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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 simplesentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)Put sentences inchronological order torecount an event orexperience. (Recounts and Information Texts)Use numbersand clearly marked sections to set out instructions as aprocess.Start sentences throughuse of time openerssuch as then, next, afterand 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 instructionsusing modal verbs andnumbers 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) andsecure coordination (or, and, or, but) to link words and phrases.Ensure fluency in changes in sentence openers, suchas variations betweenpronouns, subjects andprepositions 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) orprepositions (before,after, during in, because of) withincompound sentences.Use the features of the text types covered so far to write for real purposes and audiences across the curriculum.Make use of detailedinformation about how,where and when stepstake 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-upand complication thatlead to a defined ending.Include detail in descriptions in narratives to help thereader gain a betterunderstanding aboutthe way the narrative isunfolding. Throughcharacter and setting.Characters are createdwith interaction to reveal feelings.Use a variety of sentences made up ofphrases and differentclause 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 subordinationconnectives at the beginning, between and within sentences. (We wore our wellies when we played in the puddles)Use appropriate nouns and pronouns to ensurecohesion in sentences.Make controlled use oflinking verbs to givecoherence. (is, are, has,have and belong to) in non-chronological reports. | Plan to take accountof the audience andpurpose 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 logicalconnectives 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 reactionsfrom other characters to add interest toa character.Show evidence of the writer’s viewpoint through comments about the characters and/or events.Make conclusions andsummarise non -fictiontexts. (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 beforewriting down andwriting from memory.Re-read writing tocheck 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 theweek and the personalpronoun “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 commaswithin a list.Use of the apostropheto mark where lettersare missing in spellingand mark singularpossession in nouns.Experiment withinverted commas.Accurately proofread tocheck for errors ingrammar andpunctuation is evident. | Consistent use of thefirst and third person.Use of the presentperfect form of verbsinstead of the past. (Hehas gone out to playinstead of He went outto play)Accurate use ofinverted commas fordirect speech.Correct use of thepossessive apostrophe.Improve writingthrough editing tomake changes togrammar 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 embeddedclauses (The pirate,with his cutlassclenched in his teeth,swung onto the ship)Vary the length of sentences – short and long sentences for description.  | Use accurate tense andperson 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 correctuse of the comma (laterthat day, I heard thebad 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 punctuationaccurately.Use apostrophes accurately to mark plural possession(the girl’s name or thegirls’ names)Edit whole paragraphs and use precise vocabulary or correct errors in tense orperson.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 pluralform.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 usingappropriate intonation,volume and movementso that meaning is clear.Use of relative clausesbeginning with who,which, where, when,whose, that or anomitted elativepronoun.  | Use of thepassive to affect thepresentation ofinformation in asentence (I broke thewindow in the greenhouse versus Thewindow in the greenhouse was broken (byme)Identify the word classof a word (noun, verb,adjective, conjunction,pronoun, adverb,preposition &determiner)Clearly show thedifferences between informal speech andformal speech whenwriting.Use the full range ofpunctuation 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 tointroduce a list and useof the semi-colonwithin a list.Punctuatebullet points to listinformation.Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark.Use of fronted adverbial phrasesProof read and edit to embed and further develop compositions. |
