



Halton Community Combined School

Skills Progression Map

Curriculum Area: Writing

Early Years

Pre-School

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name

Write some letters accurately

Reception

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences.

Re-read what they have written to check that it makes sense.

ELG

PD - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Lit - Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Skills Focus	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Composition- sentence structure and punctuation	composes sentences orally leaves spaces between words uses simple sentences to recount own experiences in writing retains and transcribes own sentence a key phrase at a time, maintaining the sense most of the time	writes simple sentences with complete grammatical accuracy uses sentences with different forms: statement, question, exclamation, command expands sentences using co-ordination (using or, and, but) and subordination	expresses time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] • uses inverted commas to punctuate direct speech • uses the present perfect form of verbs instead	uses Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict	makes precise and effective use of expanded noun phrases (modifiers before and after the noun, e.g. a shy boy with pale, delicate features; a soft material that can be moulded) and through considered use of adverbials • uses a range of conjunctions and adverbials to link, compare and contrast	varies length and focus of sentences to express subtleties in meaning and focus on key ideas • using pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts • uses a variety of simple, compound and complex sentences where appropriate according

	re-reads what they've written to check sense and attempts to edit for sense joins words and clauses using 'and' begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (sentences with full stops accurately demarcated; sentences requiring a question or exclamation mark demarcated 50% of the time) uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	(using when if, that, because) • uses expanded noun phrases to describe and specify e.g. the blue butterfly • uses the present and past tenses correctly and consistently including the progressive form (past progressive: he was running; present progressive: she is drumming) • shows some variation in sentence openings (not always opening with the subject) • uses appropriate adjectives and adverbs to give essential information e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour' • uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks,	of the simple past e.g. 'He has gone out to play' contrasted with 'He went out to play' • shows some developing evidence of commas to mark grammatical boundaries within sentences • edits own and others' writing for punctuation, spelling and grammar	maths teacher with curly hair' • uses fronted adverbials e.g. Later that day, I heard the bad news • selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas e.g. The conductor shouted, "Sit down!" • uses apostrophes to mark plural possession e.g. the girl's name, the girls' names • uses commas after fronted adverbials • evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy	and extend ideas, information and events • ensures correct subject and verb agreement when using singular and plural • where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur) • uses pronouns to avoid repetition • uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (for example: the dress that she wore/the dress she wore) • indicates degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will must) • selects the appropriate level of sentence complexity,	to the demands of the text type, including embedded subordinate clauses for economy of expression • uses conditional structures to persuade, e.g. using if...then, might, could, would in deduction, speculation, supposition • can manipulate sentence subjects and objects and use passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa • uses and distinguishes informal and formal structures in writing (e.g. question tags in informal passages: 'He's your friend, isn't he?' or the subjunctive mood for very formal texts: 'If I were' or 'Were they to come', or 'I demand that Mrs Trent pay back the money immediately')
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		question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • independently monitors own writing for sense, proofreading and editing previously-taught aspects, e.g. spelling, punctuation, sentence structure etc		• proof reads for spelling and punctuation errors	recognising when a simple construction or succinctness is most appropriate • uses brackets, dashes or commas for parenthesis (asides, additional information) • places commas accurately to clarify meaning or avoid ambiguity • evaluates and edits writing by proposing changes to grammar and vocabulary to improve consistency • proof reads for spelling and punctuation errors	• uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject • understands the use of semi-colons, colons and dashes to mark the boundary between independent clauses and demonstrates this in writing • uses colons to introduce lists and semi-colons to separate items consisting of more than one word • begins to use the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation • uses hyphens to avoid ambiguity (e.g.
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						'man eating shark' versus 'man-eating shark') • proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • proof reads for spelling and punctuation
Composition- text organisation	sequences sentences to form short narratives and simple non-fiction text types writes own version of a familiar story using a series of sentences to sequence events writes complete stories with a simple structure: beginning – middle – end decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events includes story language and patterns e.g. one day, suddenly, in the end	plans or says out loud what they are going to write about • re-tells - imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language • plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story • plans and writes narratives based on models provided, developing structure beyond simple	plans and writes stories based on own experience using the structure (opening, dilemma/ conflict/ problem, resolution, ending), ending texts effectively • uses paragraphs to organise ideas • writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop • includes a structured sequences of events linked using conjunctions and adverbs	uses paragraphs to organise and sequence the narrative and for more extended narrative structures • paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning • groups information, often moving from general to more specific detail and examples or elaborations • organises or categorises information based on notes from several sources	uses devices to build cohesion within a paragraph (for example, adverbials: shortly afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming) • links ideas across paragraphs using adverbials of time (for example, following on from this strange event...), place (for example, nearby) and number (for example, secondly) or tense choice (for example, he had seen her before) • controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving	uses paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length e.g. effective use of one-word paragraphs • uses cohesive devices within paragraphs (secure use of pronouns, conjunctions, adverbials, including prepositions) • makes some links across paragraphs using a wider range of cohesive devices which may include: – signalling forwards or backwards (e.g. questions /statements to bridge: 'It was at this point that Dr Barnardo decided he

