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| **English: Writing Skills Progression Map**  Each skill at a glance for each year group so that planning can build on previous knowledge.  (KS1 included to enable tracking back) Skills need to be identified on long term and medium-term planning | | | | | | | |
| **Skill** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Composition: Text Structure** | Plan narratives using simple story maps and non-fiction texts, orally in simple sections.  Sequence simple  sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)  Put sentences in  chronological order to  recount an event or  experience. (Recounts and Information Texts)  Use numbers  and clearly marked sections to set out instructions as a  process.  Start sentences through  use of time openers  such as then, next, after  and later etc.  Evidence some compound sentences using: and, then or but.  Evidence ability to comment both orally and in writing on the different features of fiction and non -fiction text types. | Refer to written planning outlines to show the content in writing.  Write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)  Sequence instructions  using modal verbs and  numbers to order.  Group related ideas together in sections in non -fiction texts, begin to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)  Develop use of subordination (when,  if, that or because) and  secure coordination (or, and, or, but) to link words and phrases.  Ensure fluency in changes in sentence openers, such  as variations between  pronouns, subjects and  prepositions with a variety of time openers.  Explain the features/ differences of instructions, information texts and recounts, within English books or orally in discussion. | Sequence planning through the collection of ideas orally, with a clear structure linked to the text type in developed story maps or under paragraph headings.  Write a generally well balanced 5-part narrative where the main conflict/ problem is solved. (Adventure, Mystery and Familiar Settings)  Carefully think out endings of narratives.  Develop settings, characters and plot through description.  Consistently use paragraphs in narrative to link information together in non-fiction text types.  Use headings, sub-headings, photographs and illustrations to aid presentation in reports, recounts and instructions.  Use conjunctions to express time, place and cause (when, before, after, while, so or because).  Use adverbs (then,  next, soon, therefore) or  prepositions (before,  after, during in,  because of) within  compound sentences.  Use the features of the text types covered so far to write for real purposes and audiences across the curriculum.  Make use of detailed  information about how,  where and when steps  take place in procedural texts.  Use imperatives directly or indirectly. | Produce carefully thought out plans that match finished independent pieces.  Pace narratives (historical, imaginary worlds and dilemmas) well, with a build-up  and complication that  lead to a defined ending.  Include detail in descriptions in narratives to help the  reader gain a better  understanding about  the way the narrative is  unfolding. Through  character and setting.  Characters are created  with interaction to reveal feelings.  Use a variety of sentences made up of  phrases and different  clause types.  Use paragraphs to organise ideas around a theme or open with topic sentences in recounts, reports and explanations.  Organise key elements in non-fiction texts through control of the specific features in the layout.  Ensure recounts have three clear parts made up of the setting, events; in order and a concluding comment.  Use subordination  connectives at the beginning, between and within sentences. (We wore our wellies when we played in the puddles)  Use appropriate nouns and pronouns to ensure  cohesion in sentences.  Make controlled use of  linking verbs to give  coherence. (is, are, has,  have and belong to) in non-chronological reports. | Plan to take account  of the audience and  purpose of the writing.  Develop characters,  settings and atmosphere through detailed descriptions for narratives from significant authors, myths and stories from other cultures.  Organise writing into different information or events using paragraphs.  Use specific features of a text which is matched to intention.  Use causal and logical  connectives in addition to time openers (however or therefore).  Build up cohesion in paragraphs through the use of then, after, that, this or firstly or varying the length.  Use adverbials of time (later), place (nearby) or number (secondly), linked to ideas across paragraphs. Tense choices may do this (he had seen her before)  Use short sentences to speed up action in narratives. Use  dialogue and reactions  from other characters  to add interest to  a character.  