

Shrewsbury Cathedral Catholic Primary School and Nursery - English Writing Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Simple sentences with familiar phrases and repetitive structures Object and Character description	Simple stories with repetitive phrases and structures. Setting and character description.	Simple stories with familiar settings or structures. Setting and character description.	Intros and endings Short stories Descriptions Play Scripts Diaries (also recount)	Intros and endings Short stories Descriptions Play Scripts Diaries (also recount)	Extended stories Extended descriptions. Play Scripts Diaries (also recount)	Extended stories Extended descriptions. Play Scripts Diaries (also recount)
Planning	Hold and record a range of phrases and sentences. Hold and record words by segmenting.	Say out loud what they are going to write about. Compose a sentence orally before writing it	Plan or say out loud what they are going to write about. Use the structure of a familiar story to plan a twist on the narrative.	Discuss the structure, vocabulary and grammar in another similar narrative. Discuss and record ideas for their narrative. Use story mountain planning tools.	Compare the structure, vocabulary and grammar in other similar narratives. Discuss and build upon ideas for their narratives. Use story mountain planning tools.	Identify the audience and purpose for writing. Choose a structure based on other similar narratives. Use alternative planning tools such as timelines. Note and develop ideas for a narrative using reading and research.	Identify the audience and purpose for writing. Choose a structure based on other similar narratives. Note and develop ideas for a narrative using reading and research. Use alternative planning tools such as timelines. Consider how authors have developed characters and settings in a range of contexts.

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						Consider how authors have developed characters and settings in a range of contexts.	
Writing	Write simple sentences to describe images. Write simple sentences linked to a familiar narrative.	Sequence sentences to form short narratives. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Write down ideas and/or key words, including new vocabulary Summarise what they want to say, sentence by sentence. Write a simple, coherent narrative. Read aloud what they have written with appropriate intonation to make the meaning clear.	Compose and rehearse sentences orally before writing. Use given ambitious vocabulary in sentences. Use given ideas to build paragraphs. Innovate settings, characters and plots.	Compose and rehearse sentences orally before writing. Select ambitious vocabulary to use in their narrative. Use themes to organise narrative into paragraphs. Add detail to settings, character and plots based on a given example.	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre using the toolkit. Describe settings, characters and atmosphere. Use dialogue to convey character and advance the action. Create cohesion between paragraphs using adverbials,	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre. Describe settings, characters and atmosphere. Use dialogue to convey character and advance the action. Ensure cohesion between and within paragraphs. Create cohesion between paragraphs using adverbials, synonyms, pronouns and repetition.

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						synonyms, pronouns and ellipsis.	
Editing	Re-read what they have read. Begin to correct errors in taught spellings.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Correct some errors in capital letters and full stops. Correct taught spellings.	Identify the strengths and targets of their writing with the teacher and other pupils. Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in capital letters and full stops. Correct taught spellings.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for spelling and punctuation errors. Read their story aloud to check meaning.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for spelling and punctuation errors. Read their story aloud to check meaning.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof reading for spelling and punctuation errors.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof reading for spelling and punctuation errors.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash

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Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using a capital letter and full stop. Record their name using a capital letter.	Use capital letters to start sentences. Begin to use full stops to end sentences. Use question marks. Use exclamation marks.	Use capital letters and full stops accurately. Use commas for lists of adjectives. Use an apostrophe for possession. Use apostrophe for contraction. Recognise speech marks.	Use the apostrophe to show possessive s. Use inverted commas to indicate direct speech. Begin to use commas after given fronted adverbials. Use commas to separate adjectives.	Use the apostrophe to show singular possessive apostrophe. Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials.	Use ellipsis to aid cohesion. Use commas to embed expanded noun phrases. Use commas, brackets and dashes to add short pieces of additional information. Punctuate most direct speech accurately. Use commas after fronted subordinate clauses.	Use ellipsis to aid cohesion. Use commas to embed relative clauses. Use commas, brackets and dashes to add to and extend sentences. Punctuate direct speech accurately with very few errors. Use commas after fronted subordinate clauses.
Grammar	Give examples of adjectives to describe a noun.	Leave spaces between words. Begin to recognise and use singular	Use statements. Use expanded noun phrases to describe the five senses.	Innovate sentences using subordinating conjunctions including when, if, because, although.	Invent sentences using subordinating conjunctions including when, if, because, although.	Innovate and invent relative clauses. Use the progressive verb form correctly.	Invent relative clauses. Use the progressive and perfect verb form correctly. Begin sentences with subordinating clauses.

