

St. Laurence CofE Junior Academy

Writing Progression Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling					
GPCs - (Grapheme-phoneme correspondence)					
<ul style="list-style-type: none"> Write from memory, simple dictated sentences containing the GPCs and words taught so far. Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. Recognise and spell a set of simple compound words. 	<ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar words and GPCs. Spell common decodable two and three syllable words which include familiar graphemes. Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. Spell some common contractions 	<ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis-, mis-, in-, super-, anti-. Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. Write words spelt ei, eigh or ey e.g. vein, weight, obey. Spell a range of common 	<ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. 	<ul style="list-style-type: none"> Write from memory, dictated sentences which include words from the ks2 curriculum. Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Spell correctly words with letters which are not sounded e.g. knight, solemn. Use the hyphen to join a prefix to a root e.g. re-enter. Spell a wide range of homophones 	<ul style="list-style-type: none"> Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. Use the appropriate range of spelling rules and conventions to spell polysyllabic words which

<ul style="list-style-type: none"> • Understand the difference between singular and plural. • Add suffixes s and es to words e.g. cats, witches, catches. • Name the letters of the alphabet in order. • Spell at least all the common exception words in the YR 1 spelling appendix. 	<p>accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</p> <ul style="list-style-type: none"> • Spell all common homophones in the YR 2 spelling appendix. • Spell all common exception words in the YR 2 spelling appendix accurately. 	<p>homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;</p> <ul style="list-style-type: none"> • Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. • Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist. • Spell accurately a range of words from the YR 3-4 statutory word list. 	<ul style="list-style-type: none"> • Write words spelt ch e.g. scheme, chemist, chef. • Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. • Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal. • Spell accurately all words from the YR 3-4 statutory word list. 	<p>and near homophones from the YR 5-6 spelling appendix.</p> <ul style="list-style-type: none"> • Spell accurately all words from the YR 3-4 statutory word list and many words from the YR 5-6. 	<p>conform to regular patterns.</p> <ul style="list-style-type: none"> • Spell correctly all the YR 5-6 homophones. • Spell accurately all words from the YR 5-6 statutory word list.
Handwriting					
<ul style="list-style-type: none"> • Most letters are correctly formed and orientated, including lower case, capital letters and digits; there 	<ul style="list-style-type: none"> • Holds pencil correctly. • Writing is legible. • All letters and digits are consistently formed and of the 	<ul style="list-style-type: none"> • Writing is legible. • Letters are gaining in consistency of size and formation. Capital letters are the correct size 	<ul style="list-style-type: none"> • Writing is legible. • All letters and digits are consistently formed and of the correct size, orientation and 	<ul style="list-style-type: none"> • Writing is legible and fluent. Quality is usually maintained at speed. • Correct choice is made about 	<ul style="list-style-type: none"> • Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at

<p>may be some inconsistency in size.</p> <ul style="list-style-type: none"> • Lead in strokes are beginning to be used for words which begin with lower case letters. • Capital letters formed correctly for some names of people, places and the days of the week. • Some spaces are left between words, although inconsistent. • Most letters sit on the line correctly. • Some letters may be joined. 	<p>correct size, orientation and relationship to one another.</p> <ul style="list-style-type: none"> • Lead in strokes are used for words which begin with lower case letters. • Spacing is appropriate to the size of letters. • Some letters are joined correctly. 	<p>relative to lower case.</p> <ul style="list-style-type: none"> • Lead in strokes are used consistently for words which begin with lower case letters. • Writing is usually spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined. 	<p>relationship to one another.</p> <ul style="list-style-type: none"> • Lead in strokes are used consistently for words which begin with lower case letters. • Writing is spaced sufficiently so that ascenders and descenders do not meet. • Appropriate letters are joined consistently. 	<p>whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>sustained, efficient speed.</p> <ul style="list-style-type: none"> • Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.
Composition: structure and purpose					
<ul style="list-style-type: none"> • Compose sentences orally before writing; talk about where the sentence begins and ends. • Attempt to write appropriately to the task. 	<ul style="list-style-type: none"> • Compose sentences orally. Use the drafting process to gather and write down ideas and key words. • Write appropriate narratives about 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. • Write to suit purpose, and show 	<ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using 	<ul style="list-style-type: none"> • Discuss and develop initial ideas in order to plan and draft before writing. • Write to suit purpose and with a growing awareness of audience, using 	<ul style="list-style-type: none"> • Discuss and develop ideas; routinely use the drafting process before and during writing. • Adapt form and style to suit purpose and

