

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

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