EDWARD WILSON PRIMARY SCHOOL

Writing Knowledge and Skills Progression Map

Year group/Expected level	Transcription – Spelling	Transcription – Handwriting	Composition	Vocabulary, grammar and punctuation	Spoken language
Nursery *Please refer to the EYFS Statuatory Framework and Development Matters for detailed information*	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.(L)	Use large-muscle movements to wave flags and streamers, paint and make marks.(PD) Use one-handed tools and equipment, for example, making snips in paper with scissors.(PD) Use a comfortable grip with good control when holding pens and pencils.(PD) Shows a preference for a dominant hand.(PD) Write some letters accurately.(L)	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.(CL) Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (L) Write some or all of their name. (L) Write some letters accurately.(L) Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.(EAD)	Engage in extended conversations about stories, learning new vocabulary.(L)	Use a wider range of vocabulary.(CL) Use longer sentences of four to six words.(CL) Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'(CL) Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'(M) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.(CL) Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' (CL) Use longer sentences of four to six words. (CL)

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Reception *Please refer to the EYFS Statuatory Framework and Development Matters for detailed information*		Form lower-case and capital letters correctly.(L) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PD) Use a range of small tools, including scissors, paintbrushes and cutlery.(PD) Begin to show accuracy and care when drawing(PD) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)	Spell words by identifying sounds in them and representing the sounds with a letter or letters (L) Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (L) Re-read what they have written to check that it makes sense. (L) Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. (CL) Participate in small group, class and one-to-one discussion, offering	Write short sentences with words with known letter sound correspondence, usng a capital letter and full stop. (L) Say a sound for each letter in the alphabet and at least 10 digraphs (L) Read words consistent with their phonic knowledge by sound-blending (L) Use new vocabulary in different contenxts. (L)	Learn new vocabulary (CL) Use new vocabulary through the day. (CL) Articulate their ideas and thoughts in well-formed sentences. (CL) Connect one idea or action to another using a range of connectives.(CL) Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver.” (CL) Articulate their ideas and thoughts in well-formed sentences.(CL) Describe events in some detail (CL) Develop social phrases.(CL) Use new vocabulary in different contexts.(CL) Develop storylines in their pretend play.(EAD) Invent, adapt and recount narratives and stories with peers and teachers. (EAD) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.(CL)

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Reception Contd.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. (L) Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.(CL) Listen to and talk about stories to build familiarity and understanding (CL) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (CL) Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. (L) Re-read what they have written to check it makes sense. Write simple phrases and sentences that can be read by others.	Develop the foundations of a handwriting style which is fast, accurate and efficient.(PD) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (PD) Write recognisable letters, most of which are correctly formed.(L)	their own ideas, using recently introduced vocabulary. (CL) Write recognisable letters, most of which are correctly formed. (L) Write simple phrases and sentences that can be read by others(L)		Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (CL) 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 (CL) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (CL) Make comments about what they have heard and ask questions to clarify their understanding. (CL) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.(CL)

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Year 1 *Refer to National Curriculum Programme of Study for English (Writing)*	Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • 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 [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• 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 belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher	Develop their understanding of the concepts set out in English appendix 2 by: • leaving spaces between words • joining words and joining clauses using 'and' • 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 the grammar for year 1 in English appendix 2	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

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Year 1 Contd.				• use the grammatical terminology in English appendix 2 in discussing their writing	• speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication

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Year 2 *Refer to National Curriculum Programme of Study for English (Writing)*	• segment spoken words into phonemes and representing these by graphemes, spelling many correctly • learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones • learn to spell common exception words • learn to spell more words with contracted forms • learn the possessive apostrophe (singular) [for example, the girl's book] • distinguish between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and	• 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 one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letter • use spacing between words that reflects the size of the letters	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by:	Develop their understanding of the concepts set out in English appendix 2 by: • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: • sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising,

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Year 2 Contd.	common exception words taught so far.		-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 (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear	specify [for example, the blue butterfly] • 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) • the grammar for year 2 in English appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing	imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication

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Year 3 *Refer to National Curriculum Programme of Study for English (Writing)*	• Use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones e,g, – there, their, they're, too, to, two, where, wear • spell words that are often misspelt - see English appendix 1 • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Adding suffixes beginning with vowels to words of more than one syllable: - doubling the consonant, forgotten - the i sound as 'y' as in gym - the u sound as ou as in touch - -ation, -ly - -sure, -ture, -er - -sion, -tion Adding prefix: - un, dis, mis where they have negative meanings ch as in chorus and in chef -ei, -eigh,- ey	Continue to practise correct letter formation to develop speed and consistency • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• learn, use and develop understanding of concepts set out in Appendix 2 • extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use present perfect form of verbs in contrast to the past tense • use conjunctions, adverbs and prepositions to express time and cause • highlight grammatical and other features in writing through punctuation • introduce use and punctuation of direct speech	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

