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| |  | | --- | |  | | **Writing Progression Map** | | | | | | | | | | |
| **TEXT LEVEL** | | | | | | | | | |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | | **Year 6** |
| **WORD LEVEL** | | | | | | | | | |
| **Suffixes** |  | Add regular plural suffixes to nouns *– s, es.*  Add suffixes to verbs where no change is needed in the spelling of the root word  *-ing, -ed, -er, -est.* | Form nouns using suffixes  *-ness, –er* and by compounding (e.g. superman, whiteboard).  Form adjectives using suffixes *–ful, –less – er, -est.*  Form adverbs from adjectives using the suffix *-*  *ly.* | Form a range of nouns, adjectives and adverbs using y3/4 suffixes from spelling Appendix 1 (e.g. -ate, -ise, -ify, -ation,  -ly, -ous, -ion, -ian, –sion, -cian, -er,), including when there is a change in the root word. | | | Spell a range of words using the y5/6 suffixes from Spelling Appendix 1 (i.e. -ible/-able, -ance/-ence, -cial/-tial, -ent/-ant,  -ment, -ably, -ibly, --ancy/-ency, -cious/-sious, -ation, -ly, - ous, -ing after words ending in ‘fer’.) | | |
| Convert nouns or adjectives into verbs using suffixes, e.g. -ate, -ise, - ify. | |  |
| **Prefixes** |  | Add the prefix *un–* to change the meaning of verbs and adjectives. | Add the prefix *un–* to change the meaning of verbs and adjectives. | Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis-, in-, il-, im-, re-, sub-,  inter-, super-, anti-, auto-). | Form a range of words using y3/4 prefixes from Spelling Appendix 1 (dis–, mis-, in-,  il-, im-, re-, sub-, inter-, super-, anti-, auto-), including when there is a  change in the root word. | | Form verbs using a range of prefixes (e.g. dis–, de–, mis, over– and re–). | |  |
| **Word Families** |  | | | Understand word families based on common root words, showing how words are related in form and meaning (e.g.  solve, solution, solver, dissolve, insoluble). | | |  | | |
| **Synonyms and**  **Antonyms** |  | | | | | | Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) and use thesauri to search for suitable synonyms. | | |
| **Homophones** |  | | Spell a range of y2 homophones, and near  homophones from Spelling Appendix 1. | Spell a range of y3/4 homophones, and other words which are often confused, from Spelling Appendix 1. | | | Spell a range of y5/6 homophones, and other words which are often confused, from Spelling Appendix 1. | | |
| **Hyphens** |  | | | | | | | | Use hyphens to join prefixes to root words. |
| **Formality** |  | | | | | Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. | | | |
|  | | Use the subjunctive form such as ‘If I were’ or ‘Were they to come’ | |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **WORD-LEVEL** | | | | | | | |
| **Spelling Lists** | Spell irregular common words. | Spell y1 common exception words. | Spell y1 and y2 common exception words. | Spell words from the y3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious  vocabulary. | | Spell words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious  vocabulary. | |
| **Spelling Rules** | Spell words containing the spelling rules as set out in Read, Write Inc program.  Use their phonic knowledge to write words in ways which match their spoken sounds. | Spell words containing the spelling rules as set out in Read, Write Inc. | Spell words containing the sound spelt as *‘ge’* and *‘dge’* at the end of words, and sometimes spelt as *‘g’* elsewhere in words before e, i and y (e.g. badge, bridge, age, huge, gem, giant, jog).  Spell words containing the sound spelt ‘*c’* before e, i and y (e.g. race, ice, cell).  Spell words beginning with *‘kn’* and (less often) *‘gn’* (e.g. knock, know, knee)  Spell words beginning with *‘wr’* (e.g. write, wrong, wrap).  Spell words ending in *‘–le’*  (e.g. table, apple, bottle).  Spell words ending in *‘–el’*  (e.g. travel, towel, tinsel).  Spell words ending in ‘-*al’* (e.g. metal, petal, capital).  Spell words ending *‘–il’* (e.g. pencil, fossil, nostril).  Spell words ending in ‘-y’ (e.g. cry, dry, fly).  Add *‘–es’* to nouns and verbs ending in ‘–y’(e.g. copies, babies, carries). | Spell words containing the ‘y’ sound elsewhere than at the ends of words.  Spell words with the sound spelt *‘ou’* (e.g. young, touch, double, trouble, country).  Spell words ending in *-ture* and *-sure* (e.g. measure, treasure, nature adventure).  Spell words ending in *-sion* and (e.g. division, invasion, television).  Spell words with the sound spelt *‘ch’* [Greek origin] (e.g. echo, chorus, chemist).  Spell words with the sound spelt *‘ch’* [mostly French origin] (e.g. machine, brochure, chef, chalet).  Spell words with the sound spelt *‘g’* [French origin] (e.g. antique, unique, league, tongue).  Spell words with the sound spelt *‘sc’* [Latin origin] (e.g. science, scene, discipline, fascinate, crescent).  Spell words with the sound spelt ‘ei’, ‘eigh’, or ‘ey’ (e.g. vein, weigh, eight, neighbour, they, obey). | | Spell words ending in *–cious* or *–tious.*  Spell words ending in *-cial* and *-tial.*  Spell words ending in *–ant, –ance/–ancy, –ent, –ence/– ency.*  Spell words ending in *–able, –ible,–ably* and *–ibly.*  Spell words with *ei* after *c.*  Spell words containing the letter-string ‘*ough’.* Spell words with ‘silent’ letters. | |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GRAMMAR** | | | | | | | |