<ul style="list-style-type: none"> • Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. • Compose orally and write simple poems. • Re-read writing to check it makes sense • Discuss own writing with others; make simple changes where suggested. 	<p>personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <ul style="list-style-type: none"> • Write about real events, maintaining form and purpose. • Compose orally and write poetry in a variety of forms. • Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	<p>some features of the genre being taught.</p> <ul style="list-style-type: none"> • Create chronological narratives; write in sequence. Write simple beginning, middle, ending. • With scaffold, organise sections broadly, within a theme. • Use headings and subheadings to aid presentation. • Describe characters, settings and /or plot in a simple way, with some interesting details. • Evaluate own and others' writing, with direction; re-read and check own writing; make changes. • Some spaces are left between 	<p>some appropriate features.</p> <ul style="list-style-type: none"> • Organise writing into sections or paragraphs, including fiction and non-fiction. • Appropriately use a range of presentational devices, including use of title and subheadings. • Use dialogue, although balance between dialogue and narrative may be uneven. • Describe characters, settings and plot, with some interesting details. • Evaluate own and others' writing; proof read, edit and revise. 	<p>appropriate features. May include humour or suspense.</p> <ul style="list-style-type: none"> • Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) • Use a range of presentational devices, including use of title, subheadings and bullet points. • Use dialogue to indicate character and event. • Describe characters, settings and plot, with growing precision. • Find key words and ideas; begin to write a summary. 	<p>audience; draw appropriate features from models of similar writing.</p> <ul style="list-style-type: none"> • Use paragraphs to develop and expand ideas in depth; add detail within each paragraph; coverage may not always be even. • Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. • Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. • Integrate dialogue to convey character and
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		words, although inconsistent.		<ul style="list-style-type: none"> Evaluate own and others' writing; with direction, proof read, edit and revise. 	<p>advance the action.</p> <ul style="list-style-type: none"> When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures. Summarise longer passages, when required. Evaluate; make assured changes to enhance effects and clarify meaning.
Vocabulary, grammar and punctuation					
<ul style="list-style-type: none"> Write sentences or sentence-like structures which can be clearly understood. Often use 'and' to join words and clauses. Sometimes use a capital letter and full stop to show 	<ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but. 	<ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. 	<ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with 	<ul style="list-style-type: none"> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, 	<ul style="list-style-type: none"> Write and control a range of sentence structures including those which contain multiple clauses. Use the full range of ks2 punctuation mostly accurately, including colons, semi-colons and

<p>sentence boundaries; sometimes use question mark or exclamation mark in the right place.</p> <ul style="list-style-type: none"> • Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. • Sometimes include adjectives for description. • Begin to use some features of Standard English e.g. I did. 	<ul style="list-style-type: none"> • Sometimes use subordination e.g. when, if, because. • Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list. • Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. • Identify word classes: noun, adjective, verb and adverb. • Choose the past or present tense, mostly correctly and consistently. Experiment with 	<p>when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</p> <ul style="list-style-type: none"> • Identify and use a range of prepositions. • Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. • Identify direct speech. Begin to use inverted commas for direct speech. • Consolidate knowledge of word classes: noun, adjective, verb, adverb. • Use 'a' or 'an' according to 	<p>more than one clause.</p> <ul style="list-style-type: none"> • Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. • Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... • Use expanded noun phrases and adverbial phrases to expand sentences. • Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in 	<p>where, when, whose.</p> <ul style="list-style-type: none"> • Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. • Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. • Usually maintain correct tense. • Begin to recognise active and passive voice. • Identify and select determiners. • Choose vocabulary and grammar to suit formal and informal writing, with guidance. 	<p>dashes, to mark the boundary between clauses.</p> <ul style="list-style-type: none"> • Recognise the subjunctive form. • Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells. • Present information with accurate use of the active and passive voice. • Identify the subject and object. • Identify synonym and antonym. • Select vocab' and grammar confidently and precisely, to suit formal/ informal registers. • Make precise vocabulary and grammatical choices.
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	<p>the progressive form e.g. she was swimming.</p> <ul style="list-style-type: none"> • Use appropriate features of Standard English. 	<p>whether the next word begins with a consonant or vowel.</p> <ul style="list-style-type: none"> • Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. 	<p>lists, and for fronted adverbials.</p> <ul style="list-style-type: none"> • Use inverted commas accurately for direct speech. • Identify the correct determiner e.g. a, an, these, those. • Usually use the past or present tense, and 1st/3rd person, consistently. 	<ul style="list-style-type: none"> • Use vocabulary which is becoming more precise. • Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	<ul style="list-style-type: none"> • Independently use a dictionary and thesaurus to define words and expand vocabulary.
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