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Year 3 Cont.		• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	• use and understand grammatical terminology when discussing writing and reading: preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant letter, vowel letter, inverted commas / speech marks - use of a and an according to whether the noun begins with a vowel or a consonant	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

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Year 4 *Refer to National Curriculum Programme of Study for English (Writing)*	• Use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones e,g, – there, their, they're, too, to, two, where, wear • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Apply knowledge of letter formation to produce consistently well formed and effective handwriting • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	• discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar - compare different genres of writing to explore differences and similarities - link to own experiences to compose texts for specific purpose / audience • discuss and record ideas in detail before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary • develop an increasing range of sentence structures • organise paragraphs around a theme - in narratives, create settings, characters and plot using models from own reading	• learn, use and develop understanding of concepts set out in Appendix 2 • choose nouns or pronouns appropriately for clarity and cohesion • use conjunctions, adverbs and prepositions to express time and cause, using commas to add clauses to sentences • use fronted adverbials • highlight grammatical and other features in writing through consistent use of punctuation • use commas after fronted adverbials	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

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Year 4 Cont.	Adding prefixes: - -im-, re-, sub-, inter-, super-, anti-, auto Adding suffixes: - -ous - -tion, -sion, -ssion, -cian Spelling patterns -gue, -que sc – science	• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	experiences - in non-narrative writing, use simple organisational devices [ie, headings and sub-headings] - assess the effectiveness of own and others' writing linked to improving skills • suggest improvements, ie changes to grammar and vocabulary to improve consistency - proof-read independently for spelling and punctuation errors confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear.	• indicate possession by using the possessive apostrophe with plural nouns • use and punctuate direct speech with speech marks and commas	• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

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Year 5 *Refer to National Curriculum Programme of Study for English (Writing)*	• use further prefixes and suffixes and understand the guidance for adding them • continue to distinguish between homophones and other words which are often confused • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus	• write legibly, fluently and with increasing speed by: • 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	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • 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 • 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 [for example, headings, bullet points, underlining]	Develop their understanding of the concepts set out in English appendix 2 by: • recognise vocabulary and structures • appropriate for formal speech • - begin to use passive verbs to affect the • understanding of information • - begin to use the perfect form of verbs to • mark relationships of time and cause • -begin to use expanded noun phrases to • convey information • - use modal verbs or adverbs to indicate • degrees of possibility • - begin to use relative clauses beginning with • who, which, where, when, whose, that or • with an implied relative pronoun to convey • more information concisely	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

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Year 5 Cont.			Evaluate and edit by: • 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 • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	• - indicate grammatical and other features in writing through punctuation • use commas appropriately to clarify meaning or avoid ambiguity in writing • begin to use hyphens to avoid ambiguity • begin to use brackets, dashes or commas to indicate parenthesis • begin to use semi-colons, colons or dashes to mark boundaries between independent clauses • begin to use a colon to introduce a list • begin to punctuate bullet points consistently use and understand grammatical terminology when discussing writing and reading.	• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

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Year 6 *Refer to National Curriculum Programme of Study for English (Writing)*	• spell some words with 'silent' letters [ie, knight, psalm, solemn] - 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 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus	Continue to: • write legibly, fluently and with increasing speed by: - 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	Plan their writing by: • identifying audience and purpose - select appropriate form, use similar writing as model - note and develop initial ideas, drawing on reading and research - consider how authors develop characters and settings • select appropriate grammar and vocabulary, showing how meaning can be enhanced - describe settings, characters and atmosphere -integrate dialogue to convey character and advance the action • précis longer passages • continue to use a wide range of devices to build cohesion across paragraphs • continue to use organisational and presentational devices to structure text and guide the reader • assess the effectiveness of own and others' writing	• learn, use and develop understanding of concepts set out in Appendix 2 for Year 6 • continue to recognise vocabulary and structures appropriate for formal speech /writing • include subjunctive forms in writing • continue to use passive verbs to affect the understanding of information • continue to use the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely • continue to use modal verbs or adverbs to indicate degrees of possibility	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

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Year 6 Cont.			• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout • ensure correct subject and verb agreement, singular and plural • continue to distinguish between language of direct and indirect speech and writing • proof-read for spelling / punctuation errors publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres.		• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication