

Webheath Academy primary School- Writing Progression Map

Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/ Grammatical terms	Handwriting
1	<ul style="list-style-type: none"> • Sequence sentences to form short narratives. • Use capital letters for names of people, places, days of the week, I • Join clauses using ‘and’ ‘because’ correctly • Use finger spaces between words • Rehearse spellings out loud to practice what they are going to write • To sequences sentences to form short narratives • Re-read what has been written to check it makes sense • To write and punctuate statements • To write and punctuate questions • To use an exclamation mark to show an exciting sentence 	<ul style="list-style-type: none"> • Capital letters • Full stops • ! to punctuate exciting sentences • Begin ? 	<ul style="list-style-type: none"> • Use some regular plural noun suffixes -s or -es correctly (e.g. dog/ dogs, wish/wishes) • Use some suffixes that can added to verbs where no change is needed in the spellings of root words correctly • Can spell some common exception words • Make phonetically plausible attempts to spell some unknow words • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spelling with the same sound 	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Pronouns- he, she, it, the, they, I • Adverb of time: <ol style="list-style-type: none"> 1- First, then, at last 2- Next, soon, later, after that, finally 	<ul style="list-style-type: none"> • Sit correctly at a table holding a pencil comfortably and correctly. • Form lowercase letters in the correct direction, starting and finishing in the correct place. • Form capital letters • Develop cursive script • Form digits 0-9 • Understand letter families
2	<ul style="list-style-type: none"> • To demarcate sentences using capital letters and full stops. • Use the past and present tense mostly correctly and consistently. • Use coordination (and / or / but) • Use subordination (when / if / that / because) • Use spacing between words that reflects the letter sizes. • Use expanded noun phrases for description and specification. <ul style="list-style-type: none"> • Planning and saying out loud what will be written. 	<ul style="list-style-type: none"> • Capital letters • Full Stops • ? accurately • ! • , for lists • Apostrophe for contraction- can't, didn't, hasn't, couldn't, and introduce singular possession. 	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others. • Formation of nouns using suffixes. – ness, -er / compound words. • Formation of adjectives using suffixes. (-ful / -less) Suffixes –er / -est and –ly to turn adjectives into adverbs. 	<ul style="list-style-type: none"> • Noun • Noun phrase • Adjective • Adverbs: <ul style="list-style-type: none"> <i>Time</i>- a few minutes later, finally, usually, suddenly, often <i>Manner</i>- slowly, happily, quickly • Verb • Statement • Question • Exclamation • Command 	<ul style="list-style-type: none"> • Cursive script • Write letters (inc. capitals and digits) the correct size, orientation and size in relation to one another.

	<ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing. • Know how to identify and write: Statements, Questions, Commands and exclamative sentences 		<ul style="list-style-type: none"> • Spell many common exception words 	<ul style="list-style-type: none"> • Compound Suffix • Tense – past / present • Apostrophe • comma • Conjunctions: <i>Co-ordinating</i>- and, but, or <i>Subordinating</i>- when, if, because, that 	
3	<ul style="list-style-type: none"> • How to begin to use paragraphs to organise and group ideas. • How to express time, place and cause using conjunctions, adverbs and prepositions • How to use headings and subheadings to organise texts. • How to use the present perfect form of verbs in replace of simple past. • Use accurate a / an determiners. • Use appropriate choice of pronouns and nouns within and across sentences. • Use co-ordinating conjunctions in the middle and at the start of sentences • Use prepositions of place as openers to sentences 	<ul style="list-style-type: none"> • Capital letters • Full Stops • ? accurately • ! • , for lists • Apostrophe for contraction and singular possession • Inverted commas <p>Use commas in-front of a co-ordinating conjunction</p>	<ul style="list-style-type: none"> • Spelling some of the Year 3/4 statutory spelling rules correctly and spell words with prefixes, suffixes (e.g. anti, auto and super). • Including all previously taught spellings. • Investigate word families. 	<ul style="list-style-type: none"> • Preposition of time: O'clock, at the weekend, on Wednesday • Preposition of place: Under, in, through • Conjunction <i>Sub-ordinate</i>- although, after, that, as <i>Co-ordinate</i>- so, but, since • Simile • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas • Direct speech • Adverbs: <i>Manner</i>- carefully, fast, gentle, quickly, gracefully <i>Time</i>- later, soon, now, before, tomorrow, yesterday <i>Frequency</i>- sometimes, always, never 	<ul style="list-style-type: none"> • Produce fluent, legible and joined handwriting.
4	<ul style="list-style-type: none"> • How to use paragraphs to organise ideas around a theme. • How to use a variety of fronted adverbials with commas. • To use commas after subordinate clauses. • Use the correct tense and person. • How to use conjunctions, adverbs and prepositions. 	<ul style="list-style-type: none"> • Capital letters • Full Stops • ? accurately • ! • , for lists • Apostrophe for contraction plural/ irregular possession 	<ul style="list-style-type: none"> • Know the difference between plural and possessive –s. • Know standard English form. • Spelling all of the Year 3/4 statutory spelling rules correctly 	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Simile • Prepositions • Adverbs: <i>Time</i>- recently, earlier, immediately, prior 	<ul style="list-style-type: none"> • Produce fluent, legible and joined handwriting.