Show evidence of the writer’s viewpoint through comments about the characters and/or events.  Make conclusions and  summarise non -fiction  texts. (Procedural, explanation and persuasion) | Use the appropriate form and text type.  Develop main ideas in both fiction and non-fiction. Sustain and develop logically.  Plan using paragraphs to structure the plot in narrative (suspense, flashbacks and quest), showing changes in time, place and events.  Organise information logically in paragraphs for non-fiction (biographies, newspapers, persuasions and arguments).  Use repetition of a word or phrase; adverbials (on the other hand, in contrast or as a consequence) or ellipsis to ensure cohesion across paragraphs is clear  Use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables.  Make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) in newspaper reports.  Use a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives)  Use characters, dialogue and action to advance narrative writing.  Control complex sentences to manipulate clauses for specific effects.  Start some sentences with conjunctions although, despite, as, since or whenever |
| **Composition:**  **Punctuation &**  **Grammar** | Orally compose sentences before  writing down and  writing from memory.  Re-read writing to  check it makes sense.  Use capital letters and full stops accurately to demarcate a sentence.  Use capital letters for the names of people,  places, days of the  week and the personal  pronoun “I”.  Use question or exclamation marks in independent writing. | Consistent use of past and present tenses within all forms of writing (has/had, was/were)  Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).  Use of statements, questions, exclamations or commands.  Consistent use of full stops, capital letters, question marks and exclamation marks.  Some use of commas  within a list.  Use of the apostrophe  to mark where letters  are missing in spelling  and mark singular  possession in nouns.  Experiment with  inverted commas.  Accurately proofread to  check for errors in  grammar and  punctuation is evident. | Consistent use of the  first and third person.  Use of the present  perfect form of verbs  instead of the past. (He  has gone out to play  instead of He went out  to play)  Accurate use of  inverted commas for  direct speech.  Correct use of the  possessive apostrophe.  Improve writing  through editing to  make changes to  grammar and vocabulary.  Proofread to eliminate simple errors and embed part of the writing process.  Use of a or an when writing a sentence. (I would like an apple, not I would like a apple)  Use of embedded  clauses (The pirate,  with his cutlass  clenched in his teeth,  swung onto the ship)  Vary the length of sentences – short and long sentences for description. | Use accurate tense and  person across different text types.  Use expanded noun phrases by adding or modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair).  Use of fronted adverbials with correct  use of the comma (later  that day, I heard the  bad news)  Secure verb inflections (we were instead of we was or I did instead of I done)  Punctuate direct speech  with inverted commas and other punctuation  accurately.  Use apostrophes accurately to mark plural possession  (the girl’s name or the  girls’ names)  Edit whole paragraphs and use precise vocabulary or correct errors in tense or  person.  Comment on sound effects (repetition /alliteration) visual effects (simile, personification and metaphor) and surprising word  combinations. | Use pronouns to refer to the first, second and third person both singularly and in plural  form.  Make sure there is correct subject and verb agreement when using singular and plural.  Use brackets, dashes or commas to indicate parenthesis.  Use commas to clarify meaning or avoid ambiguity.  Edit to reorganise sentences to give writing a greater impact or to clarify meaning.  Perform own compositions using  appropriate intonation,  volume and movement  so that meaning is clear.  Use of relative clauses  beginning with who,  which, where, when,  whose, that or an  omitted elative  pronoun. | Use of the  passive to affect the  presentation of  information in a  sentence (I broke the  window in the green  house versus The  window in the green  house was broken (by  me)  Identify the word class  of a word (noun, verb,  adjective, conjunction,  pronoun, adverb,  preposition &  determiner)  Clearly show the  differences between informal speech and  formal speech when  writing.  Use the full range of  punctuation successfully.  Use of the semi  -colon, colon and dash to mark boundaries between independent clauses (It’s raining; I’m fed up)  Use of the colon to  introduce a list and use  of the semi-colon  within a list.  Punctuate  bullet points to list  information.  Use of hyphens to avoid ambiguity (recover versus re-cover or  man eating shark versus man-eating shark.  Use of fronted adverbial phrases  Proof read and edit to embed and further develop compositions. |