| **Composition:****Vocabulary** | Use story language from shared stories such as once upon atime, in the end, it wasa, 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 technicalwords in non-fictiontext types.Use of simple/ comparative adjectives and well-chosen verbs innarratives.Use expanded nounphrases for descriptionand specification (theblue butterfly or the man on the moon)Write using bothdescription 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 ascackled instead oflaughed.Use of phrases andwords that take time todescribe characters andevents without movingon abruptly.Choose words tointroduce opinion oradd 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 adverbsfor different situations.Use of frontedadverbials for effect. (Majestically the swanglided onto the river)Choose words carefully to describeevents, characters andfeelings.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 aidcohesion and avoidrepetition.Choose vocabulary to describe in detail stories with historical settings.  | Use adverbs (perhaps or surely) and modalverbs (might, should,will or must) to indicate degrees of possibility.Use stylistic devices such as similes, metaphors andpersonification to create effects.Use precise detail tointerest and engagethe reader.Use of modal verbs to indicate degrees of possibility (might, may, must &could)Use adverbs andadverbials to make links within paragraphs.Distinguish betweenthe formal and informal spoken and written language.Use expanded nounphrases to add well thought out detail to writing. | Use of synonyms andantonymsAdd expanded noun phrases to add detail to writing.Choose vocabulary tomatch the audience andpurpose of the writingand to ensure the correct degree of formality.Use personal comments,flash backs and hooksto engage the reader.Choose conjunctions torelate 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 andadverbs to provide detailed description and information.Use figurative language, such as Thewind wrapped me likea 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 phonemesto 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, erand ing within independent writing.Start to use syllables to divide words when spelling. | **Floppy’s Phonics**Independent application of Phonics Phase 5Spell 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 spellunknown words including the use ofspelling patterns, syllables and earlydictionary skills.Use of prefix and suffix rules inindependent 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 asaccurately as possibleusing phonics.Use of a dictionary tocheck for unknown ornew spellings by usingthe first two or threeletters.Use a range ofprefixes for the formation of nounsSpell words using arange of prefixes andsuffixes.Prefixes-dis, mis, il, im, re and in.Suffixes ing, er, en, ation, ly and tion.Spell words with the uphoneme as thegrapheme ou, such asyoung, trouble andcountry.Apply the i phoneme inthe middle of words asrepresented by thegrapheme y, such asgym, myth andpyramid.Spell words withadditional prefixes andsuffixes andunderstand how to addthem to root words.Spell words ending in /suffix -ture, sure and tch with an er, such as treasure, creature, furniture and catcherSpell correctly wordfamilies based oncommon words forexample solve,solution and solver.Spell year 3 wordsidentified from thespelling 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 andthesaurus to spellincreasingly complexwords of to make choices of words.Spell words with prefixes and suffixes.Prefixes -re, sub, inter, super, anti and auto.Suffixes -ousSpell words with the gphoneme spelt as gue,such as league andtongue.Spell words with the sphoneme as sc, such asscene and disciplineSpell words with ei,eigh or ey, such asweigh, vein orneighbour.Spell plural wordswith a possessiveapostrophe, such asgirls’, boys’, men’s,babies’, children’s andmice’sRecognise and spelladditional homophonesfrom 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 wordsidentified from thespelling 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 verbsusing suffixes ate, ise orify.Make independentchoices about when it isbest to use a thesaurusor dictionary as an aidto check a spelling ormeaning, using the firstthree or four letters of aword.Spell words with theEndings able, ible and iblySpell words with iphoneme representedas ei after c, such asdeceive, conceive orreceive.Spell wordscontaining the letterstring ough, such asbought, rough, cough,though or thorough.Spell words withsilent letters, such asIsland, lamb, solemn orknight.Spell most of the year5 words from thespelling 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 donethroughout KS2Apply a range oftaught spelling strategiesindependently whenspelling words.Independently usedictionaries to checkthe spelling and meaning of words.Spell words with theendingscious and tiouscial and tialance and ancyentence and encyAdd suffixesbeginning with vowelletters to words endingin fer, such as referring,referral or transferring.Make the correctspelling choice betweenhomophones in the Y6list 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 andstationary/stationerySpells most of the year6 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 lettersconsistently in both upper and lowercase inthe right direction.Understand whichletters belong to whichfamily (long, tall andsmall)Sit all letters on the linewith correct orientationand spacing that reflects the size of theletters | Form all lowercaseletters with lead ins and lead outs, correct size and direction in relation to each other.Understand not to joincapital letters to otherletters.Begin to join letterswith a continuouscursive style. | Correctly form all diagonal andhorizontal strokes.Develop a fluent continuous cursive handwriting style, through increasedlegibility, consistency and quality of presentation. | Secure a fluent continuouscursive handwritingstyle.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 differenttext 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 differenttext types |