

Stage 1-6

Knowledge, skills and understanding progression map

Writing

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Composition	<p>Are able to say out loud what they are going to write about.</p> <p>Are able to compose a sentence orally before writing it.</p> <p>Can sequence sentences to form short narratives.</p> <p>Will re-read what has been written to check if it makes sense.</p> <p>Can discuss my own writing with a peer or adult.</p> <p>Will read my work aloud clearly in order to be heard.</p>	<p>Are able to play and discuss what they are going to write about.</p> <p>Writes down their ideas and/or key words including new learnt vocabulary.</p> <p>Are able to encapsulate what they are going to say, sentence by sentence.</p> <p>Are able to write short narratives about personal experiences either on themselves or others (both fiction and non-fiction.)</p> <p>Writes about real events</p> <p>Writes poetry</p> <p>Starting to build a positive relationship for writing and increasing stamina by writing for different purposes.</p> <p>Is able to correct their work, re-writing and is able to make revisions by evaluating their work with support from an adult.</p> <p>Re-reads their work to make sure it makes sense and that verbs to indicate time are being used correctly and</p>	<p>Are able to discuss writing that is similar to what they plan to write, using and learning from the same structure, vocabulary and grammar.</p> <p>Discusses and records their ideas before writing.</p> <p>Composes and is able to orally rehearse sentences to support building a rich vocabulary and a range of sentence structures.</p> <p>Is attempting to indicate paragraphs by placing related ideas next to one another.</p> <p>In narratives is able to create a setting, characters and plot with some attempt to develop basic information by adding adjectives to nouns.</p> <p>Is able to organise their writing with headings and subheadings when appropriate.</p> <p>Is able to proofread both their own writing and others and offer constructive feedback for improvement.</p>	<p>Are able to discuss writing that is similar to what they plan to write, using and learning from the same structure, vocabulary and grammar.</p> <p>Discusses and records their ideas before writing.</p> <p>Composes and is able to orally rehearse sentences to support building a rich vocabulary and a range of sentence structures.</p> <p>Is using paragraphs to organise writing around themes and topics.</p> <p>In narratives is able to create a setting, characters and plot with some ideas developed by using detail including adverbial and expanded noun phrases.</p> <p>Is able to organise their writing with headings and subheadings when appropriate.</p> <p>Is able to proofread both their own writing and others and offer constructive feedback</p>	<p>Is able to identify the purpose and audience of the writing. Then can select the appropriate form and use similar models for their own writing.</p> <p>Makes notes and develops their ideas drawing on other texts and readings and research to support their own writing.</p> <p>When developing narrative through setting, characters and plot, is able to draw on what they have learnt through reading other authors' work</p> <p>Selects appropriate grammar and vocabulary while understanding how choices can improve work and change the meaning, using vocabulary for effect.</p> <p>When writing creatively they can describe settings, characters and atmosphere while also integrating dialogue to convey the character and advance the plot and action that takes place.</p> <p>Attempts to write longer passages</p>	<p>Identifies the audience for the purpose of writing. Then can select the appropriate form.</p> <p>Is able to make notes and develop initial ideas through research.</p> <p>When developing characters and setting for a narrative, is able to draw on experience learnt from shared narratives they have listened to and watched by real authors.</p> <p>Selects appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.</p> <p>In narratives describes settings, characters and atmosphere by integrating dialogue to enhance the action.</p> <p>Attempts to write longer, more precise passages.</p> <p>Uses a wide range of writing devices to create cohesion within and across paragraphs.</p> <p>Can use a wide range of organisation devices</p>

