

Woodnewton a Learning Community – Writing Progression Map

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Give their attention to what others say and respond appropriately, while engaged in another activity. (ELG 01)</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories and events. (ELG 02)</p>	<p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use some features of different text types (although these may not be consistent).</p> <p>Use simple sentence structures.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p>	<p>Begin to use ideas from own reading and modelled examples to plan their writing.</p> <p>Demonstrate an increasing understanding of purpose and audience.</p> <p>Demonstrate an increasing understanding of purpose and audience.</p> <p>Proofread their own and others' work to check for errors with increasing accuracy, and make improvements.</p>	<p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Write narratives with a clear beginning, middle and end with a coherent plot.</p> <p>Proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</p>	<p>Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</p> <p>Describe settings, characters and atmosphere to consciously engage the reader.</p> <p>Use dialogue to convey a character and advance the action with increasing confidence.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>

Composition				<p>Begin to organise their writing into paragraphs around a theme.</p>	<p>Create more detailed settings, characters and plot in narratives to engage the reader.</p> <p>Consistently organise their writing into paragraphs around a theme.</p>	<p>Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</p> <p>Begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Create paragraphs that are usually suitably linked.</p> <p>Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</p>	
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Vocabulary, grammar, punctuation	<p>Use past, present and future forms accurately when talking about events. (ELG 03)</p> <p>Develop own narratives and explanations by connecting ideas or events. (ELG 03)</p> <p>Write sentences that can be read by themselves and others. (ELG 10)</p>	<p>Leave spaces between words.</p> <p>Join words and join clauses using 'and'.</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use an adjective to describe a noun.</p> <p>Understand word classes (N,V,A).</p>	<p>Use expanded noun phrases to describe and specify.</p> <p>Use the present and past tenses correctly and consistently.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to join clauses.</p> <p>Use sentences with different forms: statement, question, command.</p>	<p>Make deliberate ambitious word choices to add detail.</p> <p>Maintain the correct tense (including present perfect tense) throughout a piece of writing.</p> <p>Use the full range of punctuation from previous year groups.</p> <p>Use inverted commas in direct speech.</p> <p>Use subordinate clauses.</p>	<p>Maintain an accurate tense throughout a piece of writing.</p> <p>Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</p> <p>Use the full range of punctuation from previous year groups.</p> <p>Use all the necessary punctuation in direct speech mostly accurately.</p>	<p>Use the full range of punctuation from previous year groups.</p> <p>Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</p> <p>Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>

Vocabulary, grammar, punctuation			Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	<p>Begin to use conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Use 'a' or 'an' correctly most of the time.</p>	<p>Use apostrophes for singular and plural possession with increasing confidence.</p> <p>Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</p> <p>Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>Use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</p>	<p>Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p> <p>Use brackets, dashes or commas to begin to indicate parenthesis.</p> <p>Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p>	<p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p>
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Spelling	<p>Use their phonics knowledge to write words in ways they match their spoken sounds. (ELG 10)</p> <p>Write some irregular common words. (ELG 10)</p> <p>Spell some words correctly and make phonetically plausible attempts at other words. (ELG 10)</p>	<p>Spell most words containing each of the 40+ phonemes already taught.</p> <p>Spell most Y1 common exception words.</p> <p>Spell the days of the week.</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</p> <p>Spell many common exception words.</p>	<p>Begin to spell homophones correctly, e.g. which and witch.</p> <p>Spell some of the Year 3 and 4 statutory spelling words correctly.</p>	<p>Spell homophones correctly, e.g. which and witch</p> <p>Spell all of the Year 3 and 4 statutory spelling words correctly.</p>	<p>Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</p> <p>Spell many words correctly from the Y5/6 statutory spelling list.</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>

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Prefixes and suffixes		<p>Use the spelling rule for adding –s or –es as the plural marker.</p> <p>Use the prefix un–.</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p>		<p>Spell some of the Year 3 and 4 statutory spelling words correctly.</p> <p>Spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</p>	<p>Spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</p> <p>Spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</p>	<p>Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</p> <p>Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.</p>	

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Handwriting	Handle equipment and tools effectively (pencils for writing). (ELG 04)	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Form digits 0-9.</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>	Use a neat, joined handwriting style with increasing accuracy.	Consistently use a neat, joined handwriting style.	Write legibly, fluently and with increasing speed.	Maintain legibility in joined handwriting when writing at speed.