

AAS Writing Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics / Spelling	<p>Listens to and hears the sounds in CVC, CVCC and CCVC words.</p> <p>Recalls and identifies the taught GPCs (including some digraphs) on a grapheme mat and uses this when writing.</p> <p>Spells some taught common exception/ high frequency and familiar words.</p>	<p>Spells words containing each of the 40+ phonemes taught</p> <p>Spells common exception words</p> <p>Spells the days of the week</p> <p>Names the letters of the alphabet in order</p> <p>Uses letter names to distinguish between alternative spellings of the same sound</p> <p>Spells words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Makes phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segments spoken words into phonemes and represents these by graphemes, spelling many correctly</p> <p>Spells common exception words</p> <p>Distinguishes between homophones and near-homophones</p> <p>Learns new ways of spelling phonemes for which one or more spellings are already known, and learns some words with each spelling, including a few common homophones</p>	<p>Spells further homophones mostly correctly</p> <p>Spells words outlined in National Curriculum Appendix 1 mostly correctly</p>	<p>Spells further homophones correctly</p> <p>Spells words outlined in National Curriculum Appendix 1 correctly</p>	<p>Continues to distinguish between homophones and other words which are often confused</p> <p>Begins to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Continues to confidently distinguish between homophones and other words which are often confused</p> <p>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
Handwriting	<p>Develops fine motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Develops the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Forms lower-case and capital letters correctly</p> <p>Knows how to write the taught letters</p>	<p>Sits correctly at a table, holding a pencil comfortably and correctly</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Forms capital letters</p> <p>Forms digits 0-9</p> <p>Understands which letters belong to which handwriting 'families' and practises these</p> <p>Produces recognisable letters and words to convey meaning</p> <p>Writes in a way that another person can read writing (with minimal mediation needed)</p>	<p>Forms lower-case letters of the correct size relative to one another</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Uses spacing between words that reflects the size of the letters</p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increases the legibility, consistency and quality of their handwriting</p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters confidently and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increases the legibility, consistency and quality of their handwriting</p>	<p>Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Chooses the writing implement that is best suited for a task</p>

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<p>Word</p>	<p>Talks about elements of a topic using newly introduced vocabulary</p> <p>Uses the taught GPCs (including some digraphs) when writing</p>	<p>Uses regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Uses suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Knows how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Applies simple spelling rules and guidance from Appendix 1</p>	<p>Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Forms nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Shows some awareness of silent letters in spelling e.g. knight, write</p> <p>Uses –le ending as the most common spelling for this sound at the end of words</p> <p>Uses the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Applies spelling rules and guidelines from Appendix 1</p>	<p>Forms nouns using a range of prefixes [for example super–, anti–, auto–]</p> <p>Uses the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p> <p>Has knowledge of word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]</p> <p>Begins to use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Knows and applies the grammatical difference between plural and possessive –s</p> <p>Uses Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Uses the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Converts nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Uses verb prefixes correctly [for example, dis–, de–, mis–, over– and re–]</p> <p>Uses further prefixes and suffixes and understand the guidance for adding them</p> <p>Uses dictionaries confidently to check the spelling and meaning of words</p>	<p>Knows and applies the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Knows and applies how words are related by meaning as synonyms and antonyms</p>
<p>Sentence</p>	<p>Talks about and responds to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect).</p> <p>Knows how words can combine to make sentences</p> <p>Thinks of, says and writes a simple sentence, sometimes using a capital letter and full stop</p>	<p>Knows how words can combine to make sentences and leaves spaces between words</p> <p>Joins words and joining clauses using <i>and</i></p> <p>Uses familiar adjectives to add detail e.g. red apple, bad wolf</p> <p>Begins to use and experiment with subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Begins to experiment with differing sentence functions (statements, questions, exclamations and commands)</p>	<p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Knows and applies how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expresses time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Expands noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Uses Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicates degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Selects appropriate grammar and vocabulary, beginning to understand how such choices can change and enhance meaning</p>	<p>Uses the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Knows and applies the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>

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<p>Text</p>	<p>Talks about elements of a topic using newly introduced vocabulary and extends sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p>	<p>Sequences sentences to form short narratives</p>	<p>Correctly and consistently uses present tense and past tense throughout writing</p> <p>Uses the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Introduces paragraphs as a way to group related material</p> <p>Uses headings and sub-headings to aid presentation</p> <p>Uses the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>in narratives, create settings, characters and plot</p>	<p>Uses paragraphs to organise ideas around a theme</p> <p>Appropriately chooses pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p> <p>In narratives, create settings, characters and plot</p>	<p>Uses devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Links ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Uses layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<p>Punctuation</p>	<p>Thinks of, says and writes a simple sentence, sometimes using a capital letter and full stop</p>	<p>Separates words with spaces</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Uses capital letters for names and for the personal pronoun I</p>	<p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Uses commas to separate items in a list</p> <p>Uses apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Begins to use inverted commas to punctuate direct speech</p> <p>Begins to use apostrophes to mark plural possessions</p>	<p>Uses inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Uses apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Uses commas after fronted adverbials</p>	<p>Uses brackets, dashes or commas to indicate parenthesis</p> <p>Uses commas to clarify meaning or avoid ambiguity</p> <p>Begins to experiment with semi-colon and colon use where appropriate</p>	<p>Uses semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Uses colons to introduce a list and semi-colons within lists</p> <p>Uses the punctuation of bullet points to list information</p> <p>Knows and applies how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
<p>Audience, Purpose and Context</p>	<p>Initiates writing (in role, and for purpose)</p> <p>Writes simple sentences for different purposes</p> <p>Retell narratives verbally</p>	<p>Writes narratives about personal experiences and those of others (real and fictional)</p> <p>Writes for different purposes</p> <p>Reads their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>Writes narratives about personal experiences and those of others (real and fictional)</p> <p>Writes for different purposes with understanding of audience</p> <p>Reads aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Publishes writing in a manner appropriate to the audience and purpose</p>	<p>Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Has clarity of the purpose of their writing and who their intended audience is</p> <p>Reads 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.</p> <p>Publishes writing in a manner appropriate to the audience and purpose</p>	<p>Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considers how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Performs own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Publishes writing in a manner appropriate to the audience and purpose</p>		
<p>Planning</p>	<p>Talks about and responds to stories (rhymes and songs) with actions, recalling key events and innovating e.g character, settings, object.</p>	<p>Says out loud what they are going to write about</p> <p>Composes a sentence orally before writing it</p>	<p>Plans or says out loud what they are going to write about; encapsulates what they want to write about sentence by sentence</p>	<p>Discusses and records ideas</p> <p>Composes and rehearses sentences orally (including dialogue), beginning to building a varied and rich vocabulary and an increasing range of sentence structures</p>		<p>Notes and develops initial ideas, drawing on reading and research where necessary</p>	

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			Makes use of planning frames as appropriate to task				
Editing	Checks written work by reading and makes changes where necessary	Re-reads what they have written to check that it makes sense Discusses what they have written with the teacher or other pupils	Evaluates their writing with the teacher and other pupils Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofreads to check for errors in spelling, grammar and punctuation	Assesses the effectiveness of their own and others' writing and suggests improvements Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Consistently proofreads for spelling and punctuation errors	Assesses the effectiveness of their own and others' writing Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensures the consistent and correct use of tense throughout a piece of writing Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofreads for spelling and punctuation errors		
Known Terminology	Letter, capital letter, word, sentence, punctuation, full stop	Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points