		<p>consistently.</p> <p>Proof reads their own work to check for errors in spelling, punctuation and grammar.</p> <p>Are able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Is able to propose suitable changes to grammar and vocabulary to improve writing consistency including the accuracy of pronouns.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Is able to read allowed their own work to a small group or whole class with clear tone and volume that is appropriate so the meaning is clear.</p>	<p>for improvement.</p> <p>Is able to propose suitable changes to grammar and vocabulary to improve writing consistency including the accuracy of pronouns.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Is able to read allowed their own work to a small group or whole class with clear tone and volume that is appropriate so the meaning is clear.</p>	<p>building their stamina for writing.</p> <p>Uses a wide range of writing devices to create cohesion e.g. (metaphors, similes, imagery, irony etc.)</p> <p>Can use a wide range of organisation devices to structure their writing e.g. (bullet points, headings, underlining etc.)</p> <p>Can assess the effectiveness of their own and others' writing.</p> <p>Proposes changes to vocabulary, punctuation and grammar for effectiveness and meaning.</p> <p>Is able to use and consistently keep the same tense throughout their writing where applicable.</p> <p>Can select the correct register for their writing including using the right subject and verb agreement.</p>	<p>to structure their writing and guide the reader e.g. (bullet points, headings, underlining etc.)</p> <p>Can assess the effectiveness of their own and others' writing to enhance effect and clarify meaning.</p> <p>Ensures the consistent and correct use of tense is being used throughout their writing.</p> <p>Ensures they are using the correct subject and verb when using singular and plural in the right register.</p>
<p>Vocabulary, grammar and punctuation</p>	<p>Shows understanding of regular plural noun suffixes e.g. (dog, dogs, wish, wishes) including the effect.</p> <p>Shows understanding of suffixes that can be added to verbs where</p>	<p>Is able to add suffixes like (ness, er, tion) to form nouns.</p> <p>Is able to form adjectives using suffixes like (ful and less.)</p>	<p>Shows an understanding of using formation of nouns using a range of prefixes eg (super, anti, auto.)</p> <p>Uses the forms 'a' and 'an' according to</p>	<p>Understands the differences between plural and possessives.</p> <p>Is able to use appropriate standard english forms most of the time e.g. ('we were' instead of 'we was')</p>	<p>Understand how to convert nouns or adjectives into verbs using suffixes e.g (ate, ise, ify)</p> <p>Examples: active - activate author - authorise Terror - terrify (adding</p>	<p>Understand how to convert nouns or adjectives into verbs using suffixes e.g (ate, ise, ify)</p> <p>Examples: active - activate author - authorise Terror - terrify (adding</p>

