



Queensmead Primary Academy Progression Map



Subject: Writing

Intent:

At Queensmead, we ensure a clear progression of writing skills across the Academy, including sentence structure, vocabulary, grammar and punctuation. To support children in moving towards independent writing, essential, transferable writing skills are taught in meaningful contexts, inspired by exciting, shared experiences, quality texts, visual resources and cross-curricular topics.

We provide a wide range of activities to develop children's understanding of the structure and language features associated with different text types, and ensure they recognise the range of purposes that writing can have, e.g. inform, instruct, persuade or entertain. Targeted planning offers pupils opportunities to express their thoughts, exchange ideas and to develop more sophisticated vocabulary and sentence structures. We promote the status of written work by providing regular opportunities for children's writing to be published and read by real audiences.

Yearly Text Types Overview 2023-2024



The text types of writing are mapped out and taught explicitly, in detail, as shown in the Yearly Text Types Overview 2023-2024, to ensure coverage, progression and opportunities to revisit prior learning.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Narrative Information Stories with familiar setting	Information Fantasy Adventure Comparison Poetry by a famous poet	Traditional tales Information Comparison	Description Stories with predictable language	Stories with predictable language Stories with familiar settings Instructions	Performance poetry Stories with issues Traditional tales
Y2	Narrative Instructions Information Fantasy	Description Letter Traditional tale Narrative poem	Information Recount Historical fiction	Instructions Explanation	Description Adventure Non-chronological report	Performance poetry Traditional tales with a twist Persuasion
Y3	Narrative Instructions Fantasy Description	Descriptive instructions Adventure Poems by a famous poet Narrative poem	Newspaper reports Traditional tales with a twist	Stories with issues Persuasion	Non-chronological report Explanation Adventure	Performance poetry Fables Stories from other cultures
Y4	Narrative Stories with issues Recount - diary	Information text Newspaper report Descriptive instructions Science fiction Narrative poetry	Historical fiction Persuasion	Complaint letter Fantasy Poems by a famous poet	Contemporary fiction Explanation Myths & legends	Performance poetry Stories from other cultures Descriptive information text Comparison
Y5	Narrative Fables Poems by a famous poet	Recount – diary Sciences fiction Discussion text	Narrative poem Myths & legends Newspaper report	Fantasy Explanation	Persuasion Mystery Evaluation	Performance poetry Stories from other cultures Contemporary fiction – journey story
Y6	Stories with issues Explanation 1 st person narrative	Narrative poem Persuasion Adventure	Newspaper report Historical fiction	Recount – diary Ghost story	Descriptive information text Discussion text	Performance poetry Stories from other cultures Contemporary fiction Complaint

		EYFS	Key Stage 1		Key Stage 2				
		Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 EXS	Year 6 GDS
Writing Skills	Sentence structure	Write simple phrases and sentences that can be read by others.	Know how words can combine to make simple sentences – <i>The beach was golden.</i> <i>Warm waves crashed.</i>	Conjunctions used to join sentences and add further information. subordinating (when, if, because): <i>My feet were warm because of the water.</i>	Use a range of sentence structures (simple sentences, conjunctions to join ideas, subordinate clauses). Express time (when), place (where) and cause (how) using conjunctions, adverbs and prepositions – <i>That afternoon warm water lapped quietly at my feet and a breeze whipped across my face.</i>	The range of sentences with more than one clause is extended by using a variety of conjunctions. Some clauses are moved to start sentences. Use of fronted adverbials – <i>As the sun rose, warm water lapped at my feet and a breeze whipped across my face.</i>	Use of relative clauses beginning with who, which, where, when, whose, that – <i>The warm water, which lapped at my feet, gently tickled my toes</i> – or with the relative pronoun omitted. Subordinate clauses are used at the start, embedded within or at the end of sentences.	Write a range of sentence types: short, for effect; linked with conjunctions; with subordinate clauses at the start, embedded within or at the end; questions; imperatives. Use semi-colons or colons (GDS- to mark the boundary between independent clauses). Use of a range of conjunctions to aid cohesion and select grammatical structures that reflect what the writing requires.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. Use a range of sentence structures, including semi-colons and colons to mark the boundaries between independent clauses. <i>Beneath your feet, the ground becomes sandy; a golden beach stretches out before you. There is a tang in the air, a salty breeze and warm water laps at your feet.</i>
			Join clauses using <i>and</i> – <i>The beach was golden and covered with shells.</i>	coordinating (and, but, so, or): <i>There was warm water and a golden beach.</i> Questions, commands, exclamations and statements are used.	Include questions, exclamations and commands.				