| **Verbs** |  | Begin to use present tense and past tense appropriately. | Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming).  Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting). | Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming).  Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting). | Use the present correctly.  Use past tense correctly. including both the present perfect form of verbs in contrast to the past tense and Standard English forms  for verbs. | Use a range of verb tenses consistently and correctly.  Use present perfect forms of verbs.  Use some modal verbs (e.g.  could, should, would, must, will, may, can, ought, shall) to indicate degrees of  possibility. | Use a range of verb tenses consistently and correctly.  Use present perfect forms of verbs and perfect forms of verbs.  Use passive verbs to affect presentation of information in a sentence.  Use a range of modal verbs  (e.g. could, should, would, must, will, may, can, ought, shall) to indicate degrees of  possibility. |
| **Conjunctions** |  | Join words and join clauses using ‘and’. | Use co-ordinating conjunctions (e.g. or / and / but) to join clauses.  Use subordinating conjunctions (e.g. when / if / that / because) to join clauses. | Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because). | Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once). | Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand). | |
| **Sentences and Clauses** | Compose a sentence orally before writing it.  Write simple sentences which can be read by themselves and others. | Compose a sentence orally before writing it.  Leave spaces between words.  Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others.  Sequence sentences to form a short narrative. | Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command). | Begin to vary the position of subordinating clauses. | Begin to vary the position of subordinating clauses with intention and effect.  Extend the range of sentences with more than one clause by using a wider range of conjunctions | Use a range of clause structures, varying the position of subordinating clauses with intention and effect.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e.  omitted) relative pronoun. | Use passive voice to affect the presentation of information in a sentence.  Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. …ing verbs, ...ed verbs). |
| **Paragraph** |  |  |  | Use paragraphs as a way to group related material.  Use headings and subheadings to aid presentation. | Use paragraphs to organise ideas around a theme. | Use devices to build cohesion between paragraphs, e.g. then, after that, firstly.  Link ideas across paragraphs using adverbials of time, place and number.  Link ideas across paragraphs by using tense choices, e.g. he had seen her before. | Link ideas across paragraphs using a wider range of cohesive devices: repetition or a word or phrase, grammatical connections, e.g. adverbials, and ellipsis. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **GRAMMAR** | | | | | | | |
| **Nouns and noun phrases** |  | Begin to add adjectives to modify nouns. | Know that some nouns are formed using suffixes such as -ness, -er.  Know that some nouns are formed by compounding, e.g. whiteboard, superman.  Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). | Know that some nouns are formed using prefixes such super-, anti-, auto-.    Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs).  Use the correct forms ‘a’ or  ‘an’ according to whether the next word begins with a  consonant or a vowel. | Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs).  Use the correct forms ‘a’ or  ‘an’ according to whether the next word begins with a  consonant or a vowel.  Know the grammatical difference between plural and possessive -s. | Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract  nouns (e.g. friendship). | |
| **Pronouns** |  |  |  | Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | | Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. | |