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		and plural words. Use the word 'and' in description e.g. The house was brown and small. Use adjectives in a sentence to form a noun phrase. Begin to describe linked to the five senses.	Use past tense accurately. Use co-ordinating conjunctions: or, and, but Use subordinating conjunctions: because, if, then, that	Innovate using the range of FANBOYS. Use nouns or pronouns to avoid repetition. Use conjunctions, adverbs and prepositions to show time. Use fronted adverbials to show when and where. Use a or an correctly in expanded noun phrases. Use two adjectives in expanded noun phrases.	Invent using the range of FANBOYS. Use nouns and pronouns for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and preposition to show time and cause. Use modifying adjectives, nouns and prepositions in expanded noun phrases e.g. The ferocious, fearsome predator with the golden mane. Use fronted adverbials to show how,	Use sentences of different lengths for effect. Innovate figurative language to describe. Use fronted adverbials to show how, where, when.	Use sentences of different lengths for effect. Invent figurative language to describe. Use fronted adverbials for a range of purposes.
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					when and where.		
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed. Recognise that we write across the page from left to right.	See Nelson Handwriting Scheme Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case letters in the correct direction. Form capital letters. Use RWI phrases to describe letter formation.	See Nelson Handwriting Scheme Form lower-case letters of the correct size relative to one another. 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 un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another	See Nelson Handwriting Scheme Use the diagonal and horizontal strokes that are needed to join letters. Recognise that capital letters should be un-joined. Use handwriting that is consistent and legible.	Use joined handwriting that is consistent and legible. Recognise that letter like x, r and o may be best un-joined. Improve the quality of handwriting to the standard needed for a pen license,	Use joined writing that is quick, consistent and legible. Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.

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			and to lower case letters Use spacing between words that reflects the size of the letters.				
Recount	Recalling an event in own life.	Email Postcard Simple diary	Diary Letter Fact file about a historical event	Diaries Detailed postcard Informal letters/email	Newspaper Diaries Informal letters/email Biography	Newspaper Diaries Email Informal letters/email Biography	Newspaper Diaries/Blog Formal letters/email Autobiography/Memoir
Planning	Hold and record a range of phrases and sentences. Hold and record words by segmenting. Invent a simple phrase or sentence.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about.	Discuss the structure, vocabulary and grammar in another similar recount. Discuss and record ideas for their recount.	Compare the structure, vocabulary and grammar in other similar recounts. Discuss and build upon ideas for their recounts.	Identify the audience and purpose for writing. Discuss levels of formality Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.	Identify the audience and purpose for writing. Identify the correct level of formality. Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.

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Writing	Label familiar objects. Write a sentence to describe a familiar event.	Sequence sentences to form short narratives. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Write down ideas and/or key words, including new vocabulary Summarise what they want to say, sentence by sentence. Write a simple, coherent narrative. Read aloud what they have written with appropriate intonation to make the meaning clear.	Compose and rehearse sentences orally before writing. Use given ambitious vocabulary in sentences. Use given ideas to build paragraphs.	Compose and rehearse sentences orally before writing. Select ambitious vocabulary to use the recount. Use paragraphs to organise recount chronologically.	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre using the toolkit. Describe settings., characters and atmosphere. Use dialogue to convey character and advance the action. Create cohesion between and within paragraphs using adverbials, synonyms, pronouns and ellipsis.	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre. Describe settings, characters and atmosphere. Use dialogue to convey character and advance the action. Create cohesion between and within paragraphs using adverbials, synonyms, pronouns and repetition. Use columns to organise newspapers.

