

Writing Progression Map (Key Skills/Grammar/Punctuation) – EYFS2-KS1

Yr.	Text	Sentence	Word	Punctuation
EYFS 2	<ul style="list-style-type: none"> Show a preference for a dominant hand Hold pencil with a static tripod <u>Begin</u> to write simple captions 	<ul style="list-style-type: none"> Understand that writing goes from left to right Ascribe meaning to marks Use some clearly identifiable letters to communicate meaning, representing some words correctly and in sequence 	<ul style="list-style-type: none"> Write their own name Write the initial sounds of many words 	<ul style="list-style-type: none"> Letters Words Finger space
	<ul style="list-style-type: none"> Write captions Write simple lists and basic labels 	<ul style="list-style-type: none"> Begin to write some simple sentences Begin to use the conjunction 'and' Use simple determiners (e.g. <i>the, a</i>) 	<ul style="list-style-type: none"> Correct letter formation of most letters, including ascenders and descenders Write CVC words using sounds learnt Write some common irregular words (e.g. <i>the</i>) 	<ul style="list-style-type: none"> Introduce capital letters Introduce full stops
	<ul style="list-style-type: none"> Write more than one sentence that follows on from the previous one Begin to use key features of narrative (e.g. <i>One day, Once upon a time, etc.</i>) 	<ul style="list-style-type: none"> Writes simple sentences which can be read by themselves and others Start sentences with a capital letter and end with a full stop Use simple determiners (e.g. <i>my, his, her</i>) Use the conjunction 'and' Use simple adjectives 	<ul style="list-style-type: none"> Use increasingly confident phonic knowledge to write words that match spoken sounds Spell phonically regular words with more than one syllable (e.g. <i>carpet, doormat, etc.</i>) Introduce simple prepositions (e.g. <i>in, on, to, up, etc.</i>) 	<ul style="list-style-type: none"> Introduce question marks
1	<ul style="list-style-type: none"> Open a simple narrative about time of day or the weather Sequence sentences to form a short narrative 	<ul style="list-style-type: none"> Use the conjunction 'and' Use adjectives to describe nouns 	<ul style="list-style-type: none"> Use a wider range of prepositions 	<ul style="list-style-type: none"> Use capital letters for names of people, places and the personal pronoun 'I' Full stops Question Marks
	<ul style="list-style-type: none"> Open a simple narrative around the character or setting With non-fiction, use a heading and bullet points Label simple diagrams 	<ul style="list-style-type: none"> Use the conjunctions 'and' and 'because' Know the difference between a question and an exclamation 	<ul style="list-style-type: none"> Use alliteration Use regular prefixes (i.e. <i>un-</i>) to change the meaning of adjectives and verbs (e.g. <i>unkind, untie, etc.</i>) Use regular plural noun suffixes (i.e. <i>-s</i> or <i>-es</i>) - e.g. <i>dogs, wishes, etc.</i> 	<ul style="list-style-type: none"> Exclamation marks
	<ul style="list-style-type: none"> Write a simple narrative with a beginning, middle and end Make simple improvements to writing 	<ul style="list-style-type: none"> <u>Begin</u> to use further conjunctions - 'but' and 'so' Know the difference between a statement, question and exclamation <u>Begin</u> to start sentences with simple adverbs (e.g. <i>Sadly, Slowly, etc.</i>) 	<ul style="list-style-type: none"> Use simple similes using 'like' Use suffixes that can be added to root words (i.e. <i>-ing, -ed, -e, -est</i>) - e.g. <i>helping helped, helper, quickest, etc.</i> 	<ul style="list-style-type: none"> Speech bubbles
2	<ul style="list-style-type: none"> Write a simple narrative with a beginning, middle and end Open a simple narrative around the character or setting (or time of day / weather) Make simple improvements to writing 	<ul style="list-style-type: none"> Know the difference between a command, statement, question and exclamation Open sentences using simple adverbs Use a range of conjunctions (<i>but, and, because, so</i>) 	<ul style="list-style-type: none"> Use two adjectives to describe a noun (e.g. <i>The strict, serious head teacher, etc.</i>) Use similes using 'as' or 'like' Understand and use imperative ('bossy') verbs Form compound words (e.g. <i>whiteboard, superman, etc.</i>) 	<ul style="list-style-type: none"> Correctly use capital letters, full stops, question and exclamation marks Use apostrophes for contraction (e.g. <i>can't, don't, etc.</i>)
	<ul style="list-style-type: none"> Write an ending to a story with a short paragraph Use headings and sub-headings in non-fiction (e.g. <i>non-chronological report</i>) Group related ideas in sections Make some considered improvements in their writing (e.g. <i>adding in or changing words</i>) 	<ul style="list-style-type: none"> Begin varying sentence openers within a piece of writing (inc. <i>adverbs and verbs, -ly and -ing</i>) Begin to select adjectives for greater effect Use expanded noun phrases (inc. plenty of food; lots of people, etc.) 	<ul style="list-style-type: none"> Use simple quantifiers/generalisers (e.g. <i>Most, some, many, all, none, few, etc.</i>) Form nouns using the suffixes 'ness' and '-er' (e.g. <i>darkness, cleaner, etc.</i>) Use '-ly' to turn adjectives into adverbs (e.g. <i>clever = cleverly, etc.</i>) 	<ul style="list-style-type: none"> Use commas for lists <u>Begin</u> to use commas after an '-ly' opener
	<ul style="list-style-type: none"> Use past or present tense consistently throughout a piece of writing Use the progressive/continuous form of verbs in the present or past tense (e.g. <i>She is drumming; He was shouting, etc.</i>) 	<ul style="list-style-type: none"> Use a range of coordinating and subordinating conjunctions (inc. <i>but, and, because, so, when, if, that</i>) 	<ul style="list-style-type: none"> Form adjectives using the suffixes '-ful' and '-less' (e.g. <i>careful, careless, etc.</i>) Know the difference between common homophones (e.g. <i>there, their, they're, etc.</i>) 	<ul style="list-style-type: none"> Use apostrophes for singular possession (e.g. <i>The teacher's classroom..., etc.</i>) Begin to use inverted commas when a character speaks (dialogue)