

Writing at Sunnyside Primary Academy

Writing – Progression Map

At Sunnyside Primary Academy our writing curriculum enables our children to build increasingly sophisticated and imaginative writing pieces across genres, in both formal and non-formal tones for a range of contexts, purposes and audiences. Through the wide experiences on offer within our writing curriculum, we seek to provide our children with the strong knowledge and skills essential for them to articulate and communicate fluently and confidently in their next stage of education and beyond.

Our writing curriculum is, underpinned by the National Curriculum and enables pupils to meet the end of Key Stage Attainment targets outlined in the national curriculum and the aims align with those in the national curriculum.



Domain	Concepts	EYFS	KSI		KS2			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Phonics and Spelling Rules	See Phonics and Spelling Rules Long Term Plan						
	Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these (kinetic letter family trails).</p>	<p>Form lower-case letters of the correct size.</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 spacing between words that reflects the size of the letters.</p> <p>Begin to use the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.</p>	<p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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.



Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Context for Writing (Audience, Purpose, structure)	<p>Participate in small group, class and on-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>To write for different purposes with an awareness of fiction and non-fiction structures.</p>		<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create setting, characters and plot in narrative.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To write a range of narratives and non-fiction pieces using consistent and appropriate structure (including genre specific layout devices).</p> <p>To write a range of narratives that are well structured.</p>	<p>To consistently 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>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>To write effectively for a range of purpose and audiences, selecting the appropriate form (level of formality) and using other similar writing as models for their own.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>



			<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To plan what they are going to write about or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To discuss and record ideas.</p> <p>To compose and rehearse sentences orally.</p>	<p>To discuss and record ideas.</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>To 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.</p> <p>To consider when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p>
			<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build</p>	<p>To sequence sentences to form short narratives.</p> <p>To re-read what they have written to check that it makes sense and to independently begin to make changes.</p>	<p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p>	<p>To begin to organise their writing into paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices</p>	<p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>In narratives, create settings, characters and plot.</p>	<p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to</p>



		<p>familiarity and understanding.</p> <p>Retell a story, once they have developed a deep familiarity with the text.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers.</p>			<p>(headings & subheadings)</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>In non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Précising longer passages.</p> <p>To consistently link ideas across paragraphs.</p>	<p>convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p>
	Editing		<p>Discuss what they have written with the teacher or other pupils.</p> <p>To read their writing aloud clearly.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that verbs to indicate time</p>	<p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>To assess the effectiveness of their own and others' writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To ensure the consistent and correct</p>	<p>To assess the effectiveness of their own and others' writing.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To ensure the consistent and correct</p>



				<p>are used correctly and consistently, including verbs in the continuous form.</p> <p>To proofread to check for errors in spelling, grammar and punctuation.</p>	<p>To proofread for spelling and punctuation errors.</p>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling.</p>	<p>use of tense throughout a piece of writing.</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To proofread for spelling and punctuation errors.</p>	<p>use of tense throughout a piece of writing.</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>To habitually proofread for spelling and punctuation errors.</p>
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Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Grammar	To articulate ideas and thoughts in well-formed sentences.	To use regular plural noun suffixes (-s, -es)	To form nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i> , <i>if</i> , <i>because</i> , <i>although</i>	To always maintain an accurate tense throughout a piece of writing.	To use adverbs and modal verbs to indicate degrees of possibility, e.g. <i>surely</i> , <i>perhaps</i> , <i>should</i> , <i>might</i>	To use expanded noun phrases to convey complicated information concisely
		To express ideas and feelings about experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	To use verb suffixes where root word is unchanged (<i>-ing</i> , <i>-ed</i> , <i>-er</i>)	To form adjectives using suffixes such as <i>-ful</i> , <i>-less</i>	To use the present perfect form of verbs in contrast to the past tense	To 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.	To use expanded noun phrases to convey complicated information concisely	To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
			To use un- prefix to change meaning of adjectives/adverbs.	To use the suffixes <i>-er</i> , <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs .	To form nouns using prefixes (<i>super-</i> , <i>anti-</i>)	To use fronted adverbials	To use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> or with an implied (ie omitted) relative pronoun	To use passive verbs to affect the presentation of information in a sentence
			To combine words to make sentences, including using 'and'	To use sentences with different forms: statement, question, exclamation, command	To use the correct form of 'a' or 'an'	To know the difference between plural and possessive -s	To convert nouns or adjectives into verbs using suffixes <i>-ate</i> , <i>-ise</i> - <i>ify</i>	To use the perfect form of verbs to mark relationships of time and cause
			To sequence sentences to form short narratives.	To use the present and past tenses correctly and consistently including the progressive form	To use word families based on common words (<i>solve</i> , <i>solution</i> , <i>dissolve</i> , <i>insoluble</i>)	To use Standard English verb inflections accurately (<i>I did</i> vs <i>I done</i>)	To use verb prefixes <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> , and <i>re-</i>	To understand differences in informal and formal language
			To separate words with spaces		To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To expand noun	To use devices to build cohesion,	
			To use sentence demarcation (. ! ?)					
			To use capital letters for names and pronoun 'I'					



				<p>To use subordination (using when, if, that, or because)</p> <p>To use co-ordination (using or, and, or but)</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use some features of written Standard English</p> <p>To use sentence demarcation</p> <p>To use commas in lists</p> <p>To use apostrophes for omission & singular possession</p>	<p>To use paragraphs as a way to group related material.</p>	<p>phrases with the addition of modifying adjectives, nouns and prepositional phrases</p> <p>To use the appropriate choice of pronoun or noun to create cohesion.</p>	<p>including adverbials of time, place and number</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To use synonyms & Antonyms</p> <p>To use further cohesive devices such as grammatical connections and adverbials</p> <p>To use ellipsis</p> <p>To 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>
	Punctuation	<p>Introduction to capital letters, letter spaces and full stops through the use of</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p>	<p>To use the full range of punctuation from previous year groups.</p>	<p>To use all the necessary punctuation in direct speech, including a comma after the reporting</p>	<p>To use commas to clarify meaning or avoid ambiguity in writing</p>	<p>To use hyphens to avoid ambiguity</p> <p>To use semicolons, colons or dashes to</p>



		<p>stories, poems, text maps, letters etc.</p> <p>Understand when we need to use capital letters and full stops.</p> <p>Begin to use capital letters, finger spaces and full stops when writing sentences.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>To use spacing between words</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>- Capital letters, full stops, question marks and exclamation marks</p> <p>- commas to separate lists</p> <p>-apostrophes to mark singular possessions and contractions</p>	<p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>clause and all end punctuation within the inverted commas.</p> <p>To use commas after fronted adverbials</p> <p>To indicate possession by using the possessive apostrophe with singular and plural nouns</p>	<p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>mark boundaries between independent clauses</p> <p>To use a colon to introduce a list and use semi-colons within lists</p> <p>To punctuate bullet points to list information</p>
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Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance		<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To read their writing aloud clearly enough to be heard by their peers and the teacher	To read aloud what they have written with appropriate intonation to make the meaning clear	To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear	To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.