



# Offwell C of E Primary School Writing Curriculum Progression Map

## EYFS – KS1 – KS2 2022



Strand/ Sub-strand		EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Nursery	Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b> – transcription See Sounds-Write and No Nonsense Spelling	Phonics	<p>Adults use a rich range of vocabulary within the full breadth of early experiences.</p> <p>Child repeats parts of rhymes or repetitive stories</p> <p>Hears and says sounds from words in stories, rhymes or speech.</p>	<p>Pupil can: Spell words by segmentation: identifying sounds in order and representing the sounds with a letter or letters;</p>	<p>Pupil can mainly correctly: Name the letters of the alphabet in order and know their sounds; Spell words using the 40+phonemes taught, by: segmenting spoken words into phonemes and representing these by graphemes;; distinguish between alternative spellings e.g: a = ay, ai; Usually correctly spell high-frequency words at</p>	<p>Pupil can usually spell: Single syllable and multi-syllabic words, by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order; spell single-syllable and multi-syllabic words containing new spellings of known phonemes; make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt.</p>	<p>Pupil can usually distinguish between and correctly spell further homophones and near-homophones; identify their own most common spelling mistakes and the commonly misspelled words from the 3/4 list; is beginning to be able to use one or two taught strategies to reduce misspellings: e.g. <i>sounding out Wednesday</i>;</p>	<p>Pupil can: correctly spell further homophones and near-homophones; independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to learn; Use a spelling log to try out spelling choices, then check; Use the first two or three letters of a word to check its spelling in a dictionary; Usually place the possessive apostrophe accurately in words with regular plurals; Usually correctly spell words with prefixes without any associated changes in spelling; Explain the meaning of <del>not</del> prefixes: Usually correctly spell</p>	<p>Pupil can: Spell some words with 'silent' letters: e.g. <i>knight</i>; Correctly spells most confusing pairs: e.g. <i>guessed/guest</i>; Use morphology and etymology (e.g: root words) to correctly use and spell words related by meaning; Developing successful strategies for learning and recalling spelling of anomalous words: e.g. <i>using known spelling of ordinary to help spell extraordinary</i>; Use further prefixes and suffixes and understand the guidelines for adding them; Use dictionary guide-words to fine tune their search to the third or fourth letter, then independently read and understand the definition; Convert nouns or adjectives into verbs: e.g. <i>hyphen into hyphenate</i>; Use prefixes to generate new verbs: e.g. <i>disapprove</i></p>	<p>Pupil can: Spell most common ps, psy, gn and silent n words correctly e.g: environment; 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 some words needs to be learnt specifically, as listed in English Appendix 1 e.g. <i>sounds the silent letters in tricky words like guarantee, uses knowledge of common letter strings in affixes and associated rules</i>; spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>legible, preference</i>; <b>Use dictionary readily, to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands</b></p>
	Spelling		<p>Pupil can independently and with some inconsistencies: Make phonically plausible attempts at common exception (irregular) words; Spell the days of the week; use the spelling rule for plurals;</p>	<p>Pupil can: make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt; distinguish between homophones and near-homophones; Pupil can:</p>	<p>Pupil can: Write from memory simple sentences, dictated by the teacher, spelling most taught words correctly. Pupil can usually place the possessive apostrophe accurately in words with regular plurals; Usually correctly</p>				

