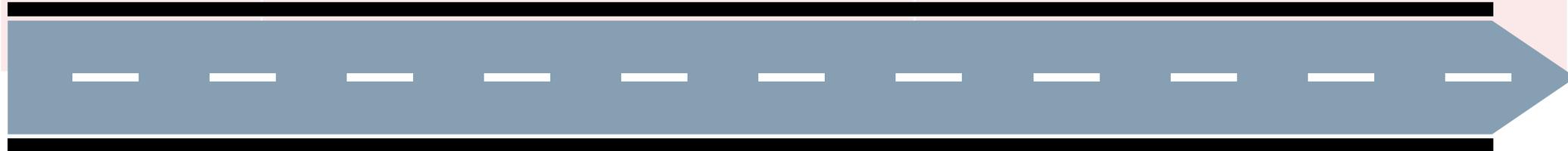




Roadmap of progress – Writing

	Nursery	Reception
Transcription	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing.• Write some or all of their name.• Write some letters accurately.	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sound with a letter or letters.
Composition		<ul style="list-style-type: none">• Write simple phrases and sentences that can be read by others.
Supplementary	<ul style="list-style-type: none">• Use a comfortable grip, with good control when holding pens and pencils• Show a preference for a dominant hand.	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing / using the tripod grip in almost all cases

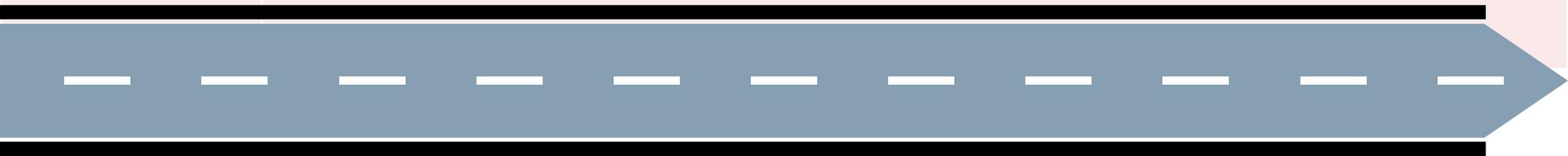




Roadmap of progress – Writing

Year 1

Transcription	<ul style="list-style-type: none">• Begin to form lower-case letters in the correct direction, starting and finishing in the right place• Form capital letters and the digits 0-9• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these• Identify known phonemes in unfamiliar words• Use syllables to divide words when spelling e.g. pocket, rabbit, carrot, thunder, sunset• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling• Name the letters of the alphabet in order• Use letter names to show alternative spellings of the same phoneme• Know how the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc.• Use the suffixes: s, es, ed, er and ing within their writing: hunting, hunted, hunter, buzzing, buzzed, buzzer, cats, spends, rocks, catches
Composition	<ul style="list-style-type: none">• Compose a sentence orally before writing it• Sequence sentences to form short narratives• Sequence sentences in chronological order to recount an event or an experience• Re-read what they have written to check that it makes sense• Leave spaces between words• Begin to punctuate sentences - capital letter, full stop, question mark and exclamation mark• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• Use 'and' to join sentences together• Write simple dictated sentences which include Grapheme Phoneme Correspondence and common exception words taught so far• Use grammatical terminology when discussing their writing
Supplementary	<ul style="list-style-type: none">• Sit correctly at a table, holding a pencil comfortably and correctly.





Roadmap of progress – Writing

Year 2

Transcription

- Segment spoken words into phonemes and record these as graphemes spelling many correctly.
- Learn additional alternative ways of spelling phonemes and identify them in unfamiliar words.
- Learn and recognise some words with different alternative spellings, including a few common homophones: to/two/too be/bee blue/blue
- Learn to spell many common exception words Y1/Y2.
- Spell words with contracted forms: can't, didn't, hasn't, couldn't, it's, I'll
- **Spell longer words using suffixes such as ment, ness, ful, less, ly and use the terminology. (GD)**
- Use syllables to divide words.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Write from memory simple sentences dictated by the teacher that include words taught so far.

