

Skills Progression Map: Writing

	Y3	Y4	Y5	Y6
Punctuation & Grammar	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ol style="list-style-type: none"> Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Correct use of 'a' and 'an'. Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <u><i>an</i></u> <i>open box</i>) A greater understanding of how words are related in form and meaning. Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>) <p><u>Sentence Structure</u></p> <ol style="list-style-type: none"> Expressing time, place and course using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>). <p><u>Text Structure</u></p> <ol style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentations. Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Introduction to inverted commas to punctuation direct speech. <p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ol style="list-style-type: none"> Understand the difference between plural and possessive ~s. Be aware of Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) <p><u>Sentence Structure</u></p> <ol style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. <u>Later that day</u>, I heard bad news). <p><u>Text Structure</u></p> <ol style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark singular and plural possession (e.g. <i>the girl's name</i>, <i>the girls' names</i>) Use of commas after fronted adverbials. <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ol style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>) and verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>) <p><u>Sentence Structure</u></p> <ol style="list-style-type: none"> Relative clauses beginning with: <i>who</i>, <i>which</i>, <i>where</i>., when, whose, that, or an omitted relative pronoun indicating degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) Indicating degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>will</i>, <i>should</i> <i>must</i>) <p><u>Text Structure</u></p> <ol style="list-style-type: none"> Devices to build cohesion within a paragraph using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he <u>had</u> seen her before). Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Pupils should be taught to:</p> <p><u>Word</u></p> <ol style="list-style-type: none"> Acknowledge the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>) Show an awareness as to how words are related by meaning as synonyms and antonyms (e.g. <i>big</i>, <i>large</i>, <i>little</i>). <p><u>Sentence Structure</u></p> <ol style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>). The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <u>I were</u> or <u>Were they</u> come in some very formal writing and speech). <p><u>Text Structure</u></p> <ol style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis. Layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text. <p><u>Punctuation</u></p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <ol style="list-style-type: none"> Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>) <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Pupils should be taught to:

- i. Plan their 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, recording ideas.
- ii. Create settings, characters and plot within narratives.
- iii. Compose and rehearse sentences orally, developing a varied and rich vocabulary.
- iv. Organise paragraphs around a theme.
- v. Evaluate and edit by peer assessing the effectiveness of their own and others' writing, suggesting improvements, as well as suggesting changes to grammar and vocabulary to improve consistency.
- vi. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- vii. Choose nouns or pronouns for clarity and to avoid repetition.
- viii. Proof read for spelling and punctuate errors.
- ix. Use simple organisational devices in non-narrative material.
- x. Read aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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- i. Plan their 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.
- ii. Plan their writing by discussing and recording ideas.
- iii. Create settings, characters and plot within narratives.
- iv. Organise paragraphs around a theme.
- v. Compose and rehearse sentences orally, further developing a varied and rich vocabulary and an increasing range of sentence structures.
- vi. Use conjunctions, adverbs and prepositions to express time and cause.
- vii. Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- viii. Choose nouns or pronouns for clarity and to avoid repetition.
- ix. Evaluate and edit by peer assessing the effectiveness of their own and others' writing, suggesting improvements, as well as suggesting changes to grammar and vocabulary to improve consistency.
- x. Read aloud their writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- xi. Proofread for spelling and punctuation errors.
- xii. In non-narrative material, further develop the use of simple organisational devices such as headings and sub-headings.

Pupils should be taught to:

- i. Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.
- ii. Note and develop initial ideas, drawing on reading and research where necessary.
- iii. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, when writing narratives.
- iv. Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action within narratives.
- v. Use a wide range of devices to build cohesion within and across paragraphs.
- vi. Use expanded noun phrases to convey complicated information concisely.
- vii. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
- viii. Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- ix. Precis longer passages.
- x. Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.
- xi. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- xii. Use the perfect form of verbs to mark relationships of time and cause.
- xiii. Ensure correct subject and verb agreement, when using singular and plural, and that there is a consistent and correct use of tense throughout a piece of writing.
- xiv. Choose the appropriate register in which to write.
- xv. Evaluate and edit by assessing the effectiveness of their own and others' writing.
- xvi. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- xvii. Proof read for spelling and punctuation errors.
- xviii. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Pupils should be taught to:

- i. Identify audience and purpose, selecting appropriate form and use other similar writing as models.
- ii. Note and develop initial ideas, drawing on reading and research where necessary.
- iii. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed.
- iv. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- v. Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning, proposing changes to enhance effects and clarify meaning.
- vi. Use a wide range of devices to build cohesion within and across paragraphs.
- vii. Ensure the consistent and correct use of tense throughout a piece of writing.
- viii. Precis longer paragraphs.
- ix. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- x. Continue to use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
- xi. Evaluate and edit by assessing the effectiveness of their own and others' writing.
- xii. Proof read for spelling and punctuation errors.
- xiii. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Spell further homophones. ii. Spell words that are often misspelt. iii. Use the first two or three letters of a word to check its spelling in a dictionary. iv. Use further prefixes and suffixes and understand how to add them. v. Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. vi. Indicate possession by using the possessive apostrophe with singular and plural nouns. <p>Progression in Spelling Children should be taught to spell: <u>Words</u> i. Words from the words from the National Curriculum word list for Years 3 and 4.</p> <p><u>Phonics</u> i. The /i/ sound spelt ‘y’ elsewhere than at the end of words e.g. myth, pyramid, gym ii. Words with the /ai/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ e.g. vein, eight iii. Words containing the /u/ sound spelt ‘ou’ e.g. double, trouble iv. Homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</p> <p><u>Affixes and Roots</u> i. Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding ‘ing’) ii. Words using prefixes: un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- iii. Words using suffixes: -ly, -ation, -ous iv. Words with endings sounding / shun/: -tion, -sion, -ssion, -cian v. Words ending with the schwa sound: measure, creature</p> <p><u>Word Origins</u> i. Words with the /k/ sound spelt ‘ch’ (Greek in origin) e.g. scheme, chemist ii. Words with the /sh/ sound spelt ‘ch’ (mostly French in origin) e.g. chef, machine iii. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique iv. Words with the /s/ sound spelt ‘sc’ (Latin in origin) e.g. science, scene</p> <p><u>Grammar</u> i. Possessive apostrophe with plural words e.g. girls’ boys’ babies’ children’s</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Spell further homophones. ii. Spell words that are often misspelt. iii. Use the first two or three letters of a word to check its spelling in a dictionary. iv. Use further prefixes and suffixes and understand how to add them. v. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. vi. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. <p>Progression in Spelling Children should be taught to spell: <u>Words</u> i. Words from the words from the National Curriculum word list for Years 3 and 4.</p> <p><u>Phonics</u> i. The /i/sound spelt ‘y’ elsewhere than at the end of words e.g. myth, pyramid, gym ii. Words with the /ai/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ e.g. vein, eight iii. 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Words with the /s/ sound spelt ‘sc’ (Latin in origin) e.g. science, scene</p> <p><u>Grammar</u> i. Possessive apostrophe with plural words e.g. girls’ boys’ babies’ children’s</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Continue to distinguish between homophones and other words which are often confused. ii. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. iii. Use dictionaries to check the spelling and meaning of words. iv. Use a thesaurus. v. Use further prefixes and suffixes and understand the guidance for adding them. vi. Spell some words with silent letters. vii. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. <p>Progression in Spelling Children should be taught to spell: <u>Words</u> i. Words from the National Curriculum word list for Years 5 and 6.</p> <p><u>Phonics</u> i. Words containing the letter-string ‘ough’ e.g. bought, rough, cough, through, although, thorough, plough ii. Homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</p> <p><u>Rules and Conventions</u> i. Words with the /ee/ sound spelt ‘ei’ after ‘c’ e.g. receive, receipt, ceiling plus exceptions protein and seize</p> <p><u>Affixes and Roots</u> i. Words with the ending /shus/ spelt -cious or -tious ii. Words with the ending /shul/ spelt -cial or -tial iii. Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency iv. Words ending in -able and -ible v. Words ending in -ably and -ibly vi. Adding suffixes beginning with vowel letters to words ending in -fer (The ‘r’ is doubled if the -fer is still stressed when the ending is added. The ‘r’ is not doubled if the -fer is no longer stressed)</p> <p><u>Word Origins</u> i. Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</p> <p><u>Grammar</u> i. Words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</p>	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> i. Continue to distinguish between homophones and other words which are often confused. ii. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. iii. Use dictionaries to check the spelling and meaning of words. iv. Use a thesaurus. v. Use further prefixes and suffixes and understand the guidance for adding them. vi. Spell a wider range of words with silent letters. vii. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. <p>Progression in Spelling Children should be taught to spell: <u>Words</u> ii. Words from the National Curriculum word list for Years 5 and 6.</p> <p><u>Phonics</u> i. Words containing the letter-string ‘ough’ e.g. bought, rough, cough, through, although, thorough, plough ii. Homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</p> <p><u>Rules and Conventions</u> i. Words with the /ee/ sound spelt ‘ei’ after ‘c’ e.g. receive, receipt, ceiling plus exceptions protein and seize</p> <p><u>Affixes and Roots</u> i. Words with the ending /shus/spelt -cious or -tious ii. Words with the ending /shul/ spelt -cial or -tial iii. Words with the endings -ant, -ance/-ancy, -ent, -ence/-ency iv. Words ending in -able and -ible v. Words ending in -ably and -ibly vi. Adding suffixes beginning with vowel letters to words ending in -fer (The ‘r’ is doubled if the -fer is still stressed when the ending is added. The ‘r’ is not doubled if the -fer is no longer stressed)</p> <p><u>Word Origins</u> i. 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Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">i. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.ii. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes 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>Pupils should be taught to:</p> <ul style="list-style-type: none">i. Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.ii. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes 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>Pupils should be taught to:</p> <ul style="list-style-type: none">i. Write legibly, fluently with increasing speed by:<ul style="list-style-type: none">- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters- Choosing the writing implement that is best suited for the task	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">i. Write legibly, fluently with increasing speed by:<ul style="list-style-type: none">- Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters- Choosing the writing implement that is best suited for the task
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