



# WOOORE PRIMARY & NURSERY SCHOOL

Writing Progression Map

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonic &amp; Whole word spelling</b>	Use their phonic knowledge to write words in ways which match their spoken sounds.	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell all Y1 common exception words correctly.</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>Distinguish between homophones and near-homophones</p>	<p>Spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>Spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>Spell further homophones</p> <p>Spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>Spell words with 'silent' letters mostly correctly</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Spell words with 'silent' letters correctly</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Spell all of the Y5 and Y6 statutory spelling words correctly.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
<b>Other word building spelling</b>	Write some irregular common words.	<p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un-</p>	<p>Learn the possessive apostrophe (singular)</p> <p>learn to spell more words with contracted forms e.g. can't, didn't,</p>	<p>Apply their growing knowledge of root words and prefixes, including dis-, mis-, un-, re-</p> <p>apply their growing knowledge of root words and suffixes</p>	<p>Apply their growing knowledge of root words and prefixes, including in-, im-, ir-, il-, sub-, inter-, auto-, anti-, ex-, non-, bi-, re-</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ious, -cious, -tious, -cial, -tial, -ant, -ance, -ent, -ence, -able, -ible, -ably, -ibly, -fer, -ity, -</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -ant, -ance, -ent, -ence, -ce/-cy, -se/-sy, micro-, mini-, -er, -or, -ar, -ably, -</p>

		<p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>spell simple compound words (e.g. dustbin, football).</p> <p>read words that they have spelt.</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>hasn't, couldn't, it's, I'll.</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidelines from Appendix 1</p>	<p>-ture, -sure, -ly, -al, -le, -ally, -ary</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>apply their growing knowledge of root words and suffixes</p> <p>-ation, -tion, -sion, -ssion, -cian, -ous, place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>ship, -ate, -ise, -ify, -en, -ive, de-, re-use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>ible, -able, -ible, over-, -ful</p> <p>spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
<b>Transcription</b>		<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>spell further homophones· spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
<b>Handwriting</b>	<p>show good control and co-ordination in</p>	<p>sit correctly at a table, holding a</p>	<p>form lower-case letters of the correct size</p>	<p>use a neat, joined handwriting style</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and</p>	<p>increase the speed of their handwriting so that problems with forming letters</p>	<p>choose which shape of a letter to use when given choices and deciding</p>

	<p>large and small movements.</p> <p>handle equipment and tools effectively, including pencils for writing and use it with good control.</p>	<p>pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' and to practise these</p> <p>leave spaces between words</p>	<p>relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>with increasing accuracy and speed</p> <p>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</p>	<p>understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [e.g 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>	<p>do not get in the way of writing down what they want to say.</p> <p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>	<p>whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>
<b>Contexts for Writing</b>	<p>develop their own narratives and explanations by connecting ideas or events.</p>	<p>write narratives about personal experiences and those of others (real and fictional).</p> <p>write about real events.</p> <p>write simple poetry.</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>begin to use ideas from their own reading and</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and</p>

			modelled examples to plan their writing.			settings in what pupils have read, listened to or seen performed	settings in what pupils have read, listened to or seen performed
<b>Planning Writing</b>	Begin to connect ideas and/or events.	say out loud what they are going to write about  composing a sentence orally before writing it	plan or say out loud what they are going to write about  plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	discuss and record ideas  compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discuss and record ideas  compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	note and develop initial ideas, drawing on reading and research where necessary	note and develop initial ideas, drawing on reading and research where necessary
<b>Drafting Writing</b>	write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	sequence sentences to form short narratives  re-read what they have written to check that it makes sense	write down ideas and/or key words, including new vocabulary  encapsulate what they want to say, sentence by sentence	begin to organise their writing into paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices (headings & subheadings)	consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices (headings & subheadings)	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  precising longer passages  use a wide range of devices to build	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  precising longer passages  use a wide range of devices to build

						<p>cohesion within and across paragraphs, consistently link ideas across paragraphs.</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>
<b>Editing Writing</b>	<p>discuss what they have written with the teacher or other pupils.</p> <p>Reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>discuss what they have written with the teacher or other pupils</p> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure</p>

		punctuated correctly).				text and to guide the reader	text and to guide the reader
<b>Performing Writing</b>	express themselves effectively, showing awareness of listeners' needs.	read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Vocabulary</b>	use the joining word (conjunction) 'and' to link ideas and sentences.  begin to form simple compound sentences.	use co-ordination (or/and/but).  use some subordination (when/if/that/because use).  use expanded noun phrases to describe and specify	use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  use a range of conjunctions, adverbs and prepositions to show time, place and cause.	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. using conjunctions, adverbs and prepositions to express time and cause (and place)	use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.  consistently choose nouns or pronouns appropriately to aid cohesion and avoid	use a thesaurus  using expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  use relative clauses beginning with a relative pronoun with confidence	use a thesaurus  use question tags in informal writing.  use the subjunctive form in formal writing.  use the perfect form of verbs to mark relationships of time and cause.  use the passive voice.

					repetition, e.g. he, she, they, it.	(who, which, where, when, whose, that and omitted relative pronouns),	
<b>Grammar</b>	use simple sentence structures.	<p>use regular plural noun suffixes (-s, -es)</p> <p>verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>un- prefix to change meaning of adjectives/adverbs</p> <p>to combine words to make sentences, including using and</p> <p>Sequencing sentences to form short narratives</p> <p>separation of words with spaces</p> <p>sentence demarcation (. ! ?)</p> <p>capital letters for names and pronoun 'I')</p>	<p>write sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>some features of written Standard English· suffixes to form new words (-ful, -er, -ness)</p> <p>sentence demarcation</p> <p>commas in lists</p> <p>apostrophes for omission &amp; singular possession</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes (super-, anti-)</p> <p>use the correct form of 'a' or 'an'</p> <p>word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>use fronted adverbials</p> <p>difference between plural and possessive -s</p> <p>Standard English verb inflections (I did vs I done)</p> <p>extended noun phrases, including with prepositions</p> <p>appropriate choice of pronoun or noun to create cohesion</p>	<p>use the perfect form of verbs to mark relationships of time and cause· using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>converting nouns or adjectives into verbs</p> <p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>note differences in informal and formal language</p> <p>use synonyms &amp; Antonyms and further cohesive devices such as grammatical connections and adverbials</p> <p>use ellipsis</p>

<b>Punctuation</b>		<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>use the full range of punctuation from previous year groups.</p> <p>use and punctuating direct speech (i.e. Inverted commas)</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p>	<p>use the full range of punctuation taught at key stage 2 correctly</p> <p>use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>
<b>Grammatical Terminology</b>		<p>recognise and use the terms letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>recognise and use the terms adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>recognise and use the terms determiner, pronoun, possessive pronoun, adverbial</p>	<p>recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>