

## Knowledge, Skills and Understanding Progression maps

# Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
Nursery	Write some or all of their name	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p>	<p>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; writing 'm' for mummy.</p> <p>Write some letters accurately</p>	<p>Use a wider range of vocabulary</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>Use longer sentences of four to six words</p>
Reception	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>-</p>	<p>Form lower-case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check that it makes.</p>

## Knowledge, Skills and Understanding Progression maps

### Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
1	<p><b>Sufficient evidence shows the ability to...</b> Write from memory, simple dictated sentences containing the GPCs and words taught so far.</p> <p>Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.</p> <p>Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.</p> <p>Spell most common exception words in the YR 1 spelling appendix.</p> <p>Recognise and spell a set of simple compound words.</p> <p>Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</p> <p>Name the letters of the alphabet in order.</p>	<p><b>Evidence:</b> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.</p> <p>Capital letters formed correctly for some names of people, places and the days of the week.</p> <p>Some spaces are left between words, although inconsistent.</p> <p>Most letters sit on the line correctly.</p>	<p><b>Sufficient evidence shows the ability to...</b> Compose sentences orally before writing; talk about where the sentence begins and ends.</p> <p>Talk about the drafting process with my teacher to gather initial ideas and key words.</p> <p>Attempt to write appropriately to the task.</p> <p>Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</p> <p>Compose orally and write simple poems.</p> <p>Re-read writing to check it makes sense.</p> <p>Discuss own writing with others; make simple changes where suggested.</p>	<p><b>Sufficient evidence shows the ability to...</b> Write sentences or sentence- like structures which can be clearly understood.</p> <p>Often use 'and' to join words and clauses. Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</p> <p>Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</p> <p>Sometimes include adjectives for description.</p> <p>Begin to use some features of Standard English e.g. I did.</p>

## Knowledge, Skills and Understanding Progression maps

# Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
2	<p><b>Sufficient evidence shows the ability to...</b> Write from memory, simple dictated sentences which include familiar words and GPCs.</p> <p>Spell common decodable two and three syllable words which include familiar graphemes.</p> <p>Accurately spell words with suffixes– ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</p> <p>Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</p> <p>Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</p> <p>Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</p>	<p><b>Evidence:</b> Holds a pencil correctly.</p> <p>Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Spacing is appropriate to the size of letters.</p> <p>Some letters are joined correctly, according to the school's handwriting approach.</p>	<p><b>Sufficient evidence shows the ability to...</b> Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proofread for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p><b>Sufficient evidence shows the ability to...</b> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</p> <p>Coordinate sentences using and, or, but.</p> <p>Sometimes use subordination e.g. when, if, because.</p> <p>Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</p> <p>Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</p> <p>Identify word classes: noun, adjective, verb and adverb.</p> <p>Choose the past or present tense appropriately.</p> <p>Experiment with the progressive form e.g. she was swimming.</p> <p>Use appropriate features of Standard English.</p>

## Knowledge, Skills and Understanding Progression maps

# Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
3	<p><b>Sufficient evidence shows the ability to...</b> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</p> <p>Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, re-.</p> <p>Spell some words with the suffixes: -er, -ly, -sure, -ture and -sion.</p> <p>Write words spelt ei, eigh or ey e.g. vein, weight, obey.</p> <p>Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.</p> <p>Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.</p> <p>Spell some words from the YR 3-4 statutory word list.</p>	<p><b>Evidence:</b> Writing is legible.</p> <p>Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p>	<p><b>Sufficient evidence shows the ability to...</b> Compose and rehearse sentences orally.</p> <p>Talk about initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose, and show some features of the genre being taught.</p> <p>Create chronological narratives; write in sequence.</p> <p>Write simple beginning, middle, ending.</p> <p>With scaffold, organise sections broadly, within a theme.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Describe characters, settings and /or plot in a simple way, with some interesting details.</p> <p>Evaluate own and others' writing, with direction; re-read and check own writing; make changes.</p>	<p><b>Sufficient evidence shows the ability to...</b> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Express time, place and cause using conjunctions</p> <p>Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>Identify and use a range of prepositions.</p> <p>Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech.</p> <p>Begin to use inverted commas for direct speech.</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb.</p> <p>Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>Usually use the past or present tense appropriately.</p> <p>Sometimes use the present perfect e.g. He has gone out to play</p>