| **Composition:**  **Vocabulary** | Use story language from shared stories  such as once upon a  time, in the end, it was  a, one sunny day etc.  Use some adjectives to modify nouns.  Use and explain the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark,  exclamation mark | Use some technical  words in non-fiction  text types.  Use of simple/ comparative adjectives and well-chosen verbs in  narratives.  Use expanded noun  phrases for description  and specification (the  blue butterfly or the man on the moon)  Write using both  description and dialogue for characters and setting to engage the reader.  Use of some adverbs. | Be aware of language choices that grip the reader’s interest.  Use of specific nouns  (terrier instead of dog)  Use adverbs carefully to detail actions.  Use action verbs to provide interest, such as  cackled instead of  laughed.  Use of phrases and  words that take time to  describe characters and  events without moving  on abruptly.  Choose words to  introduce opinion or  add clarity.  Use of technical or scientific terms in nonfiction texts.  Use of descriptive language that is factual rather than imaginative. | Use of different adjectives and adverbs  for different situations.  Use of fronted  adverbials for effect. (Majestically the swan  glided onto the river)  Choose words  carefully to describe  events, characters and  feelings.  Use powerful verbs to add impact.  Use words that are lively and imaginative, intended to amuse, entertain or inform.  Choose pronouns and nouns carefully across sentences to aid  cohesion and avoid  repetition.  Choose vocabulary to describe in detail stories with historical settings. | Use adverbs (perhaps or surely) and modal  verbs (might, should,  will or must) to indicate degrees of possibility.  Use stylistic devices such as similes, metaphors and  personification to create effects.  Use precise detail to  interest and engage  the reader.  Use of modal verbs to indicate degrees of possibility (might, may, must &could)  Use adverbs and  adverbials to make links within paragraphs.  Distinguish between  the formal and informal spoken and written language.  Use expanded noun  phrases to add well thought out detail to writing. | Use of synonyms and  antonyms  Add expanded noun phrases to add detail to writing.  Choose vocabulary to  match the audience and  purpose of the writing  and to ensure the correct degree of formality.  Use personal comments,  flash backs and hooks  to engage the reader.  Choose conjunctions to  relate to the text type.  Use adverbials of place  (walked wearily into the deep dark forest).  Use a variety of linguistic terms, to confidently discuss their writing.  Use adjectives and  adverbs to provide detailed description and information.  Use figurative language, such as The  wind wrapped me like  a cloak |
| **Transcription**  **Spelling** | **Floppy’s Phonics**  Independent application of most Phonics from Phase 2/3 and 4 phonemes.  Correct spelling of most words in the N.C.  year 1 list  Phonetically plausible attempts at words with digraphs and double letters.  Sufficient number of recognisable words for writing to be readable.  Segment and spell adjacent consonants for spelling.  Work securely in phase 5. Use knowledge of alternative phonemes  to narrow down possibilities for accurate spelling.  **National Curriculum**  Know how the prefix un can be added to change words meaning.  Start to use the suffixes: s, es, ed, er  and ing within independent writing.  Start to use syllables to divide words when spelling. | **Floppy’s Phonics**  Independent application of Phonics Phase 5  Spell almost all words in the year 1 and 2 list (see Appendix 1).  40+ phonemes taught in Band 1 are secure.  Work Securely in Phase 6 Use a range of spelling strategies to spell  unknown words including the use of  spelling patterns, syllables and early  dictionary skills.  Use of prefix and suffix rules in  independent writing. (ed, ing, s, es, er, est, ly, ful and ness)  **National Curriculum**  Spell a few common homophones and near homophones. (there /their/they’re, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.  Spell the common contractions can’t, hasn’t, didn’t, it’s, I’ll and couldn’t correctly.  Spell the majority of the common exception words on the year 2 list. | **National Curriculum**  **In most writing:**  Spell words as  accurately as possible  using phonics.  Use of a dictionary to  check for unknown or  new spellings by using  the first two or three  letters.  