	<p>Vocabulary</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Use new vocabulary from their reading.</p>	<p>Use new vocabulary from reading (e.g. nouns, adjectives, verbs and adverbs) in their writing.</p> <p>Vocabulary gives details. Introduce similes, alliteration and onomatopoeia.</p>	<p>An increasingly rich and varied vocabulary is used, e.g. adverbs, conjunctions and prepositions.</p> <p>Use similes, alliteration, onomatopoeia and introduce metaphors.</p>	<p>Continue to build an increasingly rich and varied vocabulary, e.g. choice of appropriate nouns and related synonyms.</p> <p>Prepositions, conjunctions & adverbs explain when, where and how things happen.</p> <p>Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification and emotive language.</p>	<p>A rich and varied vocabulary is used to enhance meaning.</p> <p>Pupils make improving language choices to support clarity and description.</p> <p>Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification, rule of 3, precise nouns and verbs, repetition and emotive language.</p>	<p>Select vocabulary that reflects what the writing requires, e.g. more formal & more precise vocabulary, e.g. go in=enter.</p> <p>Use of hyphens, e.g. man-eating, re-cover, beast-like.</p> <p>Use figurative language and descriptive devices: similes, alliteration, onomatopoeia, metaphors, personification, rule of 3, precise nouns and verbs, repetition, oxymoron and emotive language.</p>	<p>Precise use of vocabulary (verbs, nouns, adverbs).</p> <p>Use literary language.</p>
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	<p>Description – noun phrases</p>	<p>Simple sentences. <i>'the cloud'</i></p>	<p>Joining clauses using 'and' and an adjective. <i>'the smooth shells and the jagged rocks'</i></p>	<p>Expanded noun phrases for description & specification. <i>'the powerful, white horses'</i> <i>'the smooth, shiny shell'</i></p>	<p>Prepositions, conjunctions & adverbs explain when, where and how things happen, provide detail with prepositional phrases. <i>'the powerful, white horses with glistening manes were gathering out at sea'</i></p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <i>'the dark grey bank of cloud rolling in from the Atlantic'</i></p>	<p>Noun phrases convey detailed description. Relative clauses are used to add information and detail relative to the noun. <i>'the winding track <u>that would take her up to the cliff path and safety'</u></i></p>	<p>Use expanded noun phrases to convey complicated information concisely. Use of hyphens to avoid ambiguity. <i>'beast-like waves pounded the sharp-edged rocks below the surface of the ocean'</i></p>	<p>Selection of literary language. Exercise control over formality by manipulating vocabulary.</p>
	<p>Dialogue</p>				<p>Some correctly punctuated direct speech.</p>	<p>Dialogue is punctuated mostly correctly.</p>	<p>Use and punctuate direct speech. Begin to integrate dialogue to convey character and advance the action. Start a new line for a new speaker.</p>	<p>Use and punctuate direct speech, starting a new line for a new speaker. Integrates dialogue to convey character and advance the action. Use direct and reported speech in newspaper reports.</p>	