	<p>no change is needed in the spelling of root words, e.g. (helping, helped, helper:) Help remains the same.</p> <p>Shows understanding that by adding a prefix to a word changes the meaning to the word, eg. (happy - unhappy, tie - untie, kind - unkind.) Understands that adding words together forms a sentence.</p> <p>Can join words and clauses using the word 'and'.</p> <p>Can separate words with spaces.</p> <p>Shows awareness of full stops, capital letters, question marks and exclamation marks.</p>	<p>Can change adjectives into adverbs by adding the suffix 'ly'.</p> <p>Using subordination to connect two parts of a sentence together using the conjunctions (when, if, that, because and but.)</p> <p>Uses expanded noun phrases to add further detail. Eg The blue butterfly.</p> <p>Shows understanding of grammatical patterns in sentences to indicate a question, statement, exclamation or command.</p> <p>Can choose to write in past or present tense consistently in their writing.</p> <p>Uses the progressive form of verbs to indicate past or present tense eg (she is drumming, he was shouting.)</p> <p>Consistently uses capital, full stops, question marks, exclamation marks in sentences correctly to indicate meaning.</p> <p>Can use commas consistently for writing lists of items and know a comma separates the items in that list.</p> <p>Uses an apostrophe to mark where letters are missing in words.</p>	<p>whether the next word begins with a consonant or vowel eg (a rock, an open box.)</p> <p>Shows an understanding of word families based on common words, to show how words are related in form and meaning e.g (solve, solution, solver, dissolve insoluble.)</p> <p>Expresses time, place and cause using conjunctions e.g (when, before, after, while, so, because.)</p> <p>Expresses time, place and cause using adverbs e.g. (then, next, soon, therefore.)</p> <p>Expresses time, place and cause using preposition e.g. (before, after, during, because, next to etc.)</p> <p>Attempts and mostly uses paragraphs correctly to group together related content.</p> <p>Shows awareness of the use of heading and subheadings to aid presentation for a specific purpose.</p> <p>Makes use of some of the present perfect verbs rather than past e.g. ('He has gone out to play' contrasted with 'He went out to play'.)</p> <p>Some use of inverted</p>	<p>Uses expanded noun phrases by adding or modifying adjectives, nouns and prepositional phrases e.g. (instead of 'the teacher' change to 'the strict maths teacher with curly brown hair'.)</p> <p>Uses fronted adverbials e.g. (later that day, I heard the bad news.)</p> <p>Is able to organise their work into paragraphs based around a theme or idea.</p> <p>Makes the appropriate choice of pronoun or noun to improve cohesion and avoid any repetition.</p> <p>Uses inverted commas and other appropriate punctuation to indicate direct speech.</p> <p>Uses commas after fronted adverbials.</p>	<p>an i before the suffix)</p> <p>Has a knowledge of word prefixes e.g (de, dis, re, un, mis, out)</p> <p>Uses clauses beginning with (who, what, where which, when, whose that)</p> <p>Indicates degrees of possibility using adverbs (e.g Perhaps, surely) or modal verbs (e.g.might, should, will must.)</p> <p>Uses a range of devices to build cohesion within a paragraph (e.g then, after that, this, firstly.)</p> <p>Uses a range of linking ideas across paragraphs like adverbials of time (e.g later, before, after) and place (e.g nearby, next to), number (e.g firstly, secondly,) and tense choice (e.g he had seen her before.)</p> <p>Able to use brackets, dashes and commas to clarify meaning.</p>	<p>an i before the suffix)</p> <p>Has a knowledge of word prefixes e.g (de, dis, re, un, mis, out)</p> <p>Uses relative clauses beginning with (who, what, where which, when, whose that) or an omitted relative pronoun.</p> <p>Indicates degrees of possibility using adverbs (e.g Perhaps, surely) or modal verbs (e.g.might, should, will must.)</p> <p>Uses a range of devices to build cohesion within a paragraph (e.g then, after that, this, firstly.)</p> <p>Uses a range of linking ideas across paragraphs like adverbials of time (e.g later, before, after) and place (e.g nearby, next to), number (e.g firstly, secondly,) and tense choice (e.g he had seen her before.)</p> <p>Able to use brackets, dashes and commas to clarify meaning.</p> <p>Uses commas to clarify meaning and avoid ambiguity.</p>
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		Use apostrophes to mark single possessions in nouns Eg. (the girl's name.)	commas to indicate speech.			
Transcription and spelling	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Can spell common exception words.</p> <p>Is able to spell 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 sounds.</p> <p>Uses the spelling rule for adding 's' or 'es' as the plural marker for nouns (going from one of something to more than one) and the third person singular marker for verbs. Eg. She runs, he plays etc.</p> <p>Uses the prefix 'un'</p> <p>Uses the ending 'ing, ed, er and est' where the root spelling is the same in order to change meaning. Eg: helping, helped, helper, eating, quicker, quickest.</p> <p>Writes from memory simple sentences using the grapheme - phoneme correspondence taught so far. Eg. In words such as clock</p>	<p>Spells by segmenting spoken words into phonemes and represents these with graphemes spelling majority of them correctly.</p> <p>Is learning new ways of spelling phonemes for which one or more spellings are already learnt.</p> <p>Is learning to spell common exception words.</p> <p>Can spell words that combine contracted forms (do not - don't) Is spelling words using the possessive apostrophe.</p> <p>Is using suffixes in order to spell longer words.</p> <p>Can write simple sentences from memory as dictated by an adult using learnt spellings and punctuation.</p>	<p>Uses a range of prefixes and suffixes to aid their writing and knows how to correctly use them.</p> <p>Can spell further homophones correctly.</p> <p>Is able to identify misspelt common words and attempts to correct them.</p> <p>Understands and uses an apostrophe to change regular plural words e.g (girls, boys)</p> <p>Can use a dictionary correctly by knowing the first and second letter of a word.</p> <p>Is able to write simple sentences correctly dictated by an adult with learnt spellings and punctuation.</p>	<p>Uses a range of prefixes and suffixes to aid their writing and knows how to correctly use them.</p> <p>Can spell further homophones correctly.</p> <p>Is able to identify misspelt common words and attempts to correct them.</p> <p>Understands and uses an apostrophe to change regular plural words e.g (girl's, boy's) And irregular plurals e.g. (children's)</p> <p>Can use a dictionary correctly by knowing the first, second and third letter of a word.</p> <p>Is able to write simple sentences correctly dictated by an adult with learnt spellings and punctuation.</p>	<p>Continues to use a range of prefixes and suffixes and understand why and where to use them.</p> <p>Can spell some words with silent letters.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Understands that the spelling of some words needs to be learned specifically.</p> <p>Can use a thesaurus</p>	<p>Use a range of prefixes and suffixes and understand why and where to use them.</p> <p>Can spell most words with silent letters.</p> <p>Continues to distinguish between homophones and other words which are often confused.</p> <p>Understands that the spelling of some words needs to be learned specifically.</p> <p>Can use a thesaurus</p>

