

Subject progression map

Subject:

	Skills Knowledge	Key Vocabulary
Reception	<p><u>Writing</u></p> <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 sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
Year 1	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others • Spell most Y1 common exception words (see NC appendix) • Spell the days of the week correctly with a capital letter at the beginning • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add the prefix un- • Add -s or -es as the plural marker for nouns and the third person singular marker for verbs • Add the suffix -ing where no change is needed in the spelling of root words e.g. helping • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these <p><u>Composition</u></p> <ul style="list-style-type: none"> • Write down one of the sentences that he/she has rehearsed • Write sentences, sequencing them to form short narratives (real or fictional) <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Join words and clauses using and • Separate words with spaces • Use capital letters and full stops to demarcate sentences in most of his/her writing • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I • Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark 	<p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p>Words meeting the prefix and suffix requirements – Teacher differentiated</p> <p>See Statutory spelling list for Year 1 and 2.</p>
Year 2	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many Y2 common exception words (see NC appendix) • 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 <p><u>Composition</u></p>	<p>See Knowledge Organisers for individual writing outcomes for key vocabulary.</p> <p>Key vocabulary to meet the requirements of the class topic /</p>

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	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 	<p>text / writing genre focus.</p> <p>See Statutory spelling list for Year 1 and 2.</p>
Year 3	<p><u>Transcription</u></p> <ul style="list-style-type: none"> Use the prefixes un-, dis-, mis-, re-, pre- Use the suffix -ly Spell homophones brake/break, fair/fare, grate/great Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly Spell some of the Y3/4 common exception words (see NC appendix) correctly Use the first two or three 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 Use the diagonal and horizontal strokes needed to join letters and know when to join and when not to <p><u>Composition</u></p> <ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Begin to organise writing into paragraphs as a way of grouping related material Creating settings, characters and plot in narratives Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions Use headings and sub-headings to aid presentation <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of Begin to use inverted commas to punctuate direct speech Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') 	<p>See Knowledge Organisers for individual writing outcomes for key vocabulary.</p> <p>Key vocabulary to meet the requirements of the class topic / text / writing genre focus.</p> <p>See Statutory spelling list for Year 3 and 4.</p>
Year 4	<p><u>Transcription</u></p> <ul style="list-style-type: none"> Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- Understand and add suffixes -ation, -ous Spell homophones accept/except, affect/effect, ball/bawl Spell most of the Y3/4 common exception words (see NC appendix) correctly Use the first three or four letters of a word to check its spelling in a dictionary Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far Produce legible and joined handwriting <p><u>Composition</u></p> <ul style="list-style-type: none"> Organise paragraphs around a theme Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose Use simple organisational devices in non-narrative writing Proof-read for spelling and punctuation errors 	<p>See Knowledge Organisers for individual writing outcomes for key vocabulary.</p> <p>Key vocabulary to meet the requirements of the class topic / text / writing genre focus.</p> <p>See Statutory spelling list for Year 3 and 4.</p>

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	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech • Understands the grammatical difference between plural and possessive –s • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • Use expanded noun phrases to add specific detail to writing • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial 	
Year 5	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spell some of the words on the Y5/6 spelling list (see NC appendix) correctly • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Maintain legibility in joined handwriting when writing at speed <p><u>Composition</u></p> <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character • Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs • Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use a range of verb tenses and forms consistently and correctly through their writing (past, present, progressive, perfect, modal verbs) <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Understand and use verb prefixes e.g. dis-, de-, mis-, over- and re- • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity 	<p>See Knowledge Organisers for individual writing outcomes for key vocabulary.</p> <p>Key vocabulary to meet the requirements of the class topic / text / writing genre focus.</p> <p>See Statutory spelling list for Year 5 and 6.</p>
Year 6	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • Spell correctly most words from the year 5 / year 6 spelling list (see NC appendix), and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed <p><u>Composition</u></p> <ul style="list-style-type: none"> • 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) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing 	<p>See Knowledge Organisers for individual writing outcomes for key vocabulary.</p> <p>Key vocabulary to meet the requirements of the class topic / text / writing genre focus.</p> <p>See Statutory spelling list for Year 5 and 6.</p>

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	<u>Vocabulary, Grammar and Punctuation</u> <ul style="list-style-type: none">• 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)• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
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