	uses time words to aid sequencing e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3) makes some choices of appropriate vocabulary conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding assembles information on a subject in own experience, e.g. food, pets uses simple features correctly e.g. greeting in a letter, numbers in a list... uses 'because' to provide reasoning independently chooses what to write about orally rehearses, plan and develops own	beginning, middle and end • describes characters and includes some dialogue • assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type • writes simple information texts incorporating labelled pictures and diagrams • creates an alphabetically ordered text • re-reads to check that their writing makes sense and that tenses are consistent • evaluates their writing with the teacher and other pupils • selects appropriate words and phrases to describe details of first hand experiences	• uses a wider range of phrases to sequence events e.g. moving on from 'first', 'then', 'next' to 'after a while', (emerging use of adverbials to lay the ground for year 4) • uses basic conventions for written dialogue and includes some dialogue that shows the relationship between two characters • uses either 1st or 3rd person consistently • turns notes into sentences grouping information, often moving from general to more specific detail • includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources	• can write riddles	between dialogue and reported speech or verb strings (he dashed to the waiting limo, wrenched the door open and leapt into the driver's seat) • sustains and develops ideas in interesting ways • ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled • constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative (e.g. opening with dialogue or action; closing with a reflective comment or a moral) • experiments with non-linear forms in narrative writing (flashbacks; concurrent events) • experiments with writing cinquains and raps	must take action and the next stage of his work began...', 'Dr Barnardo knew that providing children with an education...') – confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast – ellipsis – repetition of a word or phrase
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	imaginative ideas, e.g. magical wishes lists words and phrases to describe details of first hand experiences using the senses uses and continues a repeating pattern	and can justify their choices • writes own calligrams (single words and shape poems)	• uses the features of poetic forms studied (e.g. haikus, tankas and kennings)			
Composition-effect on audience	re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event uses story language, sentence patterns and sequencing words to organise events, e.g. then, next etc. acts out stories and portrays characters and their motives writes simple non-fiction text types linked to topics of interest/study or to personal experience (e.g. recount, explanation using the	writes stories in the style of a traditional tale, uses typical settings, characters and events • writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest • uses phrases drawn from story language to add interest, e.g. she couldn't believe her eyes • explores characters' feelings and situations in stories, using role play and oral rehearsal	imitates authorial techniques gathered from reading • uses some detail in the description of setting or characters' feelings or motives • begins to use figurative language including similes • writes narratives or a scene from a narrative showing a contrast in viewpoint • attempts to adopt a viewpoint • ensures relevant details are included • selects and uses formal and informal styles and vocabulary	includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor • sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials • imitates authorial techniques gathered from the reading of age-appropriate texts • develops mood and atmosphere using a range of vocabulary, including figurative	writes in a variety of genres and forms, taking account of different audiences and purposes • in narrative, develops some aspects of characterisation through what characters say and do ('showing not telling') • maintains an appropriate balance between dialogue and narrative • in narrative, engages reader with a problem and sustains interest to a suitable climax • uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect	makes precise vocabulary, sentence length, sentence complexity and punctuation choices • moves between standard and non-standard forms of English appropriately • in narrative and poetry, creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout the narrative/poem e.g. a recurring motif • chooses register (formal/informal, personal/impersonal) appropriately and for effect and varies writing for interest

