between homophones and near-homophones 			<p>some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>some words needs to be learnt specifically, as listed in Appendix 1</p>
<p>Other word building spelling</p>	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs 	<p>learning the possessive apostrophe (singular)</p> <ul style="list-style-type: none"> • learning to spell more words with 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them

	<ul style="list-style-type: none"> • 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 	<p>contracted forms</p> <ul style="list-style-type: none"> • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 	<p>possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using 				

	taught so far.	the GPCs and common exception words taught so far.				
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and 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 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are 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 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are 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 	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

	belong to which handwriting 'families' and to practise these	<p>one another, are best left un-joined</p> <ul style="list-style-type: none">• 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.	their handwriting	their handwriting		
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Contexts for writing	See Long Term English plan					
Planning Writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary

<p style="text-align: center;">Drafting Writing</p>	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • 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 advance the action 	<ul style="list-style-type: none"> • 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 advance the action
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					<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
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<p style="text-align: center;">Editing Writing</p>	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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		spelling, grammar and punctuation			<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • read their writing aloud 	<ul style="list-style-type: none"> • read aloud what they 	<ul style="list-style-type: none"> • read their own writing 	<ul style="list-style-type: none"> • read their own writing 	<ul style="list-style-type: none"> • perform their own 	<ul style="list-style-type: none"> • perform their own

	clearly enough to be heard by their peers and the teacher.	have written with appropriate intonation to make the meaning clear	aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	compositions, using appropriate intonation, volume, and movement so that meaning is clear.	compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive –s • Standard English verb 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

	<p>of adjectives/adverbs</p> <ul style="list-style-type: none"> • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<p>correctly and consistently including the progressive form</p> <ul style="list-style-type: none"> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) 	<ul style="list-style-type: none"> • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<p>inflections (I did vs I done)</p> <ul style="list-style-type: none"> • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<p>beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <ul style="list-style-type: none"> • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • 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 • differences in informal and formal language • synonyms & Antonyms • further cohesive
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		<ul style="list-style-type: none"> • sentence demarcation • commas in lists • apostrophes for omission & singular possession 				<p>devices such as grammatical connections and adverbials</p> <ul style="list-style-type: none"> • use of ellipsis
Punctuation	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation 	Using and punctuating direct speech	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark

	people, places, the days of the week, and the personal pronoun 'I'	marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)		with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)	dashes or commas to indicate parenthesis	boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently
Grammatical terminology	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,	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel,	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

		present) , apostrophe, comma	vowel letter, inverted commas (or 'speech marks')			
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