Use a range of  prefixes for the  formation of nouns  Spell words using a  range of prefixes and  suffixes.  Prefixes-dis, mis, il, im, re and in.  Suffixes ing, er, en, ation, ly and tion.  Spell words with the u  phoneme as the  grapheme ou, such as  young, trouble and  country.  Apply the i phoneme in  the middle of words as  represented by the  grapheme y, such as  gym, myth and  pyramid.  Spell words with  additional prefixes and  suffixes and  understand how to add  them to root words.  Spell words ending in /suffix -ture, sure and tch with an er, such as treasure, creature, furniture and catcher  Spell correctly word  families based on  common words for  example solve,  solution and solver.  Spell year 3 words  identified from the  spelling list:  learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, thorough, exercise, group, island | **Across a range of writing:**  Use a dictionary and  thesaurus to spell  increasingly complex  words of to make choices of words.  Spell words with prefixes and suffixes.  Prefixes -re, sub, inter, super, anti and auto.  Suffixes -ous  Spell words with the g  phoneme spelt as gue,  such as league and  tongue.  Spell words with the s  phoneme as sc, such as  scene and discipline  Spell words with ei,  eigh or ey, such as  weigh, vein or  neighbour.  Spell plural words  with a possessive  apostrophe, such as  girls’, boys’, men’s,  babies’, children’s and  mice’s  Recognise and spell  additional homophones  from the year 4 list.  (accept/except, affect/ effect, ball/bawl, berry/ bury, brake/break, fair/ fare, grate/great,  groan/ grown, here/ hear, heel/heal/he’ll,  knot/not, mail/male,  main/mane, meat/meet,  medal/meddle, missed /mist, peace/piece, plain /plane, rain/rein/reign,  scene/seen, weather/ whether and whose/ who’s)  Spell year 4 words  identified from the  spelling list:  accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, various. | **Across a range of writing:**  Convert nouns or adjectives into verbs  using suffixes ate, ise or  ify.  Make independent  choices about when it is  best to use a thesaurus  or dictionary as an aid  to check a spelling or  meaning, using the first  three or four letters of a  word.  Spell words with the  Endings able, ible and ibly  Spell words with i  phoneme represented  as ei after c, such as  deceive, conceive or  receive.  Spell words  containing the letter  string ough, such as  bought, rough, cough,  though or thorough.  Spell words with  silent letters, such as  Island, lamb, solemn or  knight.  Spell most of the year  5 words from the  spelling list.  accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle, yacht | **Fluency across a range of text types:**  Revision of work done  throughout KS2  Apply a range of  taught spelling strategies  independently when  spelling words.  Independently use  dictionaries to check  the spelling and meaning of words.  Spell words with the  endings  cious and tious  cial and tial  ance and ancy  ent  ence and ency  Add suffixes  beginning with vowel  letters to words ending  in fer, such as referring,  referral or transferring.  Make the correct  spelling choice between  homophones in the Y6  list such as  isle/aisle,  aloud/allowed,  affect/effect,  altar/alter,  ascent/assent,  bridal/bridle,  cereal/serial,  compliment/complement, desert/dessert,  draft/draught,  principal/principle,  profit/prophet and  stationary/stationery  Spells most of the year  6 words from the spelling list:  accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient, temperature |
| **Transcription**  **Handwriting** | Form all letters  consistently in both upper and lowercase in  the right direction.  Understand which  letters belong to which  family (long, tall and  small)  Sit all letters on the line  with correct orientation  and spacing that reflects the size of the  letters | Form all lowercase  letters with lead ins and lead outs, correct size and direction in relation to each other.  Understand not to join  capital letters to other  letters.  Begin to join letters  with a continuous  cursive style. | Correctly form all diagonal and  horizontal strokes.  Develop a fluent continuous cursive handwriting style, through increased  legibility, consistency and quality of presentation. | Secure a fluent continuous  cursive handwriting  style.  Consistent handwriting  and effects for different text types are experimented with, such as capitalisation, bold or printing etc. | Consistent handwriting  and effects for different text types are evident, such as capitalisation, bold or printing etc.  Evidence of the writer’s own style and may change for different  text types. | Consistent handwriting  and effects for different text types are evident, such as capitalisation, bold or printing etc.  Evidence of the writer’s own style and may change for different  text types |