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						Use columns to organise newspapers.	
Editing	Re-read what they have read. Begin to correct errors in taught spellings.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Correct some errors in capital letters and full stops. Correct taught spellings.	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in capital letters and full stops. Correct taught spellings.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their writing aloud to check meaning.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their writing aloud to check meaning.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof-read for most spelling and punctuation errors. Suggest ways to use punctuation more effectively in a sentence.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof-read for most spelling and punctuation errors.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash

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Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using a capital letter and full stop. Record their name using a capital letter.	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use question marks. Use exclamation marks.	Use capital letters and full stops accurately. Use commas for lists of adjectives. Use exclamation marks accurately. Use an apostrophe for possession. Use apostrophes for contraction.	Use the apostrophe to show possessive s. Use inverted commas to indicate direct speech. Begin to use commas after given fronted adverbials.	Use the apostrophe to show singular apostrophe. Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials.	Use ellipsis to aid cohesion (where text type is appropriate) Use commas to embed expanded noun phrases. Use commas, brackets and dashes to add short pieces of additional information. Punctuate most direct speech/quotes accurately. Use commas after fronted subordinate clauses.	Use ellipsis to aid cohesion. (where text type is appropriate) Use commas to embed relative clauses. Use commas, brackets and dashes to add to and extend sentences. Punctuate direct speech/quotes accurately with very few errors. Use commas after fronted subordinate clauses.
Grammar		Leave spaces between words.	Use exclamation sentences.	Innovate sentences using subordinating conjunctions	Invent sentences using subordinating conjunctions	Innovate and invent relative clauses.	Invent relative clauses.

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		Begin to recognise and use singular and plural words. Use the word 'and' to join clauses e.g I ate my breakfast and I brushed my teeth. Begin to describe linked to the five senses.	Use expanded noun phrases to describe and specify Use past tense accurately. Use co-ordinating conjunctions: or, and, but Use subordinating conjunctions: because, if, then, that	including when, if, because, although. Innovate using the range of FANBOYS. Use nouns or pronouns to avoid repetition. Use conjunctions, adverbs and preposition to show time. Use fronted adverbials to show when and where.	including when, if, because, although. Invent using the range of FANBOYS. Use nouns and pronouns for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and preposition to show time and cause. Use modifying adjectives, nouns and prepositions in expanded noun phrases e.g. The ferocious, fearsome predator with the golden mane.	Use the progressive verb form correctly. Use sentences of different lengths for effect. Innovate figurative language to describe. Recognise direct and indirect speech. Recognise and use the passive voice.	Use the progressive and perfect verb form correctly. Begin sentences with subordinating clauses. Use sentences of different lengths for effect. Invent figurative language to describe. Consider the difference between speech in a dialogue and quoting in a recount. Recognise and use the passive voice.
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					Use fronted adverbials to show how, when and where.		
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed. Recognise that we write across the page from left to right.	Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case letters in the correct direction. Form capital letters Use RWI phrases to describe letter formation.	Form lower-case letters of the correct size relative to one another 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 un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words	Use the diagonal and horizontal strokes that are needed to join letters. Recognise that capital letters should be un-joined. Use handwriting that is consistent and legible.	Use joined handwriting that is consistent and legible. Recognise that letter like x, r and o may be best un-joined. Improve the quality of handwriting to the standard needed for a pen license,	Use joined writing that is quick, consistent and legible. Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.

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			that reflects the size of the letters.				
Information	Record facts using sentences.	Simple fact files	Fact files Timelines	Non-chronological report Chronological report (links with recount)	Non-chronological report Chronological report (links with recount)	Scientific Report Non-chronological report Chronological report (links with recount)	Scientific Report Report Non-chronological report Chronological report (links with recount)
Planning	Hold and record a range of phrases and sentences. Hold and record words by segmenting.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about.	Discuss the structure, vocabulary and grammar in another similar information texts. Discuss and record ideas for their information text.	Compare the structure, vocabulary and grammar in other similar recounts. Discuss and build upon ideas for their recounts.	Identify the audience and purpose for writing. Choose a structure based on other similar information texts. Note and develop ideas for an information text using reading and research.	Identify the audience and purpose for writing. Choose a structure based on other similar information texts. Note and develop ideas for an information text using reading and research.
Writing	Use a ruler to draw lines.	Read aloud their writing clearly enough to be heard by	Write down ideas and/or key words, including new	Compose and rehearse sentences orally before writing.	Compose and rehearse sentences orally before writing.	Select appropriate grammar and vocabulary to	Select appropriate grammar and vocabulary to enhance

