



Highfield Primary School Progression Map 2024 - 2025

Subject: Writing

Intent

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing across all subjects. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Through the delivery of 'The Write Stuff' programme, children will find writing engaging and enjoyable whilst being immersed in a range of exciting stimuli. This will ensure that they not only understand the purpose and importance of writing but also fundamentally enjoy the writing process. Ultimately, our children will leave Highfield as confident, capable and independent writers, who understand the importance of writing as a life-long skill.

Implementation

Progression of Knowledge

	EYFS		KS1		KS2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery children will be taught to/about:	In addition to knowledge taught in the Nursery, Reception children will be taught to/about:	In addition to EYFS knowledge, Year 1 children will be taught to/about:	In addition to EYFS and Year 1 knowledge, Year 2 children will be taught to/about:	In addition to KS1 knowledge, Year 3 children will be taught to/about:	In addition to KS1 and Year 3 knowledge, Year 4 children will be taught to/about:	In addition to KS1 and Lower KS2 knowledge, Year 5 children will be taught to/about:	In addition to KS1, Lower KS2 and Year 5 knowledge, Year 6 children will be taught to/about:
Planning, Drafting and Editing	To sequence stories using prompts/pictures.	Compose a sentence orally before writing. Re-reads sentences orally to	Compose a sentence orally before writing. Say a sentence out loud before writing it – oral rehearsal.	Write narratives about personal experiences and those of others (real and fictional). Plan what they are going to write about, including writing	Use ideas from their own reading and modelled examples to plan their writing. Begin to proofread their own and others' work to check for errors (with increasing	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	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.	Note down and develop initial ideas, drawing on reading and research where necessary. Use appropriate organisational and presentational

			<p>Sequence sentences to form short narratives. Read their writing to check that it makes sense to themselves and to an adult.</p> <p>Begin to independently make a change to their writing so that they make their writing better.</p>	<p>down ideas and/or key words and new vocabulary e.g.: mind-maps.</p> <p>Sequence what they want to say sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</p> <p>Check for errors in spelling, grammar and punctuation with the help of an adult where necessary.</p>	<p>accuracy) and to make improvements.</p> <p>Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).</p>	<p>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing. Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Link ideas across paragraphs using cohesive devices.</p> <p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Consistently proofread for spelling and punctuation errors.</p> <p>Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
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<p>Audience, Purpose and Structure</p>	<p>Know that print can have different purposes.</p> <p>Print has meaning.</p>	<p>Re-tell stories and narratives using own words and recently introduced vocabulary.</p> <p>Write simple sentences and phrases that can be read by others.</p>	<p>Use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Start to engage readers in stories and news telling by using adjectives to describe.</p> <p>Begin to write for different purposes: poetry, instructions, letter.</p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and class) and from their wider experiences.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write, to understand and learn from its structure, vocabulary and grammar.</p> <p>Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Make deliberate, ambitious word choices to add detail.</p> <p>Create settings, characters and plot in narratives.</p> <p>Begin to use dialogue to convey a character.</p> <p>Use headings and sub-headings to aid presentation</p>	<p>Write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g.: text boxes, bullet points etc.).</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Use dialogue to convey a character and to start to advance the action.</p>	<p>Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Use dialogue to convey a character and to advance the action.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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<p>Sentence Structure (Including punctuation and grammar)</p>	<p>Use a capital letter for the start of a name</p>	<p>Write short sentences using a capital letter and full stop.</p>	<p>Use simple sentence structures that are accurately punctuated with a capital letter and a full stop.</p> <p>Use simple conjunctions (and, but) to link ideas in sentences.</p> <p>Form simple compound sentences.</p> <p>Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use finger spaces. Use full stops to end sentences.</p> <p>Use question marks and exclamation marks.</p>	<p>Use the present tense and the past tense mostly correctly and consistently.</p> <p>Form sentences with different forms: statement, question, exclamation, command.</p> <p>Use co-ordination (or/and/but).</p> <p>Use some subordination (when/if/that/because).</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Use the full range of punctuation taught at key stage 1 mostly correctly including: <i>-capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.</i></p>	<p>Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>Use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use simple conjunctions confidently and accurately.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Use the full range of punctuation from previous year groups.</p>	<p>Maintain an accurate tense throughout a piece of writing.</p> <p>Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use a range of conjunctions accurately, varying the position within the sentence.</p> <p>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>Use relative clauses beginning with a relative pronoun with confidence.</p> <p>To use the passive voice.</p>	<p>Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Use the subjunctive form in formal writing.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the passive voice accurately within appropriate pieces.</p> <p>Use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.")</p>
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					<p>Punctuate direct speech using inverted commas (speech marks).</p> <p>Use fronted adverbials punctuated with a comma.</p> <p>Organise paragraphs around a theme.</p>	<p>Use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>Consistently use apostrophes for singular and plural possession.</p> <p>To use a colon and semi colon for lists.</p>	<p>Use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>To use a colon and semi colon in lists to separate clauses.</p>	<p>Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Spelling	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all their name.</p>	<p>Spell Phase 2 'Tricky Words'</p> <p>Spell Phase 3 'Tricky Words'</p> <p>Spell CVC words</p> <p>Spell CCVC words</p> <p>Make phonetically plausible attempts at ambitious words.</p>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learn to spell common exception words.</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p> <p>Use further prefixes and suffixes and understand the</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p>

