

# Drake Primary School Writing Progression Map



## EYFS

On entry/Expectation during Reception/ELG/Link to Reading  
Link to communication and language  
Drake expectation

## Year 1

## Year 2

## Year 3

## Year 4

## Year 5

## Year 6

### Phonics and spelling rules

Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes

Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words

Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Begins to develop phonological and phonemic awareness

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words, songs, poems and rhymes
- Claps or taps the syllables in words during sound play
- Hears and says the initial sound in words
- Starts to develop phonic knowledge by linking sounds to

To know all letters of the alphabet and consonant digraphs and the sounds which they most commonly represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To spell most words containing each of the 40+ phonemes already taught.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance\*

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

To apply further Y2 spelling rules and guidance. \*  
To spell most Y1 and Y2 common exception words

To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh)

To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).

To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).

To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).

To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).

To spell words with endings that sound like /shuhs/ spelt with '-cious' (e.g. vicious, precious, conscious, delicious, malicious, suspicious).

To spell words with endings that sound like /shuhs/ spelt with '-tious' or '-ious' (e.g. ambitious, cautious, fictitious, infectious, nutritious).

To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).

To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought,

To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).

To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).

To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).

To spell words with

	<p>letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p><b>ELG</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>To spell all Y1 common exception words correctly</p> <p>To spell days of the week correctly</p>	correctly.	<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound</p> <p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p> <p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>
Prefixes and Suffixes	<p>Begin to use plurals in speech and with simple cvc words ie cats</p> <p>Use vocabulary in speech including a range of suffixes – ed, -ing, -er, -est,</p> <p>Begin to use vocabulary in speech including the prefix un-</p>	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un -' accurately.</p> <p>To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g.</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto- inter- ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/ -ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in ence/ -ency</p>

		helped, quickest).		<p>words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/- ing) to words with more than one syllable (stressed last syllable, e.g. forgotten, beginning)</p>	<p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>(e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further spelling conventions		<p>To spell simple To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that</p>	<p>To spell some more complex homophones and near - homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that uses the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near - homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/ -cy and verbs that end in -se/ -sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co -ordinate, re -</p>

			<p>includes words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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Writing: Transcription Handwriting- please see the 'Penpals teaching sequence' to show a more detailed sequence

Handwriting	<p>Form lower-case and capital letters correctly</p> <p><b>ELG</b> <b>Write recognisable letters, most of which are correctly formed.</b></p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p><b>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</b></p> <p><b>To form lower case letters of the correct size, relative to one another.</b></p> <p><b>To use spacing between words that</b></p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>To increase the legibility, consistency and quality of their handwriting (e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>To confidently use diagonal and</p>	<p>To increase the speed of their handwriting to keep up with their thoughts/ what they want to say.</p> <p>To write legibly, fluently and with increasing speed by: i) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ii) choosing the writing implement</p>	<p>To write consistently, legibly, fluently and with increasing speed.</p> <p>To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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		To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	<b>reflects the size of the letters.</b>  <b>To begin to use the diagonal and horizontal strokes needed to join letters.</b>		horizontal joining strokes throughout their independent writing to increase fluency.	that is best suited for a task.  To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	
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## Composition

Planning, writing and editing	Re-read what they have written to check it makes sense	To say out loud what they are going to write about. To compose a sentence orally before writing it.	To write narratives about personal experiences and those of others (real and fictional).	To begin to use ideas from their own reading and modelled examples to plan their writing.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	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.	To note down and develop initial ideas, drawing on reading and research where necessary.
	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	To sequence sentences to form short narratives.	To write about real events.	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
	Introduces a storyline or narrative into their play	To discuss what they have written with the teacher or other pupils.	To write simple poetry.	To begin to organise their writing into paragraphs around a theme.	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.	To use a wide range of devices to build cohesion within and across paragraphs.
	Begins to be aware of the way stories are structured, and to tell own stories	To reread their writing to check that it makes sense and to independently begin to make changes.	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	To compose and rehearse sentences orally (including dialogue).		To consistently link ideas across paragraphs.	To habitually proofread for spelling and punctuation errors.
	Talks about events and principal characters in stories and suggests how the story might end	To read their writing aloud clearly enough to be heard by their peers and the teacher.	To encapsulate what they want to say, sentence by sentence.				To propose changes to vocabulary, grammar and punctuation to
	ELG Write simple phrases and sentences that can be read by others  Orally rehearse, hold and write a simple sentence	To use adjectives to describe.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the				

	<p>Write a short sequence of simple sentences</p> <p>Use adjectives on occasions when writing</p>		<p>teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>			<p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
<p>Awareness of purpose, audience and structure.</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>'Read' their writing aloud to others.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</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 the 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 write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using</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>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p>	<p>To 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>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical</p>

	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p>			To begin to create settings, characters and plot in narratives.	appropriate intonation and to control the tone and volume so that the meaning is clear.	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	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).
Vocabulary, Grammar and Punctuation							
Sentence construction and tense	Makes up stories, play scenarios, and drawings in response to experiences, such as outings	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate	To always maintain an accurate tense throughout a piece of writing. To always use Standard English	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject

	<p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p>		<p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>and verb agreement when using singular and plural.</p>
Phrases and clauses	<p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>)</p> <p>Use 'and' in lists or as a conjunction on occasions.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To 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>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>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.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p>	<p>To 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>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>



					To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Professor Scriffle, who was a famous inventor, had made a new	
Punctuation	Write short sentences with known sound-letter correspondences using a capital letter and full stop	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>-capital letters, full stops, question marks and exclamation marks;</li> <li>-commas to separate lists;</li> <li>-apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To 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>
Terminology	To understand the terms sound, letter, sentence, full stop, capital letter	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.