Handwriting

- Form lower-case letters of the correct size relative to one another.
- **Begin to use some of the diagonal and horizontal strokes needed to join letters. (GD)**
- Understand which letters, when adjacent to one another, are best left un-joined.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Composition

- Write simple coherent narratives about personal experiences and those of others (real and fictional).
- Write about real events, recording these simply and clearly.
- Write poetry based on models
- Discuss ideas for the content of writing.
- Plan the content of writing and write down ideas: genre features and vocabulary.
- Write down or annotate plan with key language and vocabulary.
- Orally rehearse structured sentences or sequences of sentences.
- Evaluate writing independently and/or with teacher or peers
- **Re-read to check that writing makes sense. (GD)**
- Make improvements/corrections
- Check that verbs indicating time are used correctly and consistently, including verbs in the continuous /progressive form: he is drumming, she was shouting.
- Check for errors in spelling, grammar and punctuation.
- Read aloud own writing with appropriate intonation to make the meaning clear.

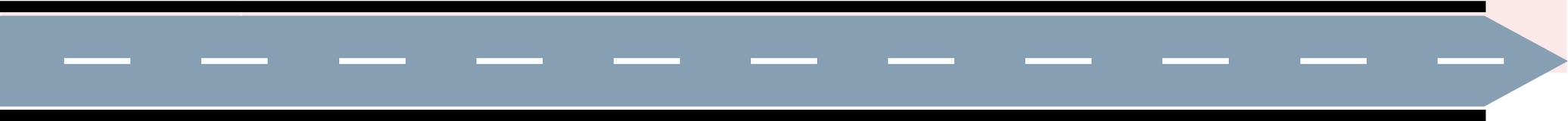


Roadmap of progress – Writing

Year 2

Vocabulary,
Punctuation and
Grammar

- Use punctuation (and use the terminology) accurately to demarcate sentences: full stops, capital letters, question marks.
- **Punctuate sentences (and use the terminology) with: commas for lists, exclamation marks, apostrophes to mark contractions, apostrophes to mark singular possession (GD).**
- Use a capital letter for names or people, places, days of the week and the personal pronoun I.
- Use different forms in writing (and use the terminology): statement, question, exclamation, command.
- Use expanded noun phrases (and use the terminology) to describe and specify e.g. the blue butterfly.
- Use and understand present and past tenses correctly and consistently including the progressive form: he is drumming / she was shouting.
- Use conjunctions: subordination (when, if, that, because) coordination (or, and, but)
- Understand and begin to use some features of written standard English.
- Understand and use the terminology of adjective, verb, noun and adverb.