			independently use the prefix un; Add prefixes and suffixes using -ing, -ed, -er and -est; Independently write sentences from dictation, using the GPCs and common exception and words taught so far, mostly correctly, using	usually place the possessive apostrophe accurately in singular nouns; can usually place the apostrophe accurately in words for contraction; Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Pupil can: remember and write a dictated sentence including words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge.	spell words with prefixes without any associated changes in spelling: e.g. <i>disappoint</i> usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word; usually use a range of prefixes to generate new nouns; recognise related words from the same word family and usually deduces the meaning of related words; Use the first two or three letters of a word to check its spelling in a dictionary.	words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word; usually remember and write a dictated sentence accurately applying newly taught spelling patterns (and punctuation); Form nouns (super-,anti-); Word families based on common words (solve, solution,dissolve, insoluble)		<b>the definition.</b> Usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: Usually convert nouns or adjectives into verbs: e.g. <i>example into exemplify</i> ; Usually use prefixes to generate new verbs:e.g. <i>disapprove</i>
Transition: Phonics to Spelling (See Sounds-Write + NNS)		<b>Phonics –Sounds Write Units</b>  <b>Common exception words which correspond.</b>	<b>Phonics –Sounds Write Units</b>  Use phonetic knowledge and skills from FS and Yr1 to spell phonetically regular words correctly and make phonetically-plausible attempts at others. - Spell many Year 1 common	<b>Phonics –Sounds Write Units</b>  <b>No Nonsense Spelling Pathway:</b> -Year 2 homophones and near homophones - apostrophe for possession and contraction -Year 2 phonics -Year 2 common exception words -suffixes 'ing, er, estful, ness, ment, es	<b>No Nonsense Spelling Pathway:</b> - homophones: -revise contractions from Year 2 - Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-' Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' New suffixes: 'less' and 'ly', '-ly' with root words ending in 'le' and 'ic' -rare GPCs - Year 3 & 4 word list	<b>No Nonsense Spelling Pathway:</b> - homophones: Possessive apostrophe with singular proper nouns; Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules - Prefixes -Adding suffixes beginning with vowels -Year 3 & 4 word list -rare GPCs	<b>No Nonsense Spelling Pathway:</b> -homophones: isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, altar/alter, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose -word endings: -able, -ible, -ably, -ibly-problem suffixes -rare GPCs -Year 5 & 6 word list	<b>No Nonsense Spelling Pathway:</b> -homophones / near homophones: advice/advise, practice/practise, - Generating words from prefixes and suffixes - word endings: Endings that sound like /ous/ spelt '- cious' or '-tious' The /ʃəl/ sound, words ending 'tial' and 'cial' Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' -Year 5 & 6 word list

<p><b>Sentence – construction - See Strand 1</b> Different ways to construct sentences; 2 Nouns and noun phrases; 3. Adverbials; 4 Verbs.</p>	<p><b>Grammar</b></p>	<p>Adults use a rich range of language structures within the full breadth of early experiences</p> <p>Child says simple phrases and sentences that convey meaning.</p>	<p>Say and write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by: saying out loud what they will write about; composing a sentence orally before writing it; correctly join words and clauses with ‘and’; sequence sentences to form short narratives; re-read to check that it makes sense. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.</p>	<p>Pupil can: check and correct own writing to make sense, using standard English; verbs to indicate time (past, present) are used correctly and consistently, including verbs in the continuous form; consistently make the correct choice in use of present and past tense, including the use of the progressive form of verbs in the present and past tense; usually use expanded</p>	<p>Pupil can: Choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity; write an increasing range of sentences with more than one clause using the conjunctions taught so far; usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place); select the appropriate tense for the task; decide whether a noun</p>	<p>Pupil can: independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structure; choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing; use a wide range of</p>	<p>Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. <i>make deliberate vocabulary choices for effect</i>; Use correct subject and verb agreement when using singular and plural; Identify formal and informal syntax and adjust grammar e.g: use Standard English for a report; Use expanded noun phrases to convey precise and detailed</p>	<p>Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. <i>choose the most appropriate word for precision or to express nuances of meaning</i>; <b>Use the consistent and correct use of tense throughout a piece of writing</b>; Ensure correct subject and verb agreement when using singular and plural; <b>Distinguish between the language of speech and writing and choosing either standard English or</b></p>
<p><b>Handwriting – See Cursive e.g: Cranford</b></p>		<p>Holds a pencil between thumb and two fingers, no longer using whole-hand grasp/fist.</p> <p>Can copy some shapes/ letters. Shows preference for a dominant hand.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; to form recognisable letters, most of which are correctly formed (Cranford cursive starts Summer Term). Writes own name /letters from name Write the initial sounds in words;</p>	<p>Pupil can: Sit correctly at a table and hold the pencil using the correct pencil grip in preferred hand. Know which letters belong to which handwriting ‘families’ Write numerals (0-9), letters and capitals, most of which are correctly formed (using cursive ‘flicks’); Pupil can usually leave spaces between words.</p>	<p>Pupil can: correctly form most numerals and capitals and lower-case letters using cursive script, with leads in and out, showing some control over relative size and spaces between. Presentation is neat. 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.</p>	<p>Pupil can: Use the diagonal and horizontal strokes that are needed to <b>join</b> letters and understand which letters, when adjacent to one another, are best left unjoined; Pupil’s writing can be read, is usually consistently joined and beginning to be pleasing in appearance.</p>	<p>Pupil can correctly form and join most letters in accordance with cursive script;</p> <p>Practice ensures pupils increase the legibility, consistency and quality of their handwriting</p>	<p>Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation; Can choose and use a pen (not biro) for formal writing and pencil when note taking.</p>	<p>Pupil can: Make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy. Select the appropriate writing instrument: e.g. pen, pencil or <i>colour-coded markers for key words</i>.</p>

