



St Peter's CE (VA) Primary School

Curriculum Progression Map - Writing

	Foundation 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Transcripti on Spelling	<ul style="list-style-type: none"> - ELG I can spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> - I spell unknown words using my 40+ phonemes (sounds). - I can spell the common exception words. - I can spell days of the week. - I name the letters of the alphabet in order. - I use letter names to show alternative spellings of the same phonemes. - I write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> - I can segment spoken words into phonemes and record these as graphemes. - I can spell common exception words. - I write from memory, simple dictated sentences. - I can distinguish between homophones and near-homophones - I can spell some words with contracted forms 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - use the first two or three letters of a word to check its spelling in a dictionary - spell further homophones - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> - spell words that are often misspelt (English Appendix 1) - spell further homophones 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - continue to distinguish between homophones and other words which are often confused - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus. 	<ul style="list-style-type: none"> - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - continue to distinguish between homophones and other words which are often confused 	
Transcripti on Handwriting	<ul style="list-style-type: none"> - ELG I can write recognisable letters most of which are correctly formed. 	<ul style="list-style-type: none"> - I sit correctly at a table, holding a pencil comfortably and correctly. - I form the digits 0-9. - I form lower case letters in the correct direction, starting and finishing in the right place - I form capital letters. - I understand which letters belong to handwriting families and practise them. 	<ul style="list-style-type: none"> - I can begin to use some of the diagonal and horizontal strokes needed to join letters. - I show that I know which letters are best left unjoined. - I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I use spacing between words that reflects the size of the letters. - I can form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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]. 	<ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> - write legibly, fluently and with increasing speed 	
Composition Planning	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - I can plan my writing by saying what I am going to write about. 	<ul style="list-style-type: none"> - consider what they are going to write before beginning by planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - Encapsulate what they want to say sentence by sentence. 	<ul style="list-style-type: none"> - <u>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</u> - discussing and recording ideas 	<ul style="list-style-type: none"> - <u>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</u> - discussing and recording ideas 	<ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen perform 	<ul style="list-style-type: none"> - plan, draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.
Composition Draft and Write	<ul style="list-style-type: none"> - ELG I can write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> - I say a sentence out loud before I write it down. 	<ul style="list-style-type: none"> - I make changes sometimes independently in discussion with an adult to improve 	<ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich 	<ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich 	<ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such 	<ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such 	<ul style="list-style-type: none"> - write accurately, fluently, effectively and at length for pleasure and information through:

			<p>the effect and impact of my writing.</p> <ul style="list-style-type: none"> - I can write for different purposes - writing narratives about personal experiences and those of others (real and fictional), about real events, poetry, writing for different purposes 	<p>vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>choices can change and enhance meaning</p> <ul style="list-style-type: none"> - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - summarising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>choices can change and enhance meaning</p> <ul style="list-style-type: none"> - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, columns, bullets, tables] 	<ul style="list-style-type: none"> - writing for a wide range of purposes and audiences, including: - well-structured formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - a range of other narrative and non-narrative texts, including arguments, and - personal and formal letters - summarising and organising material, and supporting ideas and arguments with any necessary factual detail - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
Vocabulary Grammar and Punctuation - Word	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - I spell word that use suffixes for plurals or third person -s -es - I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. - I can use the prefix un- 	<ul style="list-style-type: none"> - I can form nouns using suffixes - ness / -er - I can form nouns by compounding - I can form adjectives by spell using suffixes such as, 'ful', 'less', - I can use suffixes - er - est in adjectives and -ly to turn adjectives into adverbs. 	<ul style="list-style-type: none"> - I recognise and use determiners 'a', 'an' and 'the' appropriately - I spell correctly word families based on common words. - I identify the root word in longer words. - I spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto 	<ul style="list-style-type: none"> - I use standard English for verb inflections- instead of spoken form. - I use plural - s and possessive -s correctly 	<ul style="list-style-type: none"> - I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. - I form verbs with prefixes, e.g., dis, de, mis, over and re 	<ul style="list-style-type: none"> - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i>; <i>ask for</i> - <i>request</i>; <i>go in</i> - <i>enter</i>] - How words are related by meaning as synonyms and antonyms [for example, <i>big</i>, <i>large</i>, <i>little</i>]. 	<ul style="list-style-type: none"> - <u>consolidate and build on their knowledge of grammar and vocabulary through:</u> - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - studying the effectiveness and impact of the grammatical features of the texts they read - drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - using Standard English confidently in their own writing and speech - discussing reading, writing and spoken language with precise and confident use