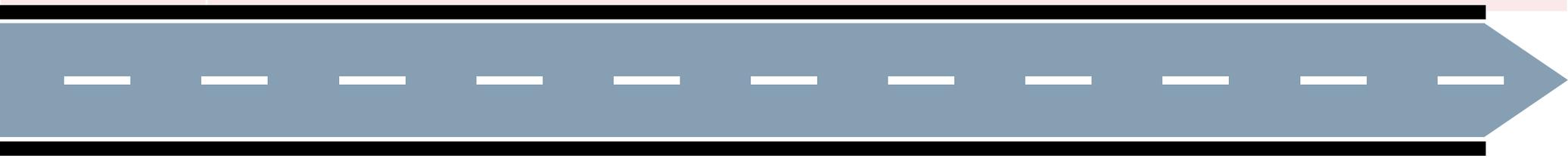




Roadmap of progress – Writing

Year 3

Transcription	<ul style="list-style-type: none">• Know how to spell words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto. (See English Appendix 1)• Recognise and spell additional homophones. For example – he'll, heel, heal.• Use the first two or three letters of a word to check its spelling in a dictionary.• Word families based on common words. For example – solve, solution, solver.• Spell identified commonly misspelt words from Year 3 and 4 word list.• Identify the root in longer words.• Make analogies from a word already known to apply to an unfamiliar word.• Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters.• Understand which letters, when adjacent to one another, are best left un-joined.• Increase the legibility, consistency and quality of their handwriting: Down strokes of letters are parallel and equidistant. Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Composition	<ul style="list-style-type: none">• Look at and discuss models of writing of the text type, purpose• Discuss and record ideas for writing, annotating plan with key language and vocabulary.• Compose sentences using a wider range of structures linked to the grammar objectives.• Make careful choices about vocabulary used and orally rehearse structured sentences or sequences of sentences.• Group related material together to form simple paragraphs.• Write a narrative with a clear structure, setting, characters and plot.• Write a non narrative using simple organisational devices (headings and subheadings).• Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. accurate use of pronouns in sentences.• Asses writing with peers and suggest improvements to writing.• Self asses the effectiveness of writing.• Proof read to check for errors in spelling and punctuation.





Roadmap of progress – Writing

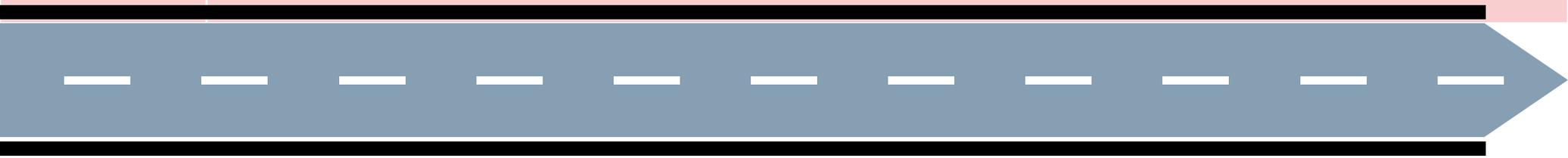
Year 3 continued

Vocabulary,
Punctuation and
Grammar

- Use punctuation (and use the terminology) accurately to demarcate sentences: full stops, capital letters, question marks, commas for lists, exclamation marks, apostrophes to mark contractions, apostrophes to mark singular possession.
- Use the perfect form of verbs (e.g. I have walked) to mark relationships of cause and time.
- Use inverted commas to punctuate direct speech.
- Understand and use the terminology to talk about own writing: word family, conjunction, adverb, preposition, direct speech, inverted commas, consonant, letter, vowel letter, clause, subordinate clause.
- Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.
- Use conjunctions, adverbs and prepositions to express cause and time.

Supplementary

- Read writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.





Roadmap of progress – Writing

Year 4

Transcription

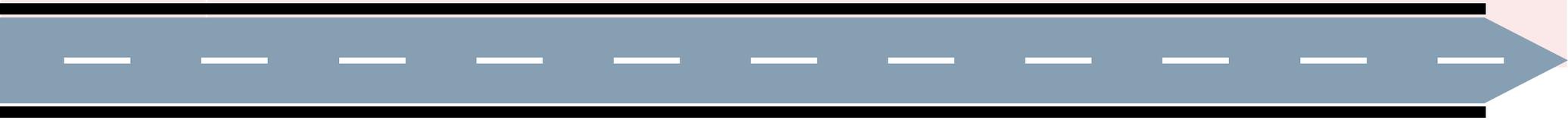
- Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian.
- Recognise and spell additional homophones. For example – accept and except, whose and who's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell identified commonly misspelt words from Year 3 and 4 word list.
- Identify the root in longer words.
- Use syllables to divide words.
- Make analogies from a word already known to apply to an unfamiliar word.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting: downstrokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Composition