				noun phrases to describe and specify; use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	needs 'a' or 'an' in front of it.	subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences; can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place); explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses; Use the correct form of 'a' or 'an'	information concisely; Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. <i>The song (that) I like...</i> <b>Usually use modal verbs or adverbs to indicate degrees of possibility: e.g. <i>there might be.</i></b> <b>Use the present perfect form of verbs to mark relationships of time and cause: e.g. <i>She has gone.</i></b> <b>Use devices to build cohesion, linking ideas within and across paragraphs e.g: using adverbials of time, place and number;</b> <b>Use correct tense consistently.</b>	<b>colloquial as appropriate.</b> Usually use expanded noun phrases to convey complicated information concisely; Usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes need parenthetical commas. Confidently use modal verbs or adverbs to indicate degrees of possibility. confidently use the present perfect form of verbs to mark relationships of time and cause and is usually able to use the past perfect form to mark relationships of time and cause: e.g. <i>She had known for some time...</i> Use the passive voice appropriately in independent writing e.g: for a science investigation:
	Punctuation		Pupils can identify questions, statements, exclamations; Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Pupils can: proof-read to check for errors in spelling, grammar and punctuation (e.g. <i>ends of sentences punctuated correctly</i> ); Use capital letters, full stops,	Pupil can: proof-read, evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements; Use inverted commas confidently and consistently to	<b>Proof-read for spelling and punctuation errors;</b> use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession	<b>Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in most recently taught spelling patterns and punctuation items.</b>	Pupil can: Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning; <b>Use the consistent and correct use of tense throughout a</b>

				questionmarks and exclamation marks to demarcate sentences; Use commas to separate items in a list; Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	punctuate direct speech;	commas after fronted adverbials accurately and consistently across a range of independent writing.	Use a thesaurus to introduce varied and precise vocabulary: e.g. <i>after proof-reading</i> . <b>Use parenthesis (brackets, dashes or commas) to insert ideas, clarify meaning and avoid ambiguity;</b> Edit vocabulary, grammar and punctuation to clarify meaning;	<b>piece of writing.</b> Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. <b>Use the semi-colon, colon and dash to mark boundary between independent clauses; the colon to introduce a list and semi- colons within lists. Punctuate bullet points accurately and use hyphens to avoid ambiguity.</b>
VOCABULARY for Writing	Introduce - Finger spaces - Letter - Word - Sentence - Full stops - Capital letters Revisit	Year R Introduce - Punctuation - Question mark - Exclamation mark* - Speech bubble - Bullet points - Singular/ plural - Adjective - Verbs - Conjunction	Revisit and consolidate R and Y1 Introduce: - Apostrophe (contractions and singular possession) - Commas for description - 'Speech marks' - Suffix - Verb / adverb - Statement question exclamation - Command - Tense (past, present, future) i.e. not in bold - Adjective / noun - Noun phrases - Generalisers - Subordinating conjunction	Revisit and consolidate Year 2. Introduce - Word family - Conjunction - Coordinating conjunction - Subordinating conjunction - Clause - Subordinate clause - Adverb - Preposition - Direct speech - Inverted commas - Prefix - Consonant/Vowel - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative - Colon for instructions Revisit and consolidate	Year 3 Introduce - Pronoun - Possessive pronoun - Adverbial - Fronted adverbial - Apostrophe – plural possession Revisit and consolidate	Year 4 Introduce - Relative clause/ pronoun - Modal verb - Parenthesis - Bracket- dash - Determiner - Cohesion - Ambiguity - Metaphor - Personification - Onomatopoeia - Rhetorical question - Tense, past, present, progressive. Revisit and consolidate	Year 5 Introduce: - Active and passive voice - Subject and object - Hyphen - Synonym, antonym - Colon/ semi-colon - Bullet points - Ellipsis - Subjunctive	Year 6: Revisit and consolidate.