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	Write a statement linked to a familiar topic. Label familiar objects.	their peers and the teacher. Record statements about a topic in sentences. Record and underline a heading.	vocabulary Summarise what they want to say, sentence by sentence. Describe a real event or subject. Read aloud what they have written with appropriate intonation to make the meaning clear. Record and underline a heading at the top centre of the page.	Use given ambitious vocabulary in statement sentences. Use given ideas to build paragraphs. Use given headings and pictures to guide the reader.	ambitious vocabulary to use in their information text. Use themes to organise information into paragraphs. Innovate 'did you know?' sentences. Invent headings and use given subheadings and pictures to guide the reader.	enhance meaning and reflect the genre using the toolkit. Invent headings, subheadings and pictures to guide the reader. Invent 'did you know?' sentence. Create cohesion between paragraphs using adverbials, synonyms, pronouns and ellipsis. Use precising for introductions.	meaning and reflect the genre. Create headings, subheadings, pictures and glossary to guide the reader. Invent cohesion between paragraphs using adverbials, synonyms, pronouns and repetition. Use precising for introductions.
Editing	Re-read what they have read.	Re-read what they have written to	Evaluate their writing with the	Identify strengths in their own and	Identify strengths in their own and	Assess their own and other's writing against	Assess their own and other's writing against

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	Begin to correct errors in taught spellings.	check that it makes sense Discuss what they have written with the teacher or other pupils Correct some errors in capital letters and full stops. Correct taught spellings.	teacher and other pupils Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in capital letters and full stops. Correct taught spellings.	other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their writing aloud to check meaning.	other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their story aloud to writing meaning.	the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof read for most spelling and punctuation errors.	the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof read for most spelling and punctuation errors.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash
Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using	Use capital letters to start sentences. Begin to use full stops to end sentences.	Use capital letters and full stops accurately Use commas in lists in a sentence.	Use the apostrophe to show possessive s.	Use the apostrophe to show singular and possessive apostrophe.	Use hyphens to create compound adjectives. Use commas to embed	Use hyphens to create compound adjectives and add prefixes where the vowel I doubled. Use commas to embed relative clauses.

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	a capital letter and full stop. Record their name using a capital letter.	Begin to use question marks. Begin to use exclamation marks. Use capital letters for places.	Use question marks accurately. Use an apostrophe for possession. Use apostrophe for contraction.	Begin to use commas after given fronted adverbials. Use commas to separate adjectives.	Use commas after fronted adverbials.	expanded noun phrases. Use commas, brackets and dashes to add short pieces of additional information. Use commas after fronted subordinate clauses.	Use commas, brackets and dashes to add to and extend sentences. Use semi-colons to link related clauses. Use colons to link explanations.
Grammar	Give examples of adjectives to describe a noun.	Leave spaces between words. Begin to recognise and use singular and plural words. Use 'and' in a list e.g. The plant needs water and light. Use adjectives in a sentence to form a noun phrase.	Use statements and question sentences. Use present tense accurately. Use two adjectives to form a noun phrase. Use co-ordinating conjunctions: or, and, but Use subordinating conjunctions:	Show place and time/cause using conjunction, adverbs and prepositions. Recognise the present perfect form of verbs. Create expanded noun phrases with two adjectives.	Show place using conjunction, adverbs and prepositions. Use the present perfect form of verbs. Use modifying adjectives, nouns and prepositions in expanded noun phrases e.g. The ferocious,	Innovate and invent relative clauses. Use the progressive verb form correctly. Use sentences of different lengths for effect. Innovate figurative	Invent relative clauses. Use the progressive and perfect verb form correctly. Begin sentences with subordinating clauses. Use sentences of different lengths for effect. Use the passive voice

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			because, if, then, that		fearsome predator with the golden mane.	language to describe. Use fronted adverbials to show how, when and where and degree.	Use fronted adverbials for a range of purposes.
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed. Recognise that we write across the page from left to right.	Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case letters in the correct direction. Form capital letters. Use RWI phrases to describe letter formation.	Form lower-case letters of the correct size relative to one another. 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 un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another	Use the diagonal and horizontal strokes that are needed to join letters. Recognise that capital letters should be un-joined. Use handwriting that is consistent and legible.	Use joined handwriting that is consistent and legible. Recognise that letter like x, r and o may be best un-joined. Improve the quality of handwriting to the standard needed for a pen license,	Use joined writing that is quick, consistent and legible. Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.