	<ul style="list-style-type: none"> • Use a variety of pronouns to avoid repetition. <ul style="list-style-type: none"> • Begin to use relative clauses with sentences 	<ul style="list-style-type: none"> • Inverted commas • Apostrophe to mark plural possession. • Use commas after fronted adverbials. • Use commas following a reporting clause • Commas to punctuate relative clauses 		<p><i>Frequency</i>-occasionally, constantly, regularly</p> <p><i>Manner</i>- tentatively, hastily, cautiously</p> <p><i>Degree</i>- too, enough, extremely</p> <p><i>Reason</i>- so that, in order that, therefore</p> <ul style="list-style-type: none"> • Fronted adverbial • Conjunctions- <p>Sub-ordinate: nevertheless, however, although</p> <p>Co-ordinate- yet, also</p>	
5	<ul style="list-style-type: none"> • To use paragraphs to organise ideas. • To use vocabulary to create atmosphere and reflect appropriate formality • Demonstrate a confident and established voice • Use a range of cohesive devices: Conjunctions Adverbials Linking ideas across paragraphs • Indicate degree of possibility through modal verbs and adverbs. • Know how to vary sentence structure for effect: - Relative clauses -embedded clauses- Subordinate clauses - Short sentences - Vary openers • To write relative clauses within sentences using who, which, where, when, whose • Add detail, qualification and precision by - Modifying adjectives - Using figurative language - using quantifiers (few/ many/some) • To use the correct tense and person. • Use speech to move forward action • Modal verbs for degree of possibility 	<ul style="list-style-type: none"> • Capital letters • Full Stops • ? accurately • ! , for lists • Apostrophe for contraction and singular possession • Inverted commas to mark fragmented speech • Apostrophe to mark plural possession. • Use commas after fronted adverbials. • Use commas following a clause. • Brackets, dashes and commas to indicate parenthesis. • Begin to use semi - colons 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Verb prefixes [for example, dis -, de -, mis -, over - and re -] • Year 5/6 spelling lists. 	<ul style="list-style-type: none"> • Modal verbs • Relative pronoun • Relative clause/Parenthesis • Bracket • Dash • Semi colon • Cohesion • Ambiguity • Figurative language- simile, metaphor, personification • Conjunctions <p>Co-ordinating- furthermore, nor</p> <p>Sub-ordinating- despite, hence</p> <p>Adverbs-</p> <p><i>Time</i>- annually, fortnightly, for a while</p> <p><i>Frequency</i>- hardly ever, frequently, generally</p> <p><i>Manner</i>- deliberately, solemnly, Obediently</p> <p><i>Place</i></p> <p><i>Degree</i>- completely, entirely</p> <p><i>Reason</i>- due to, the cause of this...</p>	<ul style="list-style-type: none"> • Maintain fluent, legible and joined handwriting

6	<p>Select language that shows good awareness of the reader and purpose.</p> <ul style="list-style-type: none"> • In narratives, create atmosphere and tension through describing settings, atmosphere and characters. • In narratives, integrate dialogue to convey character and advance the action • In non -narrative writing, use simple devices for structure: <ul style="list-style-type: none"> - Headings - Subheadings - Bullet points. • Select vocabulary and grammatical structures including: <ul style="list-style-type: none"> - Contracted forms in dialogue. - Use passive verbs to affect how information is presented. - Using modal verbs to suggest degrees of possibility • To write relative clauses within sentences using who, which, where, when, whose and write also omitting the relative pronouns 	<ul style="list-style-type: none"> • Capital letters • Full Stops • ? accurately • ! • , for lists • Apostrophe for contraction and singular possession • Inverted commas • Apostrophe to mark plural possession. • Use commas after fronted adverbials. • Use commas following a reporting clause. • Brackets, dashes and commas to indicate parenthesis. • Commas for subordinate clauses Commas for clarity Semi colons • Colons • Dashes • Hyphens 	<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Year 5/6 spelling lists. 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet point <p>Subjunctive verb form e.g. were/was</p> <ul style="list-style-type: none"> • Figurative language- onomatopoeia, hyperbole Co-ordinating- • Conjunctions: Co-ordinating- moreover, not only Sub-ordinating- consequently, in spite, subsequently • Adverbs: <i>Time</i>- beforehand <i>Frequency</i>- seldomly, since <i>Manner</i>- courageously, inquisitively <i>Place</i> <i>Degree</i>- thoroughly, virtually <i>Reason</i>- on the account of, the reason for... 	<ul style="list-style-type: none"> • Maintain fluent, legible and joined handwriting when writing at speed.
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