



## Four Oaks Primary School Writing Progression Map



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	Use some of their print and letter knowledge in their early writing.	<p>Write short sentences with words with known sound-letter correspondences.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound. NB: Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</p>	<p>Spell words segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (<i>lists detailed in English NC appendix 1</i>)</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (<i>lists detailed in English NC appendix 1</i>)</p>	<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (<i>lists detailed in English NC appendix 1</i>)</p>	<p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (<i>lists detailed in English NC appendix 1</i>)</p>
Common exception words/ other word building spellings.	Write some or all of their name.	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Spell the days of the week.</p> <p>Spell common exception words (<i>lists detailed in English NC appendix 1</i>)</p> <p>Use the spelling rule for adding -s/ -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-</p> <p>Using -ing/-ed/-er/-est where no change is needed in the spelling of the root words.</p> <p>Apply simple spelling rules and guidance as listed in English Appendix 1.</p>	<p>Learning to spell common exception words (<i>lists detailed in English NC appendix 1</i>)</p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p>	<p>Use further prefixes and suffixes and understand how to add them (<i>lists detailed in English NC appendix 1</i>)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand how to add them (<i>lists detailed in English NC appendix 1</i>)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them (<i>lists detailed in English NC appendix 1</i>)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Vocab- Use a thesaurus</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them (<i>lists detailed in English NC appendix 1</i>)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Vocab- Use a thesaurus</p>

<p><b>Transcription Teacher dictation.</b></p>		<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><i>To write sentences dictated to them by an adult (RWInc: complete a sentence &amp; hold a sentence activities)</i></p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
<p><b>Handwriting</b></p>	<p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 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>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 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>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>

Planning for different writing contexts			Saying out loud what they are going to write about	<p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
Drafting writing		Re-read what they have written to check that it makes sense	<p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Encapsulating what they want to say, sentence by sentence</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<i>See English Appendix 2 for details</i>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<i>See English Appendix 2 for details</i>)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>

Editing writing		Re-read what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	<p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
Performing writing			Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## Vocabulary and Grammar

(NC English Appendix 2 used to create progression in objectives between year groups).

			<p>Joining words and joining clauses using and</p> <p>Link to spelling: Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p><b>Link to spelling:</b> Formation of nouns using suffixes such as –ness, –er and by compounding</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <ul style="list-style-type: none"> <li>- conjunctions – when, before, after, while, so, because,</li> <li>- adverbs - then, next, soon, therefore</li> <li>- Prepositions- before, after, during, in, because of</li> </ul> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p><b>Link to spelling:</b> Formation of nouns using a range of prefixes</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p><b>All previous Year 3 content and introducing:</b></p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using fronted adverbials</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><b>Link to spelling:</b> The grammatical difference between plural and possessive –s</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p><b>Link to spelling:</b> Converting nouns or adjectives into verbs using suffixes (e.g. -ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p><b>All previous Year 5 content and introducing:</b> Recognising vocabulary and structures that are appropriate for formal speech (e.g. find out – discover; ask for – request; go in – enter) and writing, including subjunctive forms</p> <p>How words are related by meaning as synonyms and antonyms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>
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<b>Punctuation</b> <i>(NC English Appendix 2 used to create progression in objectives between year groups).</i>		Write short sentences using a capital letter and full stop.	Leaving spaces between words  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Learning how to use both familiar and new punctuation correctly, including: - full stops, capital letters, exclamation marks, question marks - commas for lists - apostrophes for contracted forms and the possessive (singular) <i>(see English Appendix 2 for details)</i>	Indicating possession by using the possessive apostrophe with plural nouns  To be begin to use and punctuating direct speech	Using commas after fronted adverbials  Indicating possession by using the possessive apostrophe with plural nouns  Using and punctuating direct speech	Using commas to clarify meaning or avoid ambiguity in writing  Using brackets, dashes or commas to indicate parenthesis	Using hyphens to avoid ambiguity  Using semi-colons, colons or dashes to mark boundaries between independent clauses  Using a colon to introduce a list  Punctuating bullet points consistently
<b>Grammatical terminology</b> <i>(New to year group)</i>			letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

#### Related Documents:

NC English Appendix 1 and Appendix 2 – These documents need to be referred to for details of specific spelling patterns/ suffixes/ prefixes etc. to be taught in each year group.