<p>Cohesion</p>	<p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences making use of conjunctions, with modelling and support from their teacher.</p>	<p>Join words and clauses using 'and'.</p> <p>Develop ideas by combining words to make sentences.</p> <p>Sequence sentences to form short narratives.</p>	<p>Use conjunctions to link sentences and add information - subordination (when, if, that, because) and coordination (and but, so, or).</p> <p><i>'She looked up and saw that the sea was angry but was not worried so continued searching for shells.'</i></p>	<p>Use conjunctions, adverbs and prepositions to express time, place and action.</p> <p>Group related material in paragraphs.</p> <p><i>'when the clouds cut off the warmth from the sun, as evening came on and the sea turned grey, she shivered with cold.'</i></p>	<p>Extend the use of multi-clause sentences.</p> <p>Fronted adverbials, with commas, are used to build cohesion within paragraphs, e.g <i>For many moments, In confusion, As the sun rose,</i></p> <p>Use nouns or pronouns for cohesion and to avoid repetition , e.g. <i>sea, tide, Atlantic, ocean, surf, waves, great surge of green water.</i></p>	<p>Use a wider range of devices to build cohesion within & across paragraphs, connecting ideas between different parts of a piece of writing, including:</p> <ul style="list-style-type: none"> • conjunctions • adverbials of time - <i>then, at last, from the moment he arrived</i> • adverbials of place - <i>in the garden, at the end of the street, cowering in the corner</i> • Use of tense including past perfect - <i>'that had gathered</i> 	<p>Use a range of cohesive devices within & across paragraphs to link ideas across a piece of writing, including:</p> <ul style="list-style-type: none"> • more formal adverbials • repetition of a word or phrase • grammatical connection - pronouns, synonyms, conjunction, ellipsis • layout devices in non-fiction. <p><i>'Had she not been so immersed in her search, sifting the shells through her fingers, she would have noticed the dark grey bank of cloud rolling in from the Atlantic. She would have noticed</i></p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion).</p> <p><i>'Then she realised at last that the sea had undergone a grim metamorphosis.</i></p>
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							<i>out in the Atlantic', 'she knew her moment had come'</i>	<i>the white horses gathering out at sea.'</i>	
Tense	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.	Use simple past & present tenses.	Simple present and past tenses are used mostly consistently. Use of the progressive form of the verbs in the present and past tense to mark actions in progress. <i>'collecting the shells'</i> <i>'time was running out'</i>	Mostly correct use of simple and progressive tenses. Use of present perfect instead of simple past <i>'he has gone out to play'</i> contrasted with <i>'he went out to play'</i> .	Correct and consistent use of tenses, including standard English form of verbs - <i>was/were, did/done etc.</i>	Correct use of a range of past & present tenses: <ul style="list-style-type: none"> • simple, • progressive • perfect Use of modal verbs – <i>'would have noticed', 'she will reach safety', 'she would be back'</i> . Use of past perfect as a cohesive device – <i>'she had calculated', 'she had only found', 'he had seen her before'</i> .	Consistent and correct use of a range of past, present & future tenses: <ul style="list-style-type: none"> • simple, • progressive • perfect Use of modals. Use of passive voice – <i>'she was cut off'</i> <i>'she was hurled back against the rocks'</i> <i>'covered at once by the sea.'</i>	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense). <i>'She would be back, she insisted, when she had finished collecting enough shells.'</i> <i>'She would have noticed the white horses gathering out at sea.'</i>	

	<p>Punctuation</p>		<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for 'I', names, place names, days.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to correctly demarcate most sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes for missing letters (contractions) and to mark singular possession in nouns.</p>	<p>Sentences mostly accurately demarcated, using full stops, commas in lists, ! and ?</p> <p>Apostrophes used for contraction & possession.</p> <p>Introduction of inverted commas to punctuate speech.</p>	<p>Sentences mostly accurately demarcated, including commas after fronted adverbials.</p> <p>Use of inverted commas to indicate direct speech and commas to separate the reporting clause.</p> <p>Apostrophes for plural possession & contraction.</p>	<p>Use of brackets, dashes or commas to indicate parenthesis.</p> <p>Commas used after fronted adverbials, to separate clauses, to clarify meaning and to avoid ambiguity - <i>Jess likes baking cats and doing ballet.</i></p>	<p>Use range of punctuation mostly correctly:</p> <ul style="list-style-type: none"> • Capital letters, full stops, exclamation marks, question marks • Punctuation of bullet points to list information • A colon to introduce a list and semi-colons within lists • Commas to separate clauses, clarify meaning and to avoid ambiguity • Use of hyphens to avoid ambiguity • Use of the semi-colon, colon and dash to mark the boundary between independent clauses 	<p>Use range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
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<p>Paragraphing</p>				<p>Begin to use paragraphs that group related ideas (linked to sub-headings appropriately in non-fiction).</p> <p>Use conjunctions, adverbs and prepositions to provide information about 'when', 'where' and 'how' things happen.</p>	<p>Paragraphs are used to organise ideas (detail provided by noun phrases) around a theme.</p> <p>Cohesion within paragraphs is created through the use of fronted adverbials, and appropriate choices of nouns and pronouns to avoid repetition.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Start a new paragraph when there is a change of time, place or topic.</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices - 'had' (past perfect).</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Start a new paragraph when there is a change of time, place or topic.</p> <p>Use a wider range of cohesive devices to link ideas within & across paragraphs, e.g. repetition of a word or phrase, grammatical connections (<i>on the other hand, in contrast, as a consequence</i>) and ellipsis.</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (cohesion).</p>
<p>Editing</p>		<p>Re-read what they have written to check it makes sense.</p> <p>Discuss what they have written with</p>	<p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense.</p>	<p>Evaluate their own and other's writing and suggest improvements</p> <p>Proposing changes to grammar and</p>	<p>Assessing the effectiveness of their own and other's writing and suggest improvements</p> <p>Proposing changes to</p>	<p>Proposing effective changes to vocabulary and grammar.</p> <p>Ensuring the consistent and correct use of tense</p>	<p>Proposing changes to vocabulary and grammar, to enhance effect and clarify meaning.</p>	