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			and to lower case letters Use spacing between words that reflects the size of the letters.				
Procedure	Use procedural vocabulary verbally. Write simple sentences that instruct.	Simple directions Simple recipe	Instructions Recipe	Instructions Detailed Recipe	Instructions Detailed Recipe Detailed Directions Explanation	Instructions Detailed Recipe Detailed Directions Manual	Instructions Detailed Recipe Directions Manual
Planning	Hold and record a range of phases and sentences. Hold and record words by segmenting. Orally retell how to make or do something.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about.	Discuss the structure, vocabulary and grammar in another similar procedural text. Discuss and record ideas for their procedural text.	Compare the structure, vocabulary and grammar in other similar procedural texts. Discuss and build upon ideas for their procedural text.	Identify the audience and purpose for writing. Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.	Identify the audience and purpose for writing. Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.
Writing	Write a simple sentence using an imperative	Read aloud their writing clearly enough	Write down ideas and/or key words,	Compose and rehearse	Compose and rehearse	Select appropriate grammar and	Select appropriate grammar and vocabulary to enhance

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	verb (don't need to be able to identify it at this point)	to be heard by their peers and the teacher. Innovate command sentences.	including new vocabulary Summarise what they want to say, sentence by sentence. Create command sentences. Read aloud what they have written with appropriate intonation to make the meaning clear.	sentences orally before writing. Use given ambitious vocabulary in sentences including command sentences. Use given ideas to build paragraphs.	sentences orally before writing. Select ambitious vocabulary. Use numbers or points to organise command sentences.	vocabulary to enhance meaning and reflect the genre using the toolkit. Invent headings, subheadings and pictures to guide the reader. Create cohesion between and within paragraphs using adverbials.	meaning and reflect the genre. Invent headings, subheadings and pictures to guide the reader. Create cohesion between and within paragraphs using adverbials and synonyms/antonyms.
Editing	Re-read what they have read. Begin to correct errors in taught spellings.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Check that verbs to	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece.

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		Correct some errors in capital letters and full stops. Correct taught spellings.	indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in capital letters and full stops. Correct taught spellings.	writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their story aloud to check meaning.	writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their procedural aloud to check meaning.	improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof read for most spelling and punctuation errors.	Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proof read for most spelling and punctuation errors.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash
Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using a capital letter and full stop. Record their name using a capital letter.	Use capital letters to start sentences. Begin to use full stops to end sentences. Begin to use question marks. Begin to use exclamation marks.	Use capital letters and full stops accurately Use commas to write a list of ingredients. Use apostrophe for contraction.	Use the apostrophe to show possessive s. Use commas in a list of actions. Begin to use commas after given fronted adverbials.	Use the apostrophe to show singular and possessive apostrophe. Use commas in a list of actions. Use commas after fronted adverbials.	Use hyphens to create compound adjectives. Use commas to embed expanded noun phrases. Use commas, brackets and dashes to add	Use hyphens to create compound adjectives and add prefixes where the vowel is doubled. Use commas to embed relative clauses. Use commas, brackets and dashes to add to and extend sentences.

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						short pieces of additional information. Use commas after fronted subordinate clauses. Use colons to introduce bullet point lists.	Use semi-colons to link related clauses. Use consistent punctuation in bullet point lists. Use colons to start a list.
Grammar	Use numbers to sequence.	Leave spaces between words. Begin to recognise and use singular and plural words. Use numbers and imperative verbs to sequence.	Use statements and command sentences. Use present tense accurately. Use imperative verbs and simple adverbs to sequence. Use co-ordinating conjunctions: or, and, but	Show time and place using conjunction, adverbs and prepositions. Use fronted adverbials to show when and where.	Show time, place and cause using conjunctions, adverbs and prepositions. Use fronted adverbials to show when, where, how and how often. Use present perfect verb forms.	Innovate and invent relative clauses. Use the progressive verb form correctly. Use sentences of different lengths for effect. Use modal verbs to convey possibility and certainty.	Invent relative clauses. Use the progressive and perfect verb form correctly. Begin sentences with subordinating clauses. Use a growing range of modal verbs to convey possibility and certainty. Use fronted adverbials for a range of purposes.