- Choose a planning format appropriate for the text type.
- Annotate, plan with key language and words and phrases.
- Discuss and record ideas for writing.
- Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features, use of vocabulary.
- Organise writing in paragraphs with clear themes.
- Begin to open paragraphs with topic sentences.
- Compose sentences using a wider range of structures linked to the grammar objectives: fronted adverbials and noun phrases.
- Write a narrative with a clear structure, setting, characters and plot.
- Write a non narrative using organisation devices appropriate to the text type.
- Make careful choices about vocabulary used and orally rehearse structured sentences or sequences of sentences.
- Assess writing with peers and suggest improvements to writing.
- Make improvements by proposing changes to grammar and vocabulary to improved consistency e.g. the accurate use of pronouns in sentences.
- Proof read to check for errors in spelling and punctuation.
- Self assess the effectiveness of writing.





Roadmap of progress – Writing

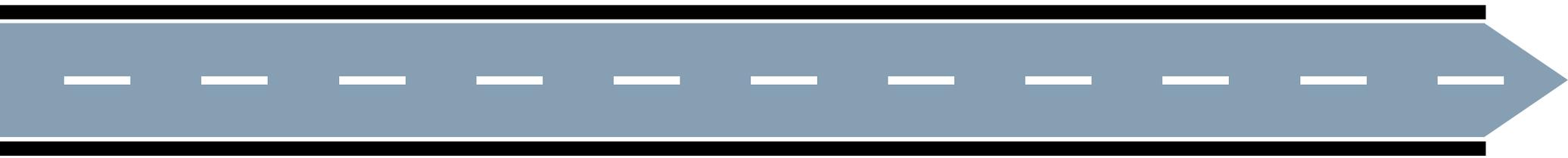
Year 4 continued

Vocabulary,
Punctuation and
Grammar

- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
- Use apostrophes to mark plural possession.
- Use commas after fronted adverbials
- Use fronted adverbials (e.g. Later that day, I went shopping.)
- Use other punctuation in direct speech, including a comma after the reporting clause.
- Use inverted commas to punctuate direct speech.
- Use expanded noun phrases with modifying adjectives and prepositional phrases (e.g. The strict teacher with curly hair).
- Use a range of sentences with more than one clause.
- Understand and use the terminology: Pronoun, possessive pronoun, adverbial, determiner about own writing.
- Indicate grammatical features with punctuation: capital letters, full stops, exclamation marks, question marks, commas in list, apostrophes for contractions, apostrophes for singular possession

Supplementary

- Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.





Roadmap of progress – Writing

Year 5

Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g. knight, psalm, Solemn.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list understanding that some words need to be learnt specifically.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.

Handwriting

- Write legibly fluently and with increasing speed.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters, drafting).

Composition

- Identify the audience for and purpose of the writing.
- Select the appropriate form and register for the audience and purpose of the writing.
- Note and develop initial ideas.
- Use knowledge of the writer's craft from their reading.
- Use knowledge from research.
- In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.
- Use the appropriate grammar and vocabulary for the audience and purpose including understanding how they can change and enhance meaning.
- Understand how grammar and vocabulary choices create impact on the reader.
- In narratives, integrate description, action and dialogue to convey character and plot.
- Précis short passages, conveying key information.
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the formal and informal spoken and written language.
- Proof-read for spelling and punctuation errors.
- Understand the terminology and use it to talk about their own writing.



Roadmap of progress – Writing

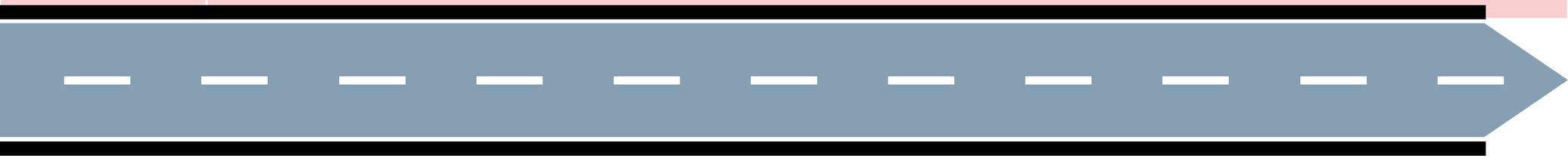
Year 5 continued

Vocabulary,
Punctuation and
Grammar

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs: then, after that, this, firstly.
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs: adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis.
- Indicate grammatical features with punctuation: capital letters, full stops, exclamation marks, question marks, apostrophes for contractions, apostrophes for singular/plural possession, commas in a list, after reporting clause and after fronted adverbials, apostrophes for contractions, use commas to clarify meaning or avoid ambiguity in writing.