			<p>phoneme/grapheme correspondence accurately e.g. cat, dog, red.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un– and suffixes: –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from Appendix 1.</p>	<p>Distinguish between homophones and near homophones.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Show awareness of silent letters in spelling e.g. knight, write.</p> <p>Use –le ending as the most common spelling for this sound at the end of words.</p> <p>Apply spelling rules and guidelines from Appendix 1.</p>	<p>check its spelling in a dictionary.</p>	<p>check its spelling in a dictionary.</p>	<p>guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p>
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<p>Letter Formation / Handwriting</p>	<p>Form some letters accurately.</p>	<p>Form lowercase and capital letters correctly.</p> <p>Write recognisable letters that are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Continue to develop tripod grip of a pencil/pen.</p> <p>Write lower case letters (cursively) and capital letters of the alphabet in the correct direction, including starting and finishing in the right place.</p> <p>Form digits 0-9 accurately.</p>	<p>Master the tripod grip of a pen/pencil.</p> <p>Form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use the diagonal and horizontal strokes needed to accurately join letters cursively.</p>	<p>Increase the legibility, consistency and quality of handwriting by ensuring that down strokes of letters are parallel and equidistant.</p> <p>To ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Understand which letters, when adjacent to one another, are best left not joined.</p>	<p>Begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>Choose the writing implement which is best suited for a task</p>
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Impact (End points)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
By the end of the Summer Term	Children in Nursery will be able to use some of their print and letter knowledge in their early writing so that some letters are accurately used. They will be able to write some or all of their name. Children will be able to write some letters accurately.	Children in Reception will be able to use their phase 2, 3 and 4 phonemes to write most words phonetically. They will be able to form lower-case and capital letters correctly. They will be able to write short sentences and phrases with words with known letter-sound correspondences using a capital letter and a full stop. They will be able to re-read what they have written to check that it makes sense and these compositions will be able to be read by others.	Children in Year 1 will be able to use their phase 3, 4 and 5 phonemes to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children's handwriting style will be cursive with letter formations beginning and ending in the correct places.	Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix –ed and –ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write a sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but,	Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types. They will be able to use a range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense. Children will be able to choose nouns or pronouns appropriately to avoid repetition and for clarity and cohesion. They will be able to use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials. Children will be able to use appropriate punctuation accurately; inverted commas, commas and apostrophes	Children in Year 4 will be confident in discussing and recording their ideas when planning. Increased confidence will be seen in narrative and non-narrative writing through the processes of: creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will be able to use a dictionary to help check spelling mistakes.	A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, compose and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.	By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.