			the teacher or other pupils.	<p>Check that verbs to indicate tense are used correctly and consistently, including verbs in the continuous, progressive form.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>vocabulary to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>through the piece.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Ensuring the consistent and correct use of tense through the piece.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>	
Transcription	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Spell words by identifying</p>	<p>Add <i>ing, ed</i> and <i>er</i> to verbs.</p> <p>Add <i>er</i> and <i>est</i> to adjectives.</p> <p>Understanding where alternate sounds are.</p>	<p>Many common exception words correct.</p> <p>Spelling rules (Y2 & lower) are followed.</p> <p>Spacing is in place, letters and digits are</p>	<p>Some Y3/4 spelling list words are correct.</p> <p>Spelling rules (Y3 & lower) are applied mostly correctly.</p> <p>Handwriting is joined.</p>	<p>Most Y3/4 spelling list words are correct.</p> <p>Spelling rules (Y4 & lower) are applied mostly correctly.</p> <p>Handwriting</p>	<p>Many Y5/6 spelling list words are correct</p> <p>Spelling rules (Y5 & lower) are applied mostly correctly.</p> <p>Handwriting</p>	<p>Most Y5/6 spelling list words are correct.</p> <p>Spelling rules (Y6 & lower) are applied mostly correctly.</p> <p>Handwriting is consistently</p>		

		sounds in them and representing the sounds with a letter or letters.	Forms lower case letters and capital letters correctly.	correctly sized and orientated. Some use of diagonal strokes to join letters.		is consistently joined.	is consistently joined.	joined and legible at speed.	
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Impact: outcomes

By the end of the year, an EXS pupil will:

EYFS	Key Stage 1		Key Stage 2			
Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 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. 	<ul style="list-style-type: none"> Sequence at least 6 sentences to form a short narrative. Write clearly demarcated sentences which have been orally rehearsed. Demarcate most sentences using capital letters and full stops Use simple past & present tenses. Use conjunctions to join sentences: and, but, so, because 	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real and fiction). Write about real events, recording these simply and clearly. Demarcate most sentences with capital letters, full stops, question marks or exclamation marks. Use present and past tense correctly and consistently. 	<ul style="list-style-type: none"> Write for a range of purposes. Begin to develop characters and describe settings, feelings and emotions. Develop and extend ideas logically in sequenced sentences (may still be overly brief or detailed). Demarcate sentences, mostly accurately, using capital letters, full stops, question marks and exclamation marks. 	<ul style="list-style-type: none"> Write for an increasing range of purposes. Develop characters and describe settings, feelings and emotions. Choose appropriate nouns and related synonyms for purpose & effect. Demarcate sentences accurately, using capital letters, full stops, question marks and exclamation marks. Use more sophisticated 	<ul style="list-style-type: none"> Write for a wide range of purposes. Begin to integrate dialogue to convey character and advance the action. Add expanded noun phrases for precision and detail. Use capital letters, full stops, question marks, exclamation marks, and commas in a list accurately and consistently. Write multiclaue sentences, using 	<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. Describe settings, character and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Use a range of devices to build cohesion within and across paragraphs.

		<ul style="list-style-type: none"> • Use coordination (or, and, but) and subordination (when/if/that) to join clauses. 	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to provide information about 'when', 'where' and 'how' things happen. • Link ideas and events, using cohesive devices (e.g. last time, also, after, then, soon, at last). 	<p>coordinating and subordinating conjunctions (e.g. yet, or, for, although, even though, when, if, until, while).</p> <ul style="list-style-type: none"> • Use fronted adverbials including a comma (e.g. Later that day, I heard bad news.) • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. 	<p>commas or linking clauses using a range of subordinating and coordinating conjunctions.</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. • Link ideas across paragraphs using adverbials of time, place and number. 	<ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at key stage two mostly correctly.
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For more explicit, detailed year group outcomes, see the QPA Writing Assessment Criteria.