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						Use fronted adverbials to show how, when and how often.	
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed. Recognise that we write across the page from left to right.	Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case letters in the correct direction. Form capital letters Use RWI phrases to describe letter formation.	Form lower-case letters of the correct size relative to one another 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 un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words	Use the diagonal and horizontal strokes that are needed to join letters. Recognise that capital letters should be un ioined. Use handwriting that is consistent and legible.	Use joined handwriting that is consistent and legible. Recognise that letter like x, r and o may be best un joined. Improve the quality of handwriting to the standard needed for a pen license,	Use joined writing that is quick, consistent and legible. Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.

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			that reflects the size of the letters.				
Persuade	Not exclusively taught as a genre.	Not exclusively taught as a genre.	Not exclusively taught as a genre.	Advertisement – script or text-based Letter	Discussion Advertisement Letter	Discussion Advertisement Letter Speech	Exposition Discussion Advertisement Letter Speech
Planning	Hold and record a range of phrases and sentences. Hold and record words by segmenting.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about.	Discuss the structure, vocabulary and grammar in another similar persuasive text. Discuss and record ideas for their persuasive piece.	Compare the structure, vocabulary and grammar in other similar persuasive texts. Discuss and build upon ideas for their persuasive texts.	Identify the audience and purpose for writing. Discuss levels of formality Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.	Identify the audience and purpose for writing. Identify the correct level of formality. Choose a structure based on other similar recounts. Note and develop ideas for a narrative using reading and research.
Writing	Write a sentence using an imperative verb e.g Help the bees	Read aloud their writing clearly enough to be heard by	Write down ideas and/or key words, including new vocabulary	Compose and rehearse sentences orally before writing.	Compose and rehearse sentences orally before writing.	Select appropriate grammar and vocabulary to enhance	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre.

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		their peers and the teacher.	Summarise what they want to say, sentence by sentence. Describe a real event or subject. Read aloud what they have written with appropriate intonation to make the meaning clear.	Use given ambitious vocabulary in sentences. Use given ideas to build paragraphs.	Select ambitious vocabulary to use in their persuasive text. Use themes to organise arguments into paragraphs.	meaning and reflect the genre using the toolkit. Use precising for summaries.	Use precising for summaries.
Editing	Re-read what they have read. Begin to correct errors in taught spellings. Recognise that we write across the page from left to right.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Correct some errors in capital letters and full stops. Correct taught spellings.	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated nouns with pronouns. Proofread for some spelling and	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated nouns with pronouns. Proofread for some spelling and punctuation errors.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence.

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			capital letters and full stops. Correct taught spellings.	punctuation errors. Read their text aloud to check meaning.	Read their text aloud to check meaning.	more effectively in a sentence. Proof read for most spelling and punctuation errors. Perform their writing using the appropriate intonation and volume so that meaning is clear.	Proof read for most spelling and punctuation errors. Perform their writing using the appropriate intonation and volume so that meaning is clear.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash
Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using a capital letter and full stop. Record their name using a capital letter.	Use capital letters to start sentences. Begin to use full stops to end sentences. Use question marks. Use exclamation marks. Use capital letters for the pronoun I.	Use capital letters and full stops accurately. Use exclamation marks accurately. Use question marks accurately. Use apostrophe for contraction.	Use the apostrophe to show possessive s. Begin to use commas after given fronted adverbials. Use commas to separate adjectives.	Use the apostrophe to show singular and possessive apostrophe. Use commas after fronted adverbials.	Use hyphens to create compound adjectives. Use commas to embed expanded noun phrases. Use commas, brackets and dashes to add short pieces of	Use hyphens to create compound adjectives and add prefixes where the vowel I doubled. Use commas to embed relative clauses. Use commas, brackets and dashes to add to and extend sentences. Use semi-colons to separate items in a complex list.

