



Wentworth Primary School  
Key Skills & Knowledge Progression Map  
*'Striving for Excellence'*  
Writing

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Composition</u>	<p>give meaning to marks they make as they draw, paint, and write.</p> <p>write short sentences and captions</p> <p>Write and mark make their name</p> <p>use taught phonics to segment sounds and write them down, including simple, familiar words.</p> <p>write simple phrases and sentences that can be read by others</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p> <p>sequence sentences to form short narratives</p> <p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>say out loud what they are going to write about</p> <p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write poetry</p> <p>write for different purposes</p> <p>plan or say out loud what they are going to write about</p> <p>write down ideas and/or key words, including new vocabulary</p> <p>consider what they want to say, sentence by sentence</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue)</p> <p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings &amp; subheadings)</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue)</p> <p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings &amp; subheadings)</p> <p>assess the effectiveness of their own and others'</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>note and develop initial ideas, drawing on reading and research where necessary</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>note and develop initial ideas, drawing on reading and research where necessary</p> <p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>

			<p>evaluate their writing with the teacher and other pupils</p> <p>reread 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>proofread to check for errors in spelling, grammar and punctuation</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>writing and suggesting improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p> <p>assess the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement</p> <p>proofread for spelling and punctuation errors</p>	<p>in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p> <p>assess the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement</p> <p>proofread for spelling and punctuation errors</p>
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						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
<u>Transcription</u> <u>Spelling</u>	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters	spell words containing each of the 40+ phonemes taught  spell common exception words  spell the days of the week  name the letters of the alphabet in order  use letter names to distinguish between alternative spellings of the same sound  use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs  use the prefix un-  use -ing, -ed, -er and -est where no change is needed in the spelling of root words	segment spoken words into phonemes and representing these by graphemes, spelling many correctly  learn 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  learn to spell common exception words  distinguish between homophones and near-homophones  learn the possessive apostrophe (singular)  learn to spell more words with contracted forms  add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	spell further homophones  spell words that are often misspelt  use further prefixes and suffixes and understand how to add them  place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  use the first 2 or 3 letters of a word to check its spelling in a dictionary  write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	spell further homophones  spell words that are often misspelt  use further prefixes and suffixes and understand how to add them  place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  use the first 2 or 3 letters of a word to check its spelling in a dictionary  write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	spell some words with 'silent' letters  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically  use further prefixes and suffixes and understand the guidance for adding them  use dictionaries to check the spelling and meaning of words  use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	spell some words with 'silent' letters  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically  use further prefixes and suffixes and understand the guidance for adding them  use dictionaries to check the spelling and meaning of words  use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

		<p>apply simple spelling rules</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>				
<u>Handwriting</u>	<p>Develop fine motor skills and core strength</p> <p>develop a tripod grip</p> <p>start and end letters in the correct place and direction</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' 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</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</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>
<u>Vocabulary, Grammar and Punctuation</u>		<p>leave spaces between words</p>	<p>use expanded noun phrases to describe and specify</p>	<p>extend the range of sentences with more than one clause by using a wider range</p>	<p>extend the range of sentences with more than one clause by using a wider range of</p>	<p>use a thesaurus</p> <p>use expanded noun phrases to convey</p>	<p>use a thesaurus</p> <p>use expanded noun phrases to convey</p>

		<p>join words and joining clauses using "and"</p> <p>begin to 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>recognise sentences with different forms: statement, question, exclamation, command</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use apostrophes for omission and singular possession</p>	<p>of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>use the correct form of 'a' or 'an'</p> <p>word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use and punctuating direct speech (i.e. Inverted commas)</p>	<p>conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>use the correct form of 'a' or 'an'</p> <p>word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use and punctuating direct speech (i.e. Inverted commas)</p>	<p>complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility, using passive verbs to affect the presentation of information in a sentence and using the perfect form of verbs to mark relationships of time</p> <p>identify differences in informal and formal language</p> <p>use of ellipsis, hyphens, dashes, semi-colons and colons</p> <p>synonyms and antonyms</p>	<p>complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility, using passive verbs to affect the presentation of information in a sentence and using the perfect form of verbs to mark relationships of time</p> <p>identify differences in informal and formal language</p> <p>use of ellipsis, hyphens, dashes, semi-colons and colons</p> <p>synonyms and antonyms</p>
<u>Grammatical Terminology</u>	letter, grapheme, digraph, trigraph, space, capital letter, full stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past/present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