	language of texts read as models for own writing) mostly maintaining consistency in tense and person	• suggests viewpoint with brief comments or questions on actions or situations • establishes basic purpose of a text (e.g. main features of story, report), uses some features of the given form maintaining consistency in purpose and tense • in poetry, experiments with alliteration to create humorous and surprising combinations; makes adventurous word choices to describe closely observed experiences	appropriate to the purpose/reader • shows awareness of the reader in own proof reading and editing	language, and sentence structures • includes character descriptions designed to provoke sympathy or dislike in the reader • includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' • organises or categorises information based on notes from several sources • uses techniques to get the reader on side: o addresses them directly (e.g. 'This is just what you've been waiting for') o adopts a friendly and informal tone uses memorable or alliterative slogans (e.g. 'Happy Holidays at Hazel House') uses simple psychology to appeal to the reader's judgement (e.g. 'Everyone knows that ...', 'Nine out of ten	• clearly establishes features of the selected form, sometimes including graphic devices such as charts and diagrams, with some adaption to purpose • makes consistent use of style, appropriate to form, subject or audience to maintain interest • makes use of structures that do not reflect spoken language (e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...') • considers and evaluates different viewpoints (own and others, biased and balanced) • uses the features of the chosen form independently and confidently in a range of conventional text types (e.g. straightforward instructions, a letter of complaint) • evaluates and adapts own and	• writes well-structured openings and ensures that the ending relates convincingly to central plot • shows flexibility in the use of narrative (e.g. ability to experiment with story opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis) • interweaves elements of dialogue, action, description appropriately • develops points of view and 'narrative voice' (e.g. asides to reader, comments on action, indication of character's thoughts and/or feelings, contrasts/balances viewpoints in discursive texts) • evaluates and edits own and others' writing against specific criteria for audience and purpose
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				people agree that ...', 'Choosing this will make you happy and contented', 'You'd be foolish not to sign up') evaluates the effectiveness of own and others' writing and suggests improvements	others' writing for purpose and audience, with guidance	
Uses the grammatical terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their Writing	letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, 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
Transcription - handwriting – Also Refer to Handwriting at Halton Appendix i	sits correctly at a table, holding a pencil comfortably and correctly begins to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top begins to use single letter formation with cursive refiners (lead-	forms lower-case letters of the correct orientation and size relative to one another has begun to use single letter formation with continuous cursive beginners and refiners – Halton Handwriting Stage 2 Towards the end of Year Two beginning to	Beginning to use continuous cursive joins (Halton handwriting Stage 3) increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the	Uses continuous cursive joins (Halton handwriting Stage 3) increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and	Writes fluently and are joining writing with the continuous cursive style (Halton handwriting Stage 4) across the curriculum. writes legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and	writes legibly, fluently and with increasing speed using the continuous cursive style (Halton handwriting Stage 4) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. using un joined script for captions, diagram labels, headings in

	outs) – Halton Handwriting Stage 2 forms capital letters forms digits 0-9 understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) - makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e etc	practise the cursive joins of Halton Handwriting Stage 3. • writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • uses spacing between words that reflects the size of the letters • starts writing at the middle or top of letters and leaves the end ready to join later, e.g. with a flick, sometimes joining	ascenders and descenders of letters do not touch	descenders of letters do not touch	deciding whether or not to join specific letters, e.g. using unjoined script for captions, diagram labels, headings in nonfiction, slogans in posters, filling in a form, in algebra chooses the writing implement that is best suited for a task	nonfiction, slogans in posters, filling in a form, in algebra or choosing the writing implement that is best suited for a task • makes appropriate choices in presenting information and ideas on paper and when using ICT; uses presentational features (e.g. bullet lists, headings, subheadings, diagrams, graphs, captions) to organise information and to aid understanding
Transcription - spelling	spells words containing each of the 40+ phonemes already taught including plausible attempts gives a sound correctly when shown any grapheme that has been taught write common graphemes that have	spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns	The phonics element of the programme of study for Year 3 and 4 must be prioritised and secured in Year 3. Examples of words with the following sounds can be found in the National Curriculum English Appendix 1 (spelling)	spells words with endings sounding like -sure, -ture, -sion • spells endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian • spells words with the /k/ sound spelt ch (Greek in origin)	converts nouns into verbs using suffixes and understands the guidance for adding them • transforms verbs using a range of prefixes (e.g. dis-, de-, mis-, over- and re-) and understands how this alters the meaning of root words	spells words featuring unstressed vowels • spells some words with ‘silent’ letters [for example, knight, psalm, solemn] • continues to distinguish between homophones and other words which are often confused • uses knowledge of morphology and etymology in spelling

