



Writing Progression Map

Skills	Year 3	Year 4	Year 5	Year 6
<p>Phonics and whole word spelling (including common exception words)</p> <p>Pupils should:</p>	<ul style="list-style-type: none"> -spell further homophones -spell words that are often misspelt (NC Appendix 1) -spell many of the words from the Year 3/4 spelling list 	<ul style="list-style-type: none"> -spell further homophones -spell words that are often misspelt (NC Appendix 1) -spell all of the words from the Year 3/4 spelling list 	<ul style="list-style-type: none"> -spell some words with 'silent' letters -continue to distinguish between homophones and other words which are also confusing -Use knowledge of morphology and etymology in spelling and understand the spelling of words. -Spell many of the words from the Year 5/6 spelling list 	<ul style="list-style-type: none"> -spell some words with 'silent' letters -continue to distinguish between homophones and other words which are also confusing -Use knowledge of morphology and etymology in spelling and understand the spelling of words and understand that the spelling of some words need to be learnt specifically, as listed in Appendix 1 -Spell all of the words from the Year 5/6 spelling list
<p>Other word building spelling</p> <p>Pupils should:</p>	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

	-use the first 2 or 3 letters of a word to check its spelling in a dictionary	-use the first 2 or 3 letters of a word to check its spelling in a dictionary		
Transcription Pupils should:	-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting Pupils should:	-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 -increase the legibility, consistency and quality of their handwriting	-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 -increase the legibility, consistency and quality of their handwriting	-choose which shape of a letter to use when given choices and deciding whether or not to join specific letters -choose the writing implement that is best suited for a task	-choose which shape of a letter to use when given choices and deciding whether or not to join specific letters -choose the writing implement that is best suited for a task
Context for Writing Pupils should:	-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	-identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

<p>Planning Writing</p> <p>Pupils should:</p>	<p>-discuss and record ideas</p> <p>-compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>-discuss and record ideas</p> <p>-compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>-note and develop initial ideas, drawing on reading and research where necessary</p>	<p>-note and develop initial ideas, drawing on reading and research where necessary</p>
<p>Drafting Writing</p> <p>Pupils should:</p>	<p>-organise paragraphs around a theme</p> <p>-in narratives, create settings, characters and plot</p> <p>-in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>-organise paragraphs around a theme</p> <p>-in narratives, create settings, characters and plot</p> <p>-in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>-précising longer passages</p> <p>-use a wide range of devices to build cohesion within and across paragraphs</p> <p>-use further organisational and presentational devices to structure text and to guide the reader</p>	<p>-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>-précising longer passages</p> <p>-use a wide range of devices to build cohesion within and across paragraphs</p> <p>-use further organisational and presentational devices to structure text and to guide the reader</p>

<p>Editing Writing</p> <p>Pupils should:</p>	<p>-assess the effectiveness of their own and others' writing and suggest 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 suggest 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</p> <p>-propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-proofread for spelling and punctuation errors</p>	<p>-assess the effectiveness of their own and others' writing</p> <p>-propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-proofread for spelling and punctuation errors</p>
<p>Performing Writing</p> <p>Pupils should:</p>	<p>-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.</p>	<p>-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.</p>	<p>-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Vocabulary</p> <p>Pupils should:</p>	<p>-extend the range of sentences with more than one clause by using a wider range of</p>	<p>-extend the range of sentences with more than one clause by using a wider range of</p>	<p>-use a thesaurus</p>	<p>-use a thesaurus</p>

	<p>conjunctions, including when, if, because, although</p> <p>-choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>conjunctions, including when, if, because, although</p> <p>-choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>-use expanded noun phrases to convey complicated information concisely</p> <p>-use modal verbs or adverbs to indicate degrees of possibility</p>	<p>-use expanded noun phrases to convey complicated information concisely</p> <p>-use modal verbs or adverbs to indicate degrees of possibility</p>
<p>Grammar</p> <p>Pupils should:</p>	<p>-use the present perfect form of verbs in contrast to the past tense</p> <p>-form nouns using prefixes</p> <p>-use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>-use fronted adverbials</p> <p>-use conjunctions, adverbs and prepositions to express time and cause</p> <p>-learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>-use the present perfect form of verbs in contrast to the past tense</p> <p>-form nouns using prefixes</p> <p>-use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>-use a wide range of fronted adverbials correctly punctuated</p> <p>-use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn,</p> <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when</p>	<p>-use the perfect form of verbs to mark relationships of time and cause</p> <p>-use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>-convert 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>-understand and use differences in informal and formal language</p> <p>-understand synonyms & antonyms</p> <p>-use further cohesive devices such as grammatical connections and adverbials</p>

		discussing their writing and reading.		-use of ellipsis
Punctuation Pupils should:	-use commas after fronted adverbials -indicate possession by using the possessive apostrophe with singular and plural nouns -use and punctuate direct speech (including punctuation within and surrounding inverted commas)	-use commas after fronted adverbials -indicate possession by using the possessive apostrophe with singular and plural nouns -use and punctuate direct speech (including punctuation within and surrounding inverted commas)	- commas to clarify meaning or avoid ambiguity in writing -use brackets, dashes or commas to indicate parenthesis	-use hyphens to avoid ambiguity -use semicolons, colons or dashes to mark boundaries between independent clauses -use a colon to introduce a list punctuating bullet points consistently
Grammar Terminology	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points