Supplementary

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

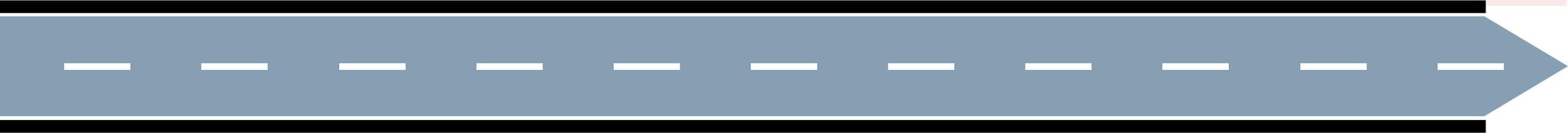




Roadmap of progress – Writing

Year 6

Transcription	<ul style="list-style-type: none">• Convert verbs into nouns by adding suffixes. For example, tion, ure.• Distinguish between homophones and other words which are often confused.• Spell identified commonly misspelt words from Year 5 and 6 word list including understanding that some of the words need to be spelt specifically.• Understand that the spelling of most words needs to be learnt specifically.• Use dictionaries to check the spelling and meaning of words.• Use a thesaurus.• Use a range of spelling strategies.• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.• Choose the writing implement that is best suited for a task (e.g. quick notes, letters, drafting).
Handwriting	<ul style="list-style-type: none">• Maintain legibility in joined handwriting when writing at speed.
Composition	<ul style="list-style-type: none">• Identify the audience for and purpose of the writing.• Select the appropriate form and register for the audience and purpose of the writing.• Note and develop initial ideas.• Use knowledge of the writer's craft from their reading.• Use the appropriate grammar and vocabulary for the audience and purpose with the understanding that choices can change and enhance meaning to impact on the reader.• In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.• Précis longer passages, conveying key information.• Use a wide range of devices to build cohesion within and across paragraphs.• Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining.• Assess the effectiveness of their own and others' writing suggesting changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Ensure the consistent and correct use of tense throughout a piece of writing.• Ensure correct subject and verb agreement when using singular and plural.• Distinguish between the language of speech and writing choosing the appropriate register (GD).• Distinguish between the correct subject and verb agreement when using singular and plural.• Proof-read for spelling and punctuation errors.





Roadmap of progress – Writing

Year 6 continued

Vocabulary,
Punctuation and
Grammar

- **Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive (GD).**
- **Use the subjunctive where appropriate in formal writing and speech. For example - If I were to insist, It is essential that he be available (GD).**
- Use active and passive verbs to affect the presentation of information in a sentence.
- Use expanded noun phrases to convey complicated information concisely.
- Brackets, dashes or commas to indicate parenthesis.
- Use hyphens to avoid ambiguity.
- **Use a range of semi-colons, colons, hyphens and dashes to mark boundaries between main clauses (GD).**
- Use a colon to introduce a list.
- Punctuate bullet points consistently.
- Indicate grammatical features with punctuation: capital letters, full stops, exclamation marks, question marks, apostrophes for contractions, apostrophes for singular/plural possession, commas in a list, after reporting clause and after fronted adverbials, apostrophes for contractions, use commas to clarify meaning or avoid ambiguity in writing.
- Understand subject and object, antonym, synonym.
- Understand and use the terminology to talk about own writing.

Supplementary

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