	been taught when given any sound spells common exception words (according to scheme used) spells the days of the week names the letters of the alphabet individually and in order reads and spells phonically decodable two-syllable and three-syllable words uses letter names to distinguish between alternative spellings of the same sound adds prefixes and suffixes as listed in English Appendix 1 spells by segmenting spoken words into phonemes and representing these by graphemes, including plausible attempts	some words with each spelling • spells common exception words (according to programme used) • spells more words with contracted forms where the apostrophe represents an omitted letter or letters • uses the possessive apostrophe (singular) e.g. the girl's book • knows the difference in meaning between taught homophones and nearhomophones e.g. there/their/they're , quite/quiet • adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • applies spelling rules and guidance, as listed in English Appendix 1 • writes from memory simple sentences dictated by the teacher that include	• spells words with endings sounding like -sure, -ture, -sion • spells endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • spells words with the /k/ sound spelt ch (Greek in origin) • spells words with the /j/ sound spelt ch (mostly French in origin) • spells words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) • spells words with the /s/ sound spelt sc (Latin in origin) • spells words with the /ei/ sound spelt ei, eigh, or ey • uses further prefixes and suffixes and understand how to add them	• spells words with the /j/ sound spelt ch (mostly French in origin) • spells words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) • spells words with the /s/ sound spelt sc (Latin in origin) • spells words with the /ei/ sound spelt ei, eigh, or ey • uses further prefixes and suffixes and understand how to add them • spells homophones (as set out in NC English Appendix 1) • spells words that are often misspelt (English Appendix 1) • places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and	• spells some words with 'silent' letters (e.g. knight, psalm, solemn) • continues to distinguish between homophones and other words which are often confused • uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically • uses dictionaries to check the spelling and meaning of words • uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • makes appropriate use of a thesaurus converts nouns into verbs using suffixes and understands the guidance for adding them	and understands that the spelling of some words needs to be learnt specifically • uses dictionaries to check the spelling and meaning of words • uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • uses a thesaurus
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	uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs adds the prefix un– to the beginning of a word and knows the root word remains unaltered uses –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] applies simple spelling rules and guidance, as listed in English Appendix 1 writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far increasingly uses reading as a strategy to check and support	words using the GPCs, common exception words and punctuation taught so far • knows independently to use reading to check and support spelling • begins to use simple dictionaries and, with support, thesauruses	• spells homophones (see NC English Appendix 1) • spells words that are often misspelt (English Appendix 1) • places the possessive apostrophe accurately in words with regular plurals • independently uses first 1-2 letters of a word to locate it in a simple dictionary and makes some attempted use of thesauruses	in words with irregular plurals (e.g. children’s) • uses the first two or three letters of a word to locate it in a dictionary and check its spelling • writes from memory simple sentences, dictated by the teacher, including words and using punctuation taught so far	• transforms verbs using a range of prefixes (e.g. dis-, de-, mis-, over- and re-) and understands how this alters the meaning of root words • spells some words with ‘silent’ letters (e.g. knight, psalm, solemn) • continues to distinguish between homophones and other words which are often confused • uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically • uses dictionaries to check the spelling and meaning of words • uses the first three or four letters of a word to check spelling, meaning or	
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	spelling, but may still need some prompting reads automatically all the words in the list of 100 HFW -accurately spells most of the words in the list of 100 HFW -uses phoneme-grapheme charts, word walls, alphabetically-ordered word-banks, personalised word-books, environmental print				both of these in a dictionary • makes appropriate use of a thesaurus	
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