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						additional information. Use commas after fronted subordinate clauses. Use colons to introduce bullet point lists.	Use colons to make an impact sentence.
Grammar		Leave spaces between words. Begin to recognise and use singular and plural words. Use 'and' to join words e.g. The princess is sad and lonely. Imitate repeated phrases to open sentences.	Use statements and command sentences. Use progressive present tense e.g the ice caps are melting. Use co-ordinating conjunctions: or, and, but Use subordinating conjunctions: because, if, then, that	Innovate sentences using subordinating conjunctions including when, if, because, although. Innovate using the range of FANBOYS. Use nouns or pronouns to avoid repetition. Use conjunctions, adverbs and	Invent sentences using subordinating conjunctions including when, if, because, although. Invent using the range of FANBOYS. Use nouns and pronouns for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and	Innovate and invent relative clauses. Use the progressive verb form correctly. Use sentences of different lengths for effect. Use modal verbs to convey possibility and certainty. Use fronted adverbials to	Invent relative clauses. Use the progressive and perfect verb form correctly. Begin sentences with subordinating clauses. Use a growing range of modal verbs to convey possibility and certainty. Use the subjunctive voice. Use fronted adverbials for a range of purposes.

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			Innovate repeated phrases	preposition to show cause. Use fronted adverbials to compare and contrast. Innovate sentences using the three Rs (repetition, rule of 3, rhetorical questions)	preposition to show cause. Use modifying adjectives, nouns and prepositions in expanded noun phrases e.g. The ferocious, fearsome predator with the golden mane. Use fronted adverbials to compare and contrast. Invent sentences using the three Rs (repetition, rule of 3, rhetorical questions)	show how, when and how often. Innovate sentences using the persuasion acronym P – Power of 3 E – Emotive language R – Rhetorical S – Say again U – Undermine opposing views A – anecdote D – Direct address E - Exaggeration	Invent sentences using the persuasion acronym P – Power of 3 E – Emotive language R – Rhetorical S – Say again U – Undermine opposing views A – anecdote D – Direct address E - Exaggeration
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed.	Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case	Form lower-case letters of the correct size relative to one another Start using some of the	Use the diagonal and horizontal strokes that are needed to join letters.	Use joined handwriting that is consistent and legible.	Use joined writing that is quick, consistent and legible.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for

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	Recognise that we write across the page from left to right.	letters in the correct direction. Form capital letters Use RWI phrases to describe letter formation.	diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	Recognise that capital letters should be un-joined. Use handwriting that is consistent and legible.	Recognise that letter like x, r and o may be best un-joined. Improve the quality of handwriting to the standard needed for a pen license,	Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.
Poetry	Nursery Rhymes Repeated phrases and sounds in picture books.	Nursery Rhymes Repeated phrases and sounds in picture books. Five sense poems.	Nursery Rhymes Repeated phrases and sounds in picture books. Five sense poems. Acrostics	Acrostics Shape Poems Riddles Free Verse	Acrostics Shape poems Riddles Limericks Free Verse	Acrostic Haikus Free Verse Sonnets	Acrostics Diamantes Free Verse Sonnets Ballads

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			Shape poems.				
Planning	Hold and record a range of phases and sentences. Hold and record words by segmenting.	Say out loud what they are going to write about Compose a sentence orally before writing it	Plan or say out loud what they are going to write about.	Discuss the structure, vocabulary and grammar in another similar poem. Discuss and record ideas for their poem.	Compare the structure, vocabulary and grammar in other similar poems. Discuss and build upon ideas for their poems.	Identify the mood and type of poem. Identify a structure using knowledge of poem types. Note and develop ideas for a narrative using reading and research.	Identify the mood and type of poem. Identify a structure using knowledge of poem types. Note and develop ideas for a narrative using reading and research.
Writing	Record rhyming words or repeated phrases from familiar nursery rhymes and songs.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Write down ideas and/or key words, including new vocabulary Summarise what they want to say, sentence by sentence. Read aloud what they have written with appropriate intonation to make the meaning clear.	Compose and rehearse sentences orally before writing. Use given ambitious vocabulary. Use given ideas to build lines of a poem (developing rhyming couplets where relevant)	Compose and rehearse sentences orally before writing. Use given ambitious vocabulary. Use given ideas to build lines and verses where relevant.	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre using the toolkit. Describe settings, characters and atmosphere.	Select appropriate grammar and vocabulary to enhance meaning and reflect the genre. Describe settings, characters and atmosphere. Create cohesion between and within verses using adverbials, synonyms, pronouns and repetition.

