Writing Progression Map: 2025-26

St Thomas More Catholic Primary School

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing in non-fiction forms	Engage in non-fiction books.	Read own writing aloud clearly for others to hear and discuss	Write about real events, recording these simply and clearly	Write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)	Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)	Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
Writing narratives	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Orally rehearse sentences and sequence them to form short narratives	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Create settings, characters and plot in narrative Use speech punctuation correctly when following modelled writing	Create settings, characters and plot in narrative† Use speech punctuation correctly most of the time Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).	In narratives, describe settings, characters and atmosphere Begin to convey character and advance the action though dialogue, maintaining a balance of speech and description Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative	In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is

						clauses)	presented; using modal verbs to suggest degrees of possibility)
Cohesion	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Join words and clauses with the conjunction 'and'	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next, underneath, with) for cohesion and to add detail	Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Verb tenses	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Use past present and future accurately in speech and begin to incorporate these in their writing	Use present and past tense mostly correctly and consistently	Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	Use verb tenses consistently and correctly throughout most of their writing	Use verb tenses consistently and correctly throughout their writing
Sentence Punctuation	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)	Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)	Use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
Spelling	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell some common exception words and the days of the week Segment spoken	Spell many common exception words Segment spoken words into phonemes	Spell most common exception words Spell correctly words from learning in	Spell correctly words from learning in previous year groups, and most words from the year 3 / year 4	Spell correctly words from learning in previous year groups, and some words from the year 5 / year 6	Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling

		words into phonemes and represent these by graphemes, spelling some words in a phonically plausible way	and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	previous year groups, and some words from the year 3 / year 4 spelling list, using phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible	spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings	spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary	of uncommon or more ambitious vocabulary
Handwriting	Form lower-case and capital letters correctly.	Form many letters and digits correctly, with some difference between upper and lower-case letters Use spaces between words	Form 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	Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant Join letters with diagonal and horizontal strokes where appropriate	Write legibly and with increasing fluency, paying attention to size and spacing Maintain the use of joined handwriting throughout independent writing	Write legibly, fluently and with increasing speed	Maintain legibility in joined handwriting when writing at speed