	<p>and kick, the grapheme ck is associated with the sound or phoneme /k/ - so there are two letters making one sound. Notice that cat, kite, and duck all contain the same /k/ sound, but in each of these cases this sound is represented by different graphemes: c, k, and ck.</p> <p>Understands that words are separated into beats or syllables.</p>					
Handwriting	<p>Can sit comfortably and hold a pencil correctly.</p> <p>Can form lower case letters correctly using the right formation and direction, starting and ending in the right place.</p> <p>Forms capital letters correctly.</p> <p>Can form digits 0 - 9 correctly.</p>	<p>Can form lower case letters correctly, focusing on sizing being relative to one another.</p> <p>Starts using some diagonal and horizontal strokes to indicate when letters need to be joined together and when certain letters can be left unjoined when adjacent to one another.</p> <p>Writes capital letters the correct size in conjunction with digits and lower case letters.</p> <p>Are using spaces between words that reflect the size of the letters. To indicate when a new word begins and ends.</p>	<p>Can use a range of diagonal and horizontal strokes to indicate when letters need to be joined together and when certain letters can be left unjoined when adjacent to one another.</p> <p>Is continuously improving their handwriting, so it is eligible.</p> <p>Are ensuring the spacing between their letters and words is consistent, so that the ascenders and descenders of letters do not touch.</p>	<p>Can use a range of diagonal and horizontal strokes to indicate when letters need to be joined together and when certain letters can be left unjoined when adjacent to one another.</p> <p>Is continuously improving their handwriting, so it is eligible by ensuring downwards strokes are parallel.</p> <p>Are ensuring the spacing between their letters and words is consistent, so that the ascenders and descenders of letters do not touch.</p>	<p>Can write legibly, fluently and with increasing speed by choosing the shape of letters.</p> <p>Decides whether or not as part of their own style, what letters to join and what to not.</p> <p>Understand the standards of handwriting expected for specific tasks (e.g note taking, paragraphs etc.)</p>	<p>Can write legibly, fluently and with increasing speed by choosing the shape of letters.</p> <p>Decides whether or not as part of their own style, what letters to join and what to not.</p> <p>Understand the standards of handwriting expected for specific tasks (e.g note taking, paragraphs etc.)</p>

M1-M9

Knowledge, skills and understanding progression map

Writing

	M1-M3 (Engagement Model)	M4	M5	M6	M7	M8	M9
Composition	Engagement Model Descriptors		Experiences adult writing for a variety of purposes.	Names what they are drawing or what they have drawn even if the picture is not recognisable. Suggests familiar words/symbols to complete a sentence when an adult pauses.	Writes a caption for an image using signs, symbols and letter shapes mediated by an adult. Suggests appropriate words to use in shared writing. Attempts to read over their own work with adult support.	Suggests an appropriate clause to complete a sentence that is said out loud. Dictates short, relevant phrases for pictures. Makes up phrases or short sentences to express their thoughts aloud about stories or their own experiences.	Contributes own ideas to group work or when asked to brainstorm. Make up their own sentences and say them aloud, with adult support. Write down one sentence they have orally rehearsed. Writes a caption or short phrase using the graphemes that they already know. Identifies some different uses for writing e.g. letter, list, diary. Writes a list for a purpose. Uses appropriate vocabulary when dictating text for an image or diagram. Is able to use key words appropriately to label an image or diagram.
Vocabulary, grammar and punctuation					Uses some familiar words with some letters formed correctly.	Sometimes uses lower and upper case letters correctly in their own name. Begins to leave spaces between letters, images and symbols to initiate separate words.	Occasionally will use a capital letter for both first and last names. Consistently leaves spaces between words. Sometimes use a full stop in own writing.