**Text – composition and cohesion**  
See Strand 5 Cohesion and Genres folder

Purpose and Paragraphs

Retell a simple past event. Repeat elements of a simple story, song or rhyme.

Write simple CVC sentences – from own idea, about a topic, from a story, or dictated by the teacher.

Write words and sentences on a range of subjects, for a variety of purposes e.g: captions for pictures; simple stories or recounts, a set of instructions.

Correctly write statements, questions, exclamation sentences and commands in pieces of writing, which make sense and cover a range of genres.

Plan writing by: contributing their own and listening to others' ideas; Recording them in note or pictorial form; Discussing writing similar to that which they are planning to write, to understand and learn from its language features and structure; drawing on but adapting elements of the modelled story, or marshal material into logical chunks and write an appropriate main heading; Draft and write by: composing and rehearsing sentences orally (including dialogue); Draft and write by: **organising paragraphs - linked sentences - around a theme;**

Pupil can: cluster related information logically; usually identify and name key organisational and language features of a shared text; plan narrative and non-fiction texts into paragraphs; identify the text type by naming it and describe a context/scenario for using it; Pupil can, independently, select relevant information, key vocabulary and suitable ideas from discussion and notes to plan own writing; Pupil can create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions containsome detail; Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Pupil can usually: plan writing for a specific audience and purpose, selecting the appropriate genre;** Model writing on how authors develop characters and settings to help them create their own; Think and record ideas, sometimes from own reading and research: e.g. *use a Mind Map to organise ideas;* Summarise from reading: e.g. *identify key points in notes or Mind map and reformulate in own words;* **Produce internally coherent paragraphs in a logical sequence: e.g. topic sentence with subsequent sentences;** Evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on; **Use organisational and presentational devices to guide the reader e.g. headings;** Evaluate writing against success criteria, identify strengths and next step;

**Pupil can: Identify intended audience and purpose and choose a suitable writing model from familiar texts to support them;** Draw imaginatively on how authors develop characters and settings to help create their own: e.g from performances; Think aloud and record ideas, sometimes drawing on independent reading and research, choosing ideas for impact and efficacy: use formats to *organise and develop ideas;* Précis longer passages, identifying key ideas, reformulating them in their own words and justifying inclusions/exclusions; Produce internally coherent paragraphs in a logical sequence; Understand and deploy hooking devices for cohesion between paragraphs: Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action: **Use further organisational and presentational devices to structure text and guide the reader,;** Use devices to build Cohesion, *linking ideas within and across paragraphs*

<b>Milestones</b>	To make marks that have meaning to the maker. Know marks can have meaning.	To write simple sentences that communicate meaning E.g: To Dad from Lucy. Know writing is for someone to read.	To write sentences that communicate meaning and which can be read.	To write clear sentences that have a purpose and an audience E.g: a story, instructions, or recount for other children.	To write linked sentences, grouped into paragraphs, within a larger text E.g: a story with a start, middle and end, or a report with sections.	To write paragraphs, using varied sentence structure, and cohesive sentences that link together, within different types of text, for a range of purposes and audiences.	To write a variety of texts, for a range of purposes and audiences, which are legible, effective and accurate, showing ability to use Standard English. Perform their own compositions, using intonation, volume to convey meaning.	To write for any purpose, using accurate and varied grammatical constructions, correct punctuation and cohesive paragraphs, in order to communicate coherently, effectively and creatively. Perform their own compositions, using appropriate intonation, volume to convey meaning Evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching
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See EGG' Sheets (Evidence Gathering Grids) for each Year Group, Y1 – Y6, to see examples and detail of assessment.