								of linguistic and literary terminology.
Vocabulary Grammar and Punctuation Sentence	-	- I use 'and' to join ideas within a sentence	- I can use co-ordination (or /and/but) - I can use subordination (when / if / that /because) - I use sentences with different forms: statements, questions and exclamations / commands - I can expand noun phrases for description and specification. - I can use the possessive apostrophe.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	- I use fronted adverbials of place, time and manner, including the use of a comma. - I use expanded noun phrases with modifying adjectives / nouns / prepositions	- I use modal verbs or adverbs to indicate degrees of possibility - perhaps, surely, might, should, will, must - I use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun. - using the perfect form of verbs to mark relationships of time and cause	- I use the passive voice to present information with a different emphasis. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech] - using expanded noun phrases to convey complicated information concisely	-
Vocabulary Grammar and Punctuation - Text	-	- I sequence sentences to form short narratives	- I consistently use the present tense and past tense correctly. - I can use the progressive forms of verbs in the present and past tense.	- I begin to organise paragraphs around a theme. - I write a non-narrative using simple organisational devices such as headings and sub-headings. - Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	- I organise writing into paragraphs to show different information or events. - I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.	- I can use devices to build cohesion within a paragraph - then, after that, this, firstly. - I link ideas across paragraphs using adverbs of time (later), place (nearby), number (secondly) or tense choice.	- I use a range of cohesive devices, including repetition of a word or phrase, grammatical connections and ellipse within and across sentences and paragraphs. - I use a range of layout devices for cohesion including headings, subheadings, columns, bullets or tables.	-
Vocabulary Grammar and Punctuation Punctuation	-	- I leave spaces between words. - I use the personal pronoun 'I' - I use a capital letter for the start of a sentence. - I use a full stop accurately. - I begin to use other punctuation such as exclamation and question marks. - I use capital letters for the names of people. - I use capital letters for, places, days of the week.	- I use full stops and capital letters most are correct. - I use question marks and exclamation marks correctly. - I can use expanded noun phrases. - I can use commas to separate items in a list. - I can use apostrophes to show where letters are missing and to mark singular possession in nouns.	- I begin to use inverted commas for some direct speech punctuation.	- I secure the use of punctuation in direct speech, including a comma after the reporting clause. - I use commas for fronted adverbials. - I use the apostrophe for singular and plural possession.	- I use commas to clarify meaning or avoid ambiguity in writing. - I use brackets, dashes or commas to indicate parenthesis.	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity	-

Composition Proof Read	-	<ul style="list-style-type: none"> - I can re-read what I have written to check that it makes sense. 	<ul style="list-style-type: none"> - I can proof-read to check for errors in spelling, grammar and punctuation. ✓ Y1 common exception words ✓ Common exception words taught that year so far ✓ Y2 homophones. - proof-reading to check for grammar and punctuation ✓ capital letters for start of sentence ✓ capital letters for names/ places / days of the week. ✓ full stops 	<ul style="list-style-type: none"> - proof-read for spelling errors <ul style="list-style-type: none"> ✓ Y1 / 2 common exception words. ✓ Y2 homophones ✓ a/an - proof read for punctuation errors <ul style="list-style-type: none"> ✓ capital letters ✓ full stops ✓ commas in a list ✓ question marks and exclamation marks. 	<ul style="list-style-type: none"> - proof-read for spelling <ul style="list-style-type: none"> ✓ Y3 common exception words ✓ Y3 homophones ✓ a/an ✓ contractions - proof read for punctuation errors <ul style="list-style-type: none"> ✓ capital letters ✓ full stops ✓ commas in a list ✓ question marks and exclamation marks. ✓ Apostrophes for omission and singular possession. 	<ul style="list-style-type: none"> - proof-read for spelling <ul style="list-style-type: none"> ✓ LKS1 common exception words ✓ Y4 homophones ✓ Possessive apostrophe - proof read for punctuation errors <ul style="list-style-type: none"> ✓ speech punctuation ✓ commas for fronted adverbials ✓ apostrophe for singular and plural possession. - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> - proof-read for spelling <ul style="list-style-type: none"> ✓ KS2 common exception words ✓ All homophones ✓ Possessive apostrophe - proof read for punctuation errors <ul style="list-style-type: none"> ✓ speech punctuation ✓ commas for fronted adverbials ✓ apostrophe for singular and plural possession. - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	-
Composition Evaluate and Edit	-	<ul style="list-style-type: none"> - I can read my own writing aloud so it can be heard by others and to check for sense. - <u>I can read aloud my writing clearly enough to be heard by their peers and the teacher.</u> 	<ul style="list-style-type: none"> - I can evaluate my own writing independently, with friends and with an adult. - read aloud what they have written with appropriate intonation to make the meaning clear. - 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 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements. <ul style="list-style-type: none"> ✓ Explain / assess / choose /select - 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. - proposing changes to grammar and vocabulary to improve consistency. - More complex vocabulary - Variety of conjunctions - correct tense - correct pronouns 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements. <ul style="list-style-type: none"> ✓ Explain / assess / choose /select - 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. - proposing changes to grammar and vocabulary to improve consistency. <ul style="list-style-type: none"> ✓ Varied and rich vocab. ✓ Range of sentence 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing <ul style="list-style-type: none"> ✓ justify / explain / persuade - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> ✓ consistent tense ✓ ensuring correct subject and verb agreement. ✓ Use of relative clauses ✓ Advanced punctuation ✓ Varied and rich vocab. ✓ Variety of sentence structure used for effect. 	<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing <ul style="list-style-type: none"> ✓ justify / explain / persuade - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> ✓ consistent tense ✓ ensuring correct subject and verb agreement. ✓ Use of relative clauses ✓ Advanced punctuation ✓ Varied and rich vocab. ✓ Variety of sentence structure used for effect. 	-

					structures (?) ✓ Wider range of conjunctions ✓ correct tense ✓ correct pronouns			
Terminology for Pupils		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	
Genre Coverage			Narratives - personal experiences and those of others. Real events, poetry, different purposes.			-		