							<p>Begins to recognise a question mark.</p> <p>Begins to recognise an exclamation mark.</p> <p>Recognises that we use a capital for a personal pronoun 'I'.</p> <p>Understands that capital letters are used for the names of places.</p> <p>Understands that capital letters are used for the day of the week.</p>
Transcription and spelling		<p>Makes marks on paper with finger paints.</p> <p>Makes marks with fat pencil, crayons or felt tip.</p> <p>Makes marks in play dough with fingers or tools.</p>	<p>Paints/draws on a vertical surface.</p> <p>Adds own marks to an image or piece of work.</p>	<p>Adds facial features to a pre-drawn circle.</p> <p>Adds arm or leg to incomplete person.</p> <p>Attempts to use writing in role play or play based activities.</p> <p>Prints lower case letters - large, single, anywhere on the paper.</p>	<p>Draws simple recognisable pictures - house, person, tree</p> <p>Draws a person with head, trunk and 4 limbs.</p> <p>Identifies or writes 10+ graphemes after hearing the corresponding phoneme,</p> <p>Able to group letters to begin to form whole words.</p>	<p>Writes all letters from their own name in the correct sequence.</p> <p>Writes initial letter of familiar word e.g. naming /b/ for ball.</p> <p>Prints recognisable letters of two word phrases when labelling pictures e.g. mummy's house /m...s h/, daddy's car /d..d.. c./</p> <p>Is able to put down letters on screen or paper using groups of letters to imitate a whole word.</p> <p>Identifies or writes 20+ graphemes after hearing the corresponding phoneme.</p>	<p>Consistently uses the correct initial letter of a word.</p> <p>Identifies or writes 40+ graphemes on hearing corresponding phonemes.</p> <p>Writes some phrases when labelling pictures e.g. mummy's house /m...s h/, daddy's car /d..d.. c./</p> <p>Can spell some common exceptions words. E.g. I, the, he, said, of.</p>
Motor skill development including Handwriting		Takes weight through arms when rolled forward over large ball	Bats balloon with flat hand.	Draws a V stroke in imitation.	Draws a triangle in imitation.	Can hold a writing tool correctly.	Begins some letters in the correct direction.

		<p>(shoulder strength and stability)</p> <p>Crawls through tunnels (shoulder stability/strength)</p> <p>Scribbles to and fro with marker / pencil copying an adult.</p> <p>Makes circular scribble copying an adult.</p> <p>Begins to use dagger, pincer or tripod grip.</p>	<p>Makes swirling patterns with ribbons.</p> <p>Draws a vertical line in imitation.</p> <p>Draws a horizontal line in imitation.</p> <p>Draws a circle in imitation.</p> <p>Draws a cross in imitation.</p> <p>Begins to use a tripod grip using the whole arm to control the movement.</p> <p>Picks up a writing tool independently.</p>	<p>Draws a diagonal line from corner to corner on a 10cm square piece of paper.</p> <p>Draws a series of connected V strokes VVVVVV in imitation.</p> <p>Draw a square in imitation.</p> <p>Overwrites patterns using a variety of tools.</p> <p>Demonstrates use of a preferred hand.</p>	<p>Forms correctly 10+ graphemes.</p> <p>Continues to use a tripod grip in preferred hand.</p>	<p>Positions paper correctly.</p> <p>Confidently copy writes.</p> <p>Forms correctly most of 20+ graphemes.</p> <p>Understand how text is arranged on a page eg. from left to write.</p>	<p>Forms most lower case letters correctly from 40+ graphemes..</p> <p>Writes some upper case letters correctly.</p> <p>Begins writing on the left hand side of the page.</p>
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