

Writing progression coverage map 2025/2026

*This writing skills and progression document is a working document based on the National Curriculum – the objectives catalogued for each year group are **non-negotiable** as they describe a sequential progression carefully designed to build children’s understanding of punctuation and grammar. Teachers are required to cover all aspects of the document for the year taught, but can decide on the sequence and timings based upon most purposeful and appropriateness of genres covered. The punctuation and grammar progression document accompanies this coverage map. In this document, English writing substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spelling. Disciplinary knowledge in writing is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. As such, children use both types of knowledge while learning to write. The English National Curriculum has been designed with a two-year model, to introduce and embed concepts. Where we as a school have added bespoke year group specific objectives, these are labelled ‘discrete’.*

Skill	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Composition - Planning	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To discuss and record ideas <p>Discrete Objectives</p> <ul style="list-style-type: none"> To plan using a given planning format To establish the purpose and audience of a written piece eg. I am writing for/to: My audience is... 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> To plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar To discuss and record ideas <p>Discrete Objectives</p> <ul style="list-style-type: none"> To plan using a suggested planning format, beginning to make suggestions to aid own planning. To establish the purpose, audience and appropriate register of a piece of writing and refer back to this in the planning stage eg. I am writing to/for... My chosen audience is... 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Discrete Objectives</p> <ul style="list-style-type: none"> To plan using adaptable format To set own criteria on planning sheet including grammar elements. To establish and plan appropriately the purpose, audience and register of a piece of writing. 	<p>Introduce and embed:</p> <ul style="list-style-type: none"> plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Discrete Objectives</p> <ul style="list-style-type: none"> To plan using adaptable format. To set own criteria on planning sheet to include grammar and authorial intent elements. To plan the purpose, audience and register required for each piece of writing. To use blank spaces in a plan to make additional jottings as required.

Composition – drafting and writing	<p>Introduce and embed</p> <ul style="list-style-type: none"> • To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • To organise paragraphs around a theme • To create settings, characters and plot in narrative. • To use simple organisational devices in non-narrative material [for example, headings and sub-headings] <p>Discrete Objectives</p> <ul style="list-style-type: none"> • To include the punctuation and grammar objectives from the PAG progression document 	<p>Introduce and embed</p> <ul style="list-style-type: none"> • To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • To organise paragraphs around a theme • To create narratives which contain settings, characters and plot • To use simple organisational devices In non-narrative material [for example, headings and sub-headings] <p>Discrete Objectives</p> <ul style="list-style-type: none"> • To include the punctuation and grammar objectives from the PAG progression document 	<p>Introduce and embed</p> <ul style="list-style-type: none"> • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • To describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action within narratives. • To be precise in longer passages • To use a wide range of devices to build cohesion within and across paragraphs • To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Discrete Objectives</p> <ul style="list-style-type: none"> • To include the punctuation and grammar objectives from the PAG progression document 	<p>Introduce and embed</p> <ul style="list-style-type: none"> • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • To describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives • To be préciise longer passages • To use a wide range of devices to build cohesion within and across paragraphs • To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Discrete Objectives</p> <ul style="list-style-type: none"> • To include the punctuation and grammar objectives from the PAG progression document
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Composition – evaluating, editing and proofreading	<p>Introduce and embed</p> <ul style="list-style-type: none"> To evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-reading for spelling and punctuation errors reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Discrete Objectives</p> <ul style="list-style-type: none"> To use a model example of the editing process at regular points in the writing to assist in making simple edits. To evaluate work against top tips with some independence. To make three relevant edits which could include: sentence clarity, spelling or improving vocabulary. To use a dictionary with increased confidence and speed for clarifying word meaning. To use a thesaurus to improve vocabulary choices in writing. 	<p>Introduce and embed</p> <ul style="list-style-type: none"> To evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-reading for spelling and punctuation errors reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Discrete Objectives</p> <ul style="list-style-type: none"> To use a modelled example of the editing process to structure simple edits independently. To evaluate work against given top tips mostly independence. To make four relevant edits which could include: re-ordered sentences, spelling and adding effective vocabulary according to the text type. To use a dictionary efficiently to access clarification on word meaning, explaining a word in context. To use a thesaurus to extend vocabulary used to improve the content of writing. 	<p>Introduce and embed</p> <ul style="list-style-type: none"> To evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register To model expectation of editing process at the beginning of each session. To evaluate work against given criteria to include with independence. <p>Discrete Objectives</p> <ul style="list-style-type: none"> To make five relevant edits including re-ordered structure, coherence across a piece, widen punctuation choices with an awareness of the reader and vocabulary for effect. To use a dictionary with efficiency to access clarification of vocabulary in order to enhance writing. To use a thesaurus to generate alternative words and use these accurately in context. 	<p>Introduce and embed</p> <ul style="list-style-type: none"> To evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register To model expectation of editing process at the beginning of each session. To evaluate work against given criteria to include with independence. <p>Discrete Objectives</p> <ul style="list-style-type: none"> To make all relevant edits including re-ordered structure, widen punctuation choices with an awareness of the reader and vocabulary for effect/figurative language. Edit to ensure register and purpose of text is consistent. To use a dictionary efficiently to clarify vocabulary in order to enhance writing. To use a thesaurus to suggest a wide range of alternative vocabulary, ensuring it is fit for purpose.
	Transcription – Handwriting and presentation	<p>Introduce and embed</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Introduce and embed</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Introduce and embed</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> To write legibly, fluently and with increasing speed by: To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p><i>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, noun phrase, inverted commas, apostrophes for possession singular, subject, verb, adjective, statement, question, command, adjective, past tense, present tense, main clause, compound, comma</i></p>	<p><i>As Y3 and: Determiner, pronoun, possessive pronouns, apostrophes for plural possession, adverbial phrases – time, place, reason, manner, past simple, past progressive, present simple, present progressive, present perfect</i></p>	<p><i>As Y4 and: Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity,</i></p>	<p><i>As Y5 and: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points subjunctive</i></p>
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