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						Create cohesion between and within verses using adverbials, synonyms, pronouns and ellipsis.	
Editing	Re-read what they have read. Begin to correct errors in taught spellings.	Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Correct some errors in capital letters and full stops. Correct taught spellings.	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Correct most errors in capital letters and full stops. Correct taught spellings.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their story aloud to check meaning.	Identify strengths in their own and other's writing using a given toolkit. Give examples of ways to improve their own and other's writing using a given toolkit. Replace repeated names with pronouns. Proofread for some spelling and punctuation errors. Read their story aloud to check meaning.	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proofread for most spelling and punctuation errors. Perform their writing using the appropriate intonation and volume	Assess their own and other's writing against the toolkit and assessment grid. Select synonyms to improve a piece. Suggest ways to improve the structure of a sentence. Suggest ways to use punctuation more effectively in a sentence. Proofread for most spelling and punctuation errors. Perform their writing using the appropriate intonation and volume

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						punctuation errors. Perform their writing using the appropriate intonation and volume so that meaning is clear.	so that meaning is clear.
Spelling	See RWI	See Twinkl and RWI	See Twinkl and RWI	See Purple Mash	See Purple Mash	See Purple Mash	See Purple Mash
Punctuation	Recognise the purpose capital letters and full stops. Record a sentence using a capital letter and full stop. Record their name using a capital letter.	Use capital letters to start sentences. Begin to use full stops to end sentences. Begin to use question marks. Begin to use exclamation marks.	Use capital letters and full stops accurately. Use commas in lists of adjectives accurately.	Use full stops to end each line where appropriate.	Use commas or full stops appropriately at the end of each line.	Use punctuation to aid rhythm and avoid ambiguity.	Use punctuation to aid rhythm and avoid ambiguity.
Grammar		Leave spaces between words. Start a new line for each line in the poem. Recognise rhyming words.	Use expanded noun phrases to describe and specify. Recognise rhyming words and alliteration.	Use given words to create rhyming couplets. Create alliteration.	Create rhyming couplets. Create alliteration. Use modifying adjectives,	Consider anaphora (repetition) to create rhythm in poetry. To know that meter is the	Consider assonance (repetition) to create rhythm in poetry. To recognise iambic pentameter.

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			To recognise syllables in their name.	Use a or an correctly in expanded noun phrases. Use two adjectives in expanded noun phrases. To recognise syllables in words of different lengths.	nouns and prepositions in expanded noun phrases e.g. The ferocious, fearsome predator with the golden mane. To recognise syllables in the line of a poem.	pattern of stressed and unstressed syllables.	
Letter formation and handwriting	Write recognisable letters which are mostly correctly formed. Recognise that we write across the page from left to right.	Sit correctly at a table, holding a pencil comfortably and correctly. Form un-joined lower-case letters in the correct direction. Form capital letters Use RWI phrases to describe letter formation.	Form lower-case letters of the correct size relative to one another 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 un-joined	Use the diagonal and horizontal strokes that are needed to join letters. Recognise that capital letters should be un joined. Use handwriting that is consistent and legible.	Use joined handwriting that is consistent and legible. Recognise that letter like x, r and o may be best un joined. Improve the quality of handwriting to the standard needed for a pen license,	Use joined writing that is quick, consistent and legible. Select pencils for drawing, making grids and tables, adding lines and labelling. Select pens for writing extended prose.	Use joined writing that is quick, consistent and legible. Recognise and use different writing for note taking and pieces to be shared. Use un-joined writing for labelling, data, algebra and filling in a form.

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			Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.				
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