Statutory Requirements Spelling – detail for each year group

	1	2	3	4	5	6
<p>*The school is following the spelling structure as laid out in the No Nonsense spelling programme and is taught outside the English lesson. It includes all statutory requirements</p>	- Follow National Curriculum for Y1	- Follow National Curriculum for Y2	<ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou More prefixes - un-, dis-, mis-, re-, sub-, super-, auto-, tele, The suffix -ly, Words with the /k/ sound spelt ch (Greek in origin) Words with the /j/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /ei/ sound spelt ei, eigh, or ey 	<ul style="list-style-type: none"> More prefixes - in-, il, in-im, ir-, inter-, anti-, The suffix -ation Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ The suffix -ous /g/ sound spelt gu Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /s/ sound spelt sc (Latin in origin) Possessive apostrophe with plural words 	<ul style="list-style-type: none"> Words ending in -able and -ible Words ending in -ably and -ibly Words with the /i:/ sound spelt ei after c and ie Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 	<ul style="list-style-type: none"> Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Homophones and other words that are often confused -ce and -se
Homophones		there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight	brake/break, grate/great, groan/grown, heel/heal/he'll, plain/plane, rain/rein/reign, <u>eight / ate</u> <u>weight / wait</u> berry/bury here/hear, knot/not, meat/meet,	ball/bawl, fair/fare, mail/male, main/mane, peace/piece, scene/seen, accept/except, medal/meddle, missed/mist, weather/whether	aisle/isle aloud/allowed affect /effect altar/alter cereal/serial farther/ father guessed/ guest heard/herd led / led morning/ mourning past/ past steal/ steel who's/whose	ascent/assent bridal/bridle compliment/ complement descent/dissent desert/dessert draft /draught precede/ proceed Principal/principle Profit/prophet Stationary/stationery Wary/weary
Common Exception Words & Word Lists	a be by do has he his I is me my she the to we	After again because Behind both child Children cold find	woman women early earth learn heard heart increase	woman early learn heart women earth heard increase	occupy occur rhyme rhythm critic criticise immediate immediately communicate	frequently queue Conscience conscious Ancient sufficient

Autumn		Gold hold kind Mind most told Wild any climb Could door every everybody floor many Mr Mrs Old only people poor should would	breath breathe different difficult guard guide regular particular calendar popular grammar peculiar February library ordinary therefore	breath breathe different difficult pressure island believe reign notice sentence imagine medicine describe decide actually accidentally	community marvellous excellent symbol system sacrifice prejudice language average sincere sincerely relevant restaurant determined correspond	Apparent attached Profession competition Accompany amateur Bargain bruise Controversy develop Dictionary disastrous Especially interrupt
Common Exception Words & Word Lists Spring	are go no of push put said says so they today was were you your	bath beautiful break class even eye fast grass great last pass past path steak who whole Busy Christmas clothes Father half hour Improve money move Parents plant pretty prove sugar sure water	forwards separate appear disappear interest perhaps consider remember history important purpose surprise opposite suppose address arrive possess possible accident occasion famous various favourite group	height weight length strength straight strange thought through enough often though although eight eighth regular particular calendar popular grammar peculiar February library ordinary therefore	temperature signature category vegetable variety identity embarrass harass suggest aggressive pronunciation explanation achieve mischievous forty according physical individual desperate exaggerate programme recommend existence convenience	Equipment equip Vehicle available Interfere sincere Appreciate immediate Occupy occur Rhyme rhythm Critic criticise Immediately communicate Community excellent Leisure lightning
Common Exception Words & Word Lists Summer	ask come friend full here house love once one our pull school some there where		centre century bicycle circle certain recent exercise promise experiment experience complete extreme quarter question actual natural material special continue minute fruit build caught naught	position mention continue minute answer knowledge probably potatoes busy business pressure island believe reign notice sentence imagine medicine decide describe actually accidentally forwards possession	stomach yacht foreign neighbour guarantee committee muscle available government environment shoulder soldier achieve mischievous forty according physical individual desperate exaggerate programme recommend existence convenience	Stomach yacht Foreign neighbour Guarantee committee Muscle available Government environment Shoulder soldier Nuisance hindrance Cemetery necessary Awkward twelfth Persuade accommodate Opportunity curiosity Privilege definite
Conjunctions	and	When If That Because or but and	when if because although before after while so		Who, which, when	

Underlined from spelling scheme, Below underlined not assigned, Bold repeat