| **Adverbials and prepositional phrases** |  |  | Use a small number of *‘-ly’* adverbs to express time, place, manner or cause. | Use adverbs and prepositions to express time, place, manner and cause. | Use adverbs, including fronted adverbials, to express time, place, manner and cause. | Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision.  Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of  possibility. | Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect.  Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of  possibility. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **PUNCTUATION** | | | | | | | |
| **Basic punctuation**  **- capital letters and full stops** | Begin to demarcate sentences in their writing with capital letters and full-stops. | Demarcate sentences in their writing with capital letters and full-stops.  Use capital letters for names, days of the week, places and for the personal pronoun ‘I’ correctly. | Demarcate sentences in their writing with capital letters and full-stops.  Use capital letters for a range of proper nouns, including names, days of the week, places and for the  personal pronoun ‘I’ correctly. |  |  |  |  |
| **Question** |  | Begin to use question or  exclamation marks  appropriately. | Use question marks and  exclamation marks  appropriately. | Use question marks and  exclamation marks  appropriately, beginning to  use them within direct speech. | Use question marks and  exclamation marks  appropriately, including within direct speech. |  |  |
| **marks and exclamation**  **marks** |
| **Commas and hyphens** |  |  | Use commas to separate items in a list. | Use commas to separate items in a list. | Use commas after fronted adverbials. | Use commas to clarify meaning and avoid ambiguity, including to separate both subordinate clauses and relative clauses from main clauses. | Use hyphens to avoid ambiguity. |
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| **Apostrophes** |  |  | Use apostrophes for contraction and singular possession. | Use apostrophes for contraction and singular possession. | Use apostrophes for contraction and both singular and plural  possession.  Know the grammatical difference between plural and possessive -s. | Use apostrophes for contraction and both singular and plural  possession. |  |
| **Inverted**  **Commas and other**  **speech**  **punctuation** |  |  |  | Begin to use inverted commas to punctuate direct speech. | Use inverted commas and other punctuation to indicate direct speech, e.g. commas after the reporting clause; end punctuation within inverted commas. | Use inverted commas,  appropriate punctuation  (i.e. comma, question mark  and exclamation mark) to  close the direct speech, and  use commas to separate the  non-spoken part when it  starts the sentence. | Use inverted commas and  appropriate punctuation (i.e.  comma, question mark and  exclamation mark), including  both when the non-spoken  starts the sentence and  within split speech. |
| **Parenthesis** |  |  |  |  |  | Use brackets, dashes or commas to indicate  parenthesis. | |
| **Colons, semi-colons and bullet points** |  |  |  |  |  | Use colons to start lists. | Use colons to start lists and semi-colons to separate items within a list.  Use colons and semi-colons (or dashes) to mark boundaries between independent clauses.  Use bullet points in lists. |
| **Ellipsis** |  |  |  |  |  | Use an ellipsis to show that text is missing, to pause for effect, to create suspense or show a thought trailing off | Link ideas across paragraphs by using an ellipsis. |

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Techniques** | | | | | | | |
| **Literary Devices** |  | * Alliteration * Rhyme | * Power of 3 * Rhetorical question * Simile * Onomatopoeia * Personification * Repetition | * Exaggerative language * Metaphor |  | * Pathetic fallacy * Short sentences | * pun |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Handwriting** | | | | | | | |
| **Handwriting** | Give meaning to marks they make as they draw, write and paint.  Write own name and other things such as labels, captions.  Opportunities to develop both gross and fine motor skills.  Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed | Sit correctly at a table, holding a pencil comfortably and correctly  Form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Form digits 0-9  Understand which letters belong to which handwriting ‘families’ and to practice these  Use the handwriting policy to support the development of handwriting. | Form lower-case letters of the correct size relative to one another  Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Use spacing between words that reflects the size of the letters.  Use the handwriting policy to support the development of handwriting. | Use the handwriting policy to support the development of 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. | | Use the handwriting policy to support the development of 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 | |