## Knowledge, Skills and Understanding Progression maps

### Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
4	<p><b>Sufficient evidence shows the ability to...</b> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</p> <p>Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, -ir, sub-, inter-, auto-, super-, bi-</p> <p>Add suffixes which begin with a vowel e.g. forget, forgetting.</p> <p>Add suffixes –ation, -sion, -tion, -cian,-ous, -eous -ily and –ly</p> <p>Write words spelt ch e.g. scheme, chemist, chef.</p> <p>Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.</p> <p>Use apostrophes to mark singular and plural possession e.g. the girl’s name; the girls’ names; include irregular plurals e.g. children’s bags.</p> <p>Spell the majority of words from the YR 3-4 word list.</p>	<p><b>Evidence:</b> Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined consistently.</p>	<p><b>Sufficient evidence shows the ability to...</b> Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of audience, using some appropriate features.</p> <p>Organise writing into sections or paragraphs, including fiction and nonfiction.</p> <p>Appropriately use a range of presentational devices, including use of title and subheadings.</p> <p>Use dialogue, although balance between dialogue and narrative may be uneven.</p> <p>Describe characters, settings and plot, with some interesting details.</p>	<p><b>Sufficient evidence shows the ability to...</b> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Experiment with sentences with more than one clause.</p> <p>Use a variety of conjunctions to join words and sentences</p> <p>Use time conjunctions.</p> <p>Vary sentence openers, changing the pronoun or with a fronted adverbial</p> <p>Use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</p> <p>Use inverted commas accurately for direct speech.</p> <p>Identify the correct determiner e.g. a, an, these, those.</p> <p>Usually use the past or present tense and 1st/3<sup>rd</sup> person, consistently</p>

## Knowledge, Skills and Understanding Progression maps

# Writing

	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
5	<p><b>Sufficient evidence shows the ability to...</b> Write from memory, dictated sentences which include words from the ks2 curriculum.</p> <p>Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</p> <p>Spell correctly words with letters which are not sounded e.g. knight, solemn.</p> <p>Use the hyphen to join a prefix to a root e.g. re-enter.</p> <p>Spell some homophones from the YR 5-6 spelling appendix.</p> <p>Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</p>	<p><b>Evidence:</b> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</p> <p>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p><b>Sufficient evidence shows the ability to...</b> Discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Write to suit purpose and with a growing awareness of the audience, using appropriate features.</p> <p>May include humour or suspense.</p> <p>Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</p> <p>Use a range of presentational devices, including use of title, subheadings and bullet points.</p> <p>Use dialogue to indicate character and event.</p> <p>Describe characters, settings and plot, with growing precision.</p> <p>Find key words and ideas; begin to write a summary.</p> <p>Evaluate own and others' writing; with direction, proof read, edit and revise</p>	<p><b>Sufficient evidence shows the ability to...</b> Write a range of sentence structures which are grammatically accurate.</p> <p>Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</p> <p>Demarcate sentences correctly.</p> <p>Use commas for a pause in complex sentences.</p> <p>Begins to use punctuation for parenthesis: brackets, commas, dashes.</p> <p>Begin to use semicolons between independent clauses.</p> <p>Indicates degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</p> <p>Usually maintain the correct tense.</p> <p>Begin to recognise active and passive voice.</p> <p>Identify and select determiners.</p> <p>Choose vocabulary and grammar to suit formal and informal writing, with guidance.</p> <p>Use vocabulary which is becoming more precise.</p>

## Knowledge, Skills and Understanding Progression maps

# Writing

				Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
	Transcription		Composition	
Year	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, punctuation and grammar
6	<p><b>Sufficient evidence shows the ability to...</b></p> <p>Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum.</p> <p>Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. dis-, un-, over-, im-, -ful, -cial, -tial, -ably, -ible, -ibly, -ent, -ence, -er, -ar</p> <p>Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</p> <p>Spell some challenging homophones from the YR 5-6 spelling appendix.</p> <p>Spell the majority of words from the YR 5-6 statutory word list.</p>	<p><b>Evidence:</b> Writing is legible and fluent. (Quality may not be maintained at speed.)</p> <p>Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p><b>Sufficient evidence shows the ability to...</b></p> <p>Discuss and develop ideas; routinely use the drafting process before and during writing.</p> <p>Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</p> <p>Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</p> <p>Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Describe characters, settings and atmosphere, with some precision.</p> <p>Summarise longer passages, when required.</p>	<p><b>Sufficient evidence shows the ability to...</b></p> <p>Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</p> <p>Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists and between independent clauses; hyphens; consistent use of bullet points.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</p> <p>Understand and use active and passive voice. Identify the subject and object.</p> <p>Identify synonym and antonym.</p> <p>Select vocabulary and grammar to suit formal and informal writing.</p> <p>Use vocabulary which is varied, interesting and precise.</p> <p>Use a dictionary and thesaurus to define words and expand vocabulary</p>

## Knowledge, Skills and Understanding Progression maps

### Writing

			Evaluate own and others' writing; proofread, edit and revise.	
--	--	--	--	--

