

# St Margaret's CEVA Primary School Progression Map



## Subject: Writing

**Intent:** Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

**Impact:** By the time pupils leave St. Margaret's, they will be enthusiastic and competent writers who can write with flair and enthusiasm for a range of purposes. They will be able to apply their writing skills to access any subject in their secondary education and beyond.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b> (Composition)	Repeating and using key vocabulary Verbally constructing a sentence.	Letter formation Sentence structure – capitals, spaces, full stops, Phoneme/Grapheme correspondence. Non-fiction writing Subheadings Titles Captions Labels Chronological instructions Story Openings Subheadings Speech	Informal Letter structures Poetry forms and structures – figurative language Instructions – layout features Planning Editing Publishing Narrative features- strong verbs, story language. Story structure Story writing, with clear setting descriptions Use of paragraphs Character description Narrative structures- cohesion- linking the end to the beginning. Use of subordination and adverbials. Subheadings Paragraphs Formal and informal writing	Informal language Inverted commas - dialogue Adverbials Subordinate clauses Use of technical vocabulary Cause and effect conjunctions Use of precise vocabulary Planning Editing Organisation and language features Use of headings Paragraphs Writing to inform Expanded noun phrases Adverbials Speech and dialogue Past tense An / A Commas in lists Formal language	Adverbs for detail Use of technical vocabulary Vocabulary for effect Add conclusions to wrap up and summarise information in Instructions. Story writing to entertain. Chronological report to inform: Technical vocabulary/ Third person/ Impersonal style/ Formal language/ Assessing the effectiveness of their own and others' writing/ suggesting improvements Organising information Sequencing events Concluding and summarising information Descriptive language to highlight key points Writing a general opening statement Write a closing summary Creating settings, characters and plot.	Identify audience Drafting, editing, Proofreading, publishing and Evaluating, Using organisational devices to structure text. -creating atmosphere -use what they have read as a model Identify audience and purpose Personification Similes and metaphors Creating atmosphere – vocabulary for effect Integrate dialogue Perform Headings and subheadings Reported and direct speech	Identify audience & purpose Identify golden thread for cohesion Select appropriate vocab & grammar – and how they enhance meaning Propose changes to vocab and grammar Use organisational devices to structure text Proofread Draft and redraft Develop characters and settings Select appropriate vocab & grammar – and how they enhance meaning Using dialogue to advance action Assess the effectiveness of their own and others' writing Use a wide range of devices to build cohesion across paragraphs. Proofread for spelling and punctuation errors.

	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b> (Vocabulary, grammar and punctuation)	Writing initial sounds Description Tricky words Finger spaces Tricky words Full stops Capital letters Question marks	Capital Letters Adjectives Full Stops Conjunctions Time adverbials Rhyming Imperative Verb Ordinal Language Pronouns Adverbs First person Dialogue Plurals Verbs Exclamation Marks Inverted commas Nouns Prefix Suffixes Question marks	Rhyme Alliteration Sentence formation- extending sentences. Expanded noun phrases Time adverbials Past tense verbs Conjunctions Adjectives Time adverbials Capital letters, Full stops, question marks and exclamation marks. Imperative Verb Ordinal Language Pronouns Adverbs First person Commas in lists. Time connectives and descriptions Rhyming couplets Setting and character description Past tense Paragraphs	Story structure Showing character emotions Paragraphs Planning Editing Improving Describing characters and settings Subordinating conjunctions Expanded noun phrases Commas for lists Relative clauses Present perfect Commas for clauses Bullet points Present Perfect Tense Inverted commas Paragraphs Fronted adverbials Inverted commas Imperative verbs Figurative language Imperative verbs	Expanded noun phrases Past tense/Present Formal writing Technical vocabulary Bullet points Fronted adverbials Language choice – formal and technical, powerful language, Emotive language Figurative language Inverted commas Relative clauses Present perfect Commas for clauses Boxing up text Connectives and generalisers Use of clausal connectives...e.g. so, because of this... Third person Impersonal style Formal language Expanded noun phrases	Informal language Subordinate conjunctions Imperative verbs Embedded and relative clauses Subordinate clauses Adverbials Speech punctuation Direct and reported speech. Passive voice Technical vocabulary Headings and subheading  Descriptive language Imperative verbs Reported and direct speech Conjunctions Vary sentence structure length Rhetorical questions Emotive language Passive voice Brackets and dashes Coordinating and subordinating conjunctions Present perfect Brackets and dashes Time conjunctions technical vocabulary Inverted commas 1st and 3rd person	Editing Modal verbs Expanded noun phrases Commas to clarify meaning. Parenthesis () – , Relative Clauses Inverted commas Commas to clarify meaning To distinguish between homophones. Identify audience & purpose Adverbial phrases Speech- reported and direct Passive voice Hyphens Colons / Semi-colons Verb tenses Grammatical terminology Persuasive language Develop characters and settings. Select appropriate vocab & grammar – and how they enhance meaning Using dialogue to advance action. Use a wide range of devices to build cohesion across paragraphs. Assess the effectiveness of their own and others' writing. Sentence openers and types Formal and informal writing Active/passive verbs

## Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children in Year 1 will be able to use their phase 3, 4 and 5 sounds 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 handwriting will show correct formation starting and endings in the correct places.</p>	<p>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 sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when</p>	<p>Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using :extending the 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech</p>	<p>Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through 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 have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes.</p>	<p>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, produce 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